

**USING PHYSICAL ACTIVITIES TO SUPPORT SELF-REGULATION**

Aspect of physical development	Activities	Resources
<b>Gross motor skills</b>	<b>Under threes:</b> <ul style="list-style-type: none"> <li>• Roly-poly.</li> <li>• Dancing.</li> <li>• Making large gestures.</li> <li>• Space to climb and crawl.</li> </ul>	<b>Under threes:</b> <ul style="list-style-type: none"> <li>• Furniture to pull themselves up on.</li> <li>• Piles of cushions to climb over or things to push through.</li> <li>• Loose materials, cardboard boxes, and tubes to climb in on or through.</li> <li>• Different textures and surfaces indoor and outdoor for babies to crawl on roll on.</li> <li>• Things to transport things in, small baskets.</li> </ul>
	<b>Over threes:</b> <ul style="list-style-type: none"> <li>• Climbing.</li> <li>• Making large gestures.</li> <li>• Space to run, climb, walk and crawl.</li> </ul>	<ul style="list-style-type: none"> <li>• Large wooden blocks to carry, build and climb on.</li> <li>• Big musical instruments.</li> <li>• Traverse walls.</li> <li>• Ropes to balance along or skip with.</li> <li>• Climbing nets and rope ladders.</li> <li>• Bikes.</li> <li>• Big paint brushes.</li> </ul>
<b>Fine motor skills</b>	<b>Babies:</b> <ul style="list-style-type: none"> <li>• Handle babies hands, stroking and gently pressing</li> <li>• Tummy time</li> </ul>	<ul style="list-style-type: none"> <li>• Objects for reaching and batting with while baby is lying on its back.</li> <li>• Range of objects with varying textures, sizes and weights for babies to grasp, hold, wave and release.</li> <li>• Babies who can sit unsupported - materials they can grasp, grip, twist, tap, bang, poke and squash</li> <li>• Highly textured materials – sand, water, and cornflour.</li> <li>• Different types of surface to crawl on.</li> </ul>
	<b>Toddlers:</b> <ul style="list-style-type: none"> <li>• Opportunities to lift, carry, push, pull place and throw.</li> <li>• Provide opportunities to point, and extend the first finger.</li> <li>• Develop the pincer grip to pick up small items.</li> <li>• Encourage toddlers to lie on their bellies and crawl, where the hands are used to push, press and pull themselves up.</li> </ul>	<ul style="list-style-type: none"> <li>• Containers with handles and large and small objects – pots and pans, wooden bricks, large pebbles to pick up and pull along.</li> <li>• Tactile materials that can be gathered, handled, and manipulated – shells, gravel, pebbles, play dough, sand and mud.</li> </ul>
	<b>Two year olds:</b> <ul style="list-style-type: none"> <li>• Continue to develop earlier skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide keys, locks, chains and other such items for two year olds to work on with both hands and their inquisitive minds.</li> </ul>
	<b>Three to fives:</b> <ul style="list-style-type: none"> <li>• Maintain the emphasis on</li> </ul>	<ul style="list-style-type: none"> <li>• Floor play.</li> </ul>

Aspect of physical development	Activities	Resources
	<p>movement.</p> <ul style="list-style-type: none"> <li>• Focus on shoulder, arm, wrist hand and grip.</li> <li>• Opportunities for wringing and twisting</li> <li>• Play finger games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Games with huge elastic bands.</li> <li>• Bikes and push and pull vehicles.</li> </ul>
<b>Cross -laterality</b>	<ul style="list-style-type: none"> <li>• Crawling</li> <li>• Reaching from side to side</li> <li>• Putting books and jigsaws on the floor.</li> <li>• Music and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Cardboard boxes tubes to climb and crawl through.</li> <li>• Make-shift assault courses- cushions to clamber over, tunnels to crawl through and table legs to manoeuvre around.</li> <li>• Ride on toys.</li> </ul>
<b>Vestibular system</b>	<ul style="list-style-type: none"> <li>• Turning, spinning, rolling, swinging, rocking, tilting, falling, jumping, bouncing, sliding and moving fast.</li> <li>• Slow movements.</li> <li>• Being able to move freely and push, pull, stop and start.</li> </ul>	<ul style="list-style-type: none"> <li>• Ribbon sticks</li> <li>• Swings</li> <li>• Spinners</li> <li>• Rocking horse</li> <li>• Rockers</li> <li>• See-saws</li> </ul>
<b>Proprioception</b>	<ul style="list-style-type: none"> <li>• Running, jumping, stretching, climbing, pulling, pushing, crawling, creeping, sliding, turning, bending, rolling and tumbling.</li> <li>• Held gently</li> <li>• Rough and tumble play</li> <li>• Sweeping, lifting carrying and pushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Tyres, crates, blocks, boxes, planks, boards, bricks, bags, baskets and suitcases.</li> <li>• Wagons, carts, wheelbarrows, trolleys, and prams.</li> <li>• Open-ended climbing equipment offering possibilities for stretching, hanging, sliding as well as climbing.</li> <li>• Adult and child sized brushes, mops, dustpans.</li> <li>• Gardening resources.</li> <li>• Blankets</li> <li>• Balls of all descriptions</li> <li>• Ribbons and scarves</li> <li>• Soft play resources</li> </ul>

### **Vestibular system**

The vestibular system helps us to maintain balance and allows us to control our body in relation to gravity and movement. It is the first of the sensory systems to mature and is in place eight weeks after conception. It needs to be trained through movement.

### **Proprioception**

Proprioception tells us where our body is in space, where it starts and finishes and how parts of our body are moving without having to look at them. It is our proprioception sense that enables us to tap our feet and brush our hair, or walk downstairs without having to consciously think about it. A well-developed body map also helps us to tackle the unfamiliar and learn movements to manage obstacles and break our fall. Sometimes it is referred to as our sixth sense.