Welcome to our
EYFS Physical Development Parent Workshop – Part One
Principles of learning to ride a bike

Why Physical development?

- Physical Development is one of the three prime areas of learning in the EYFS framework, the other two being Personal, Social and Emotional Development and Communication and Language. These three areas are recognised as prime because they form the basis of all other aspects of young children's learning and development. The three prime areas are regarded as particularly important for inspiring young children's curiosity and enthusiasm, laying the foundations for future success in all aspects of life and education.

- Children learn to control their bodies from the centre outwards and from the top downwards.
- In other words, babies build up their neck muscles so they can hold up their heads, then the trunk muscles so they can sit, and finally the whole body control and balance required for walking.
- Arm and finger control follows the same pattern: at first a child will be able to manipulate the arm from the shoulder joint; gradually he understands how to control the hands; finally he learns how to make the fine finger movements needed to write.

The importance of Physical Development

To help young children to develop their moving and handling skills, practitioners and parents should provide lots of opportunities for them to use large muscle movements to explore their immediate environment and develop fine motor control through manipulating materials and using tools and equipment.

Definitions of gross and fine motor skills

- Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. They also includes eye-hand coordination skills such as ball skills (throwing, catching, kicking) as well as riding a bike or a scooter and swimming.
- Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.
- Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important.

Gross Motor Skills

Strengthening the upper body using wide circular movements from the shoulder.

Small physical movements – fine motor skills

More ideas


www.gigglegrowandknow.com

Promoting independence

Physical Development End of Year Expectations

- Physical Development is split into two separate areas. Gross Motor Skills and Fine Motor Skills. The end of year expectations are below.
- Gross Motor Skills:-
- Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Fine Motor Skills:-
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Typically children learn to cycle at a younger age, and faster, with balance bikes than with bikes with stabilisers. Children can become reliant on stabilisers preventing them from developing balance skills. Once stabilisers are taken off the child needs to learn how to balance and steer all over again which can also affect their confidence on a bike.


Balance is important to achieving success in almost every sport or physical activity and is fundamental in the process of learning to ride a bike'. Its all about confidence.

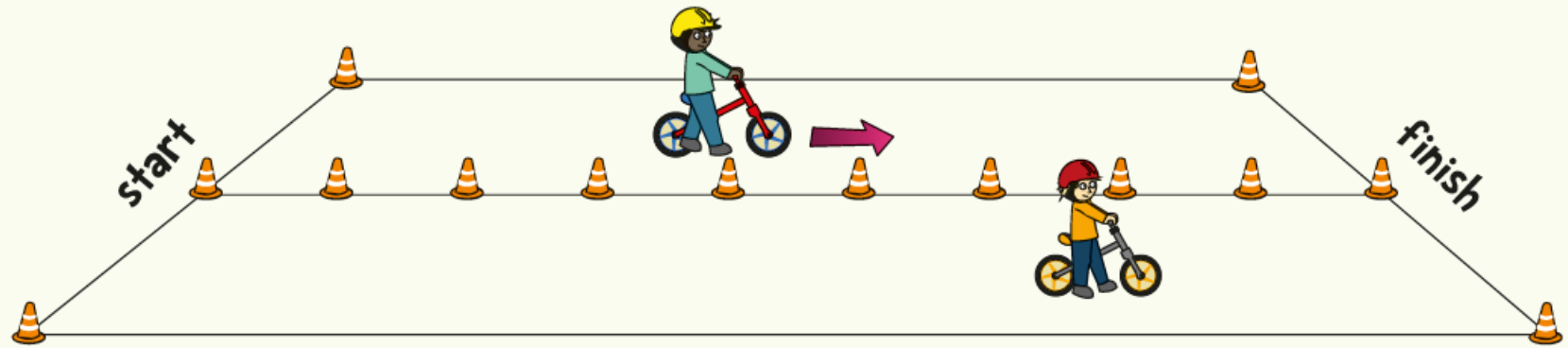
First steps to learning to balance

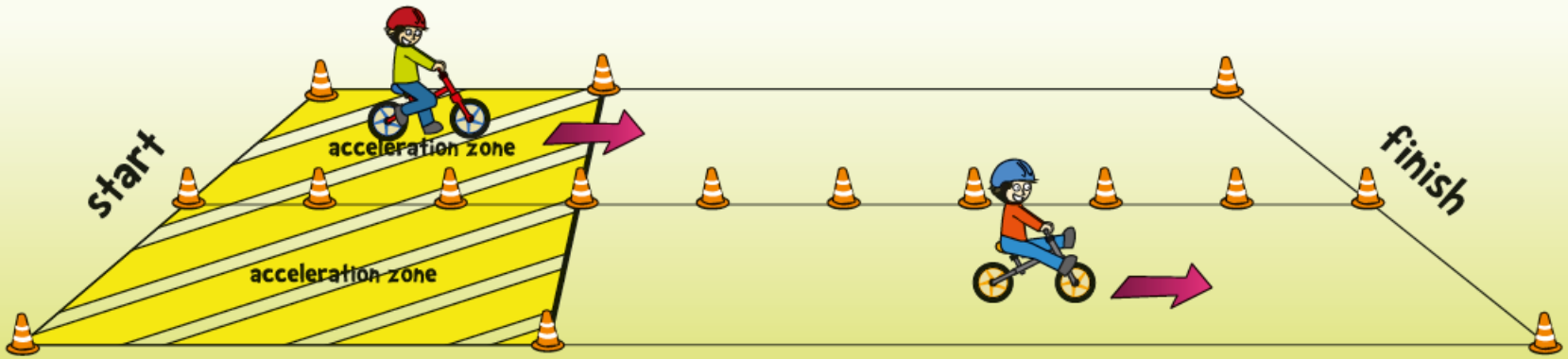
Riding position

1. Feet on the floor
2. Slighlty bent knees
3. Bottom firmly on the seat
4. Hold handlebars securely

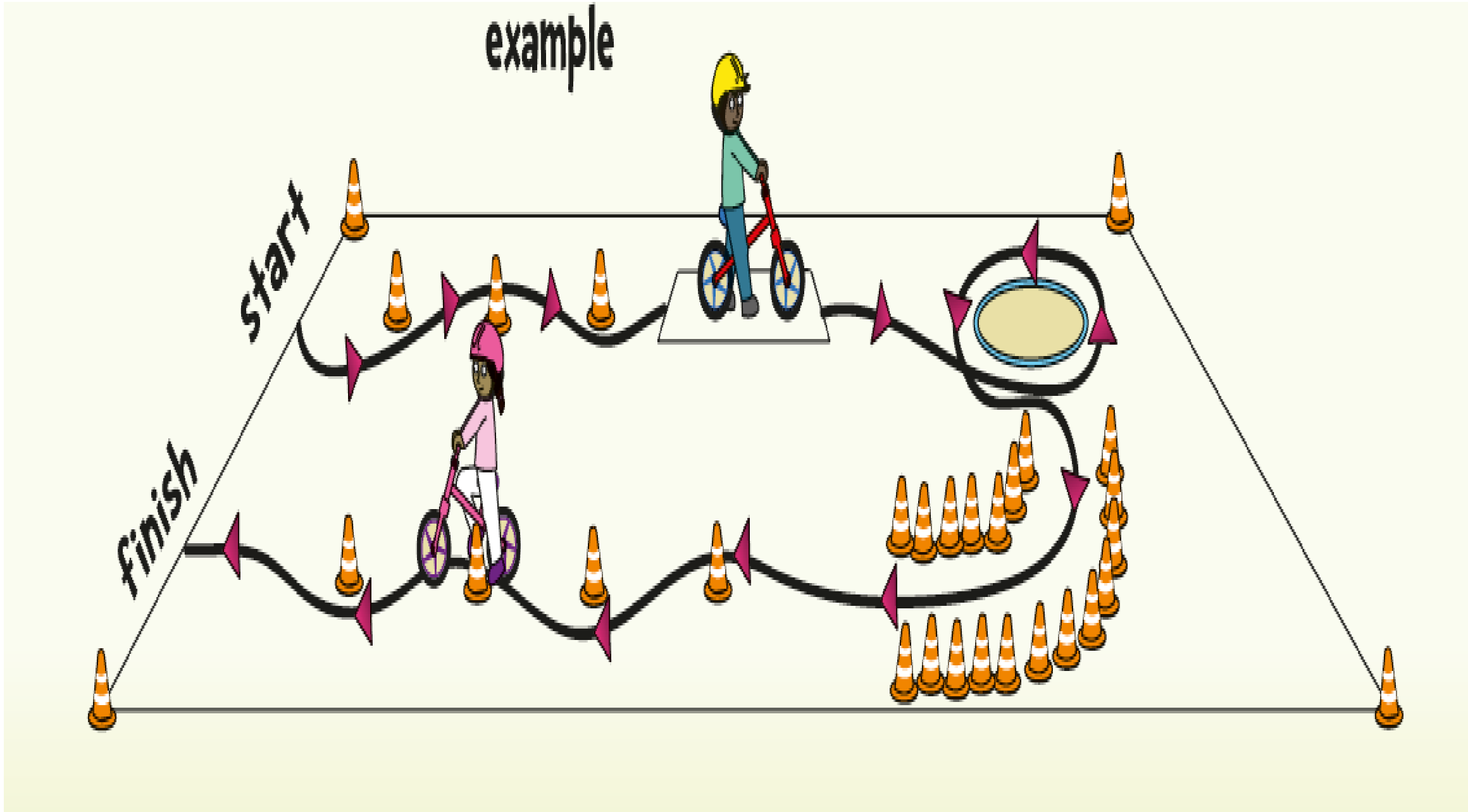
Learning to balance

1. Start walking whilst remaining seated
2. Build confidence and take longer strides
3. Balance will develop with speed
4. Lift the feet and glide





The structured sessions take children through walking on the bike to lifting their feet up and gliding.


example
start
finish

There are a few ideas on the following pages of what this looks like to remind you later on.

- Stage 1:-
  Learn how to pick up and place the bike back down gently;
  Sitting on the bike while stationary, feet flat on the floor and legs slightly bent, lift one hand and wave, lift the opposite hand and wave, lift both hands and wave;
  Two hands on the handlebars and hold the brakes, lift one leg and wiggle it, lift the opposite leg and wiggle it.

- Stage 2:-
  Ask your child to sit firmly on the saddle. Lower the saddle if necessary.
  Ask them to take steps forward, one foot at a time, using their feet to push off and propel the bike forwards.
  They could imagine being an animal, such as a mouse, taking small steps first and then larger steps as the animals get bigger.
  Encourage them to squeeze the brakes, rather than using their feet, to stop the bike at a given point.

- Stage 3:-
  Once your child has mastered the previous stage and has become proficient in moving the bike forwards in a straight line, they can move on to gliding the bike. This means that they can use two feet to start the bike off and see how far they can get with both feet off the floor. They might like to pretend there is a river full of crocodiles that they have to cross and therefore have to keep their feet off the ground for as long as possible. It is easier to glide downhill, so you may like to try this first.

- Stage 4:-
  Continuing to learn to stop at a given point;
  Add in cones or similar obstructions, so that the children can use all of their prior skills from the last three stages and learn to change direction – see slide 16;
  Cycling around in a circle, clockwise and anti-clockwise, stand on the inside or the outside of the circle and children to turn and wave briefly as they go past with the nearest hand;