

Unit 40: Promote Young Children's Physical Activity and Movement Skills

Unit code:	CYPOP 4
Unit reference number:	M/601/0133
QCF level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner's competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Strategy. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of physical activity and the development of movement skills for young children's development, health and wellbeing**

Why physical activity is important to the short- and long-term health and wellbeing of children: short-term benefits include reducing levels of anxiety, release of physical energy, lowering blood pressure; long-term benefits include helping to develop stronger muscles and bones, child less likely to be overweight, decreased risk of developing type 2 diabetes, forms positive habits for the future, opportunities for social interaction with others

Explain the development to movement skills in young children and how these skills affect other aspects of development: children's physical development includes holistic development of the child through different areas of developmental milestones, individual children develop at different rates but in broadly the same sequence, gross motor physical development eg infant reflexes, development of locomotion, balance and co-ordination; fine motor physical development eg infant reflexes, use of tools, increase in control of tools; the impact physical development has on other areas of development; a young child who is not yet mobile is not able to explore the environment in the same way as a more mobile child possibly impacting on their social and intellectual development; young child who regularly participates in group physical activities has opportunities to develop language and communication skills eg listening to instructions, expressing feelings; young child who regularly participates in group physical activities has opportunities to develop social skills eg cooperation and taking turns; development of movement skills linked to intellectual development eg reasoning and problem-solving skills

2 **Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills**

Prepare the environment and explain how it allows all children to develop, practise and extend their movement skills according to their age, need and abilities: provide a safe, secure encouraging environment; working in partnership with parents; inclusive environment that meets the needs of individual children; clear planning on how to meet and support the needs of the child; provide quiet and nosier periods/areas; provide indoor and outdoor activities that develop fine manipulative skills, fine and gross motor skills; provide activities that encourage the repetition of physical skills; showing sensitivity to culture and background of individual children when preparing the environment

Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities: relevant health and safety procedures are implemented; children are encouraged and supported to take managed risks; children are supported and encouraged during physical activities, children given appropriate levels of supervision and independence; children encouraged to think about risks and consequences of risks in physical play (according to their age and abilities); opportunities for children to express choices and preferences; children encouraged to show awareness of themselves and others

Explain the importance of natural outdoor environments for young children's physical activity and movement skills: provides the opportunity for children to gain first-hand contact with weather, seasons and the natural world; provides freedom and space to explore and be physically active; opportunity to use senses and imagination, positive impact on wellbeing; encourages all aspects of learning and development

3 Be able to plan and implement physical activities for young children

Plan opportunities for physical activity for young children: plan age-appropriate and stage-appropriate physical activities based on the children's current interests, needs and preferences; physical activities that are safe and stimulating; provide opportunities to develop existing skills as well as develop new ones

Meeting the individual movement skills needs of children: eg taking into account the age and abilities of children, adopting an inclusive approach to facilitate participation by all children, children with special needs and/or disabilities, awareness of stage of development of child and preparing them for next stage of development, challenge existing skills and encourage development of new skills

Including activities that promote competence in movement skills: use of indoor and outdoor activities; development of coordination, gross motor skills, fine motor skills; different types of activities eg games, dance and creative movement, swimming for young children, athletics for young children, use of small and large play equipment

Encouraging physical play: activities planned eg to be stimulating, challenging but safe, age and stage-appropriate, positive adult approach to role modelling and participation in physical play and activity, presenting physical play as fun, adequate space, opportunities, resources and equipment made available

How planned physical activities are implemented: eg appropriate adult supervision of planned physical activities, health and safety requirements implemented, activities are inclusive and reflect age, needs and abilities of children in setting, adequate adaptation of activities for children with disabilities or special needs, adequate time, space and resources made available for physical activities

4 Be able to build opportunities for physical activity into everyday routines for young children

Importance of building physical activity into everyday routines: eg building good habits for the future, activities become enjoyable rather than a task, informal opportunities to build fitness, stamina and good health

Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines: identify the opportunities children have for physical activity within the daily routine; how these opportunities are utilised

5 Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills

Effectiveness of planned provision in supporting physical activity and supporting confidence and progression in movement skills: assessing progress of individual children; feedback from children, parents and others involved in the setting; comparing outcomes of planned provision against goals, targets and other forms of measurement

Identify and record areas for improvement: observation; improving activity delivery; assess progress of children; comparing against objectives set for activity; setting realistic goals for improvement

Reflect on own practice in supporting young children's physical development and movement skills: regular reflection; focused; use a structured approach; appropriate way of recording eg a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why); action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions