

Gross Motor Skills

Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing

Strategies / Interventions.

Components of Gross Motor skills

- **Muscle tone** - When muscle tone is low, muscles are more relaxed, and may appear floppy. Difficulties include using difficulties controlling and co-ordinating movement.
- **Balance** - Difficulties in this area can include delayed reactions, poor balance, poor posture.
- **Proprioception** – This is the sensation received from the muscles and joints, this helps with the awareness of where body parts are positioned. Difficulties may include body and spatial awareness.
- **Joint instability** - Increased movements around joints. It can affect fluency of movement and co-ordination. Difficulties include poor body awareness, tiring easily and pain around the joint
- **Motor planning** – This is the organisation of movements, forming the idea and knowing what to do, organising the sequence of movements involved.
- **Bilateral integration** – The co-ordination of both sides of the body together.

Activities to support Gross motor development.

- **Tummy time** -babies need daily tummy time to support the development of muscles need for sitting and crawling.
- **Moving in different ways** - crawling, walking, running, jumping, hopping, skipping, slithering, spinning, turning, twisting, pushing, and pulling.
- **Climbing equipment** – to support children in developing upper arm strength, mobility, control, and balance.
- **Obstacle courses** – these could be adult, or child made and allow children to move in different ways.
- **Ball games** – rolling, throwing, kicking, and catching.
- **Team games** – crate races, relay races, bat and ball games
- **Beanbag balancing** – children to walk whilst balancing the bean bag if different body parts.
- **Balance bikes**
- **Outdoor play**
- **Block play and building.**
- **Parachute games.**



Parental Section: Using strategies at home.

Recommended guidance suggests that children over one should engage in physically active play for a minimum of 3 hours per day.

This can include:

- Tummy time (for under 1's)
- Object/block play.
- Visiting the park/soft play
- Dancing

Links to EYFS – Personal, social, and emotional development, communication and language and physical development.

SEND Code of Practice - P&S.

Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better

 BUILDS RELATIONSHIPS & SOCIAL SKILLS	 MAINTAINS HEALTH & WEIGHT	 CONTRIBUTES TO BRAIN DEVELOPMENT & LEARNING
 IMPROVES SLEEP	 DEVELOPS MUSCLES & BONES	 ENCOURAGES MOVEMENT & CO-ORDINATION

Every movement counts

Aim for at least
180
Minutes
per day
for children 1-5 years

<p>Under-1s at least 30 minutes across the day</p>  <p>TUMMY TIME</p>	 OBJECT PLAY	 DANCE	 GAMES	 PLAY
	 SWIM	 WALK	 SCOOT	 BIKE
	 JUMP	 CLIMB	 THROW/CATCH	 SKIP
	 PLAYGROUND			

Get Strong. Move More. Break up inactivity

UK Chief Medical Officers' Physical Activity Guidelines, 2019

