

Physical Development

Moving and Handling



<p>The activities below are graded according to difficulty. Begin with the activity described in step 1. Move on to the next step only when the child shows confidence and success. You may find that the child progresses through the first steps quickly. It is important to provide opportunities for the child to practice the activities daily. This will maximise their development and secure the memory of specific movements.</p>		<h1>Card 2</h1>
<p>Observed Behaviour</p>	<ul style="list-style-type: none"> • Walks awkwardly or frequently trips. • Prefers to run rather than walk. 	
<p>Focus</p>	<ul style="list-style-type: none"> • To improve balance and stability. • To slow gross movements. 	
<p>Activity/ Strategy</p>	<p>To walk along a slightly raised wide bench or balance beam.</p> <p>Step 1 The adult asks the child to walk along a bench or balance beam. The adult must avoid holding the child's hand as this will affect the child's sense of balance. If the child does require support then either lightly hold the child's waist from behind and encourage the child to put their arms out to the side. Gradually reduce the support by either holding on to the child's t-shirt with two hands or use a scarf around their waist, hold the two ends of the scarf at the centre of their back. Repeat this daily until the adult feels the child is confident enough to move to Step 2.</p> <p>Step 2 Raise the bench if possible and repeat step 1. The adult will encourage the child to walk along independently. Only give support where absolutely necessary.</p> <p>Step 3 Raise one end of the bench or beam and encourage the child to walk up and walk down it.</p> <p>The Challenge How far or quickly can you walk without wobbling off the bench or beam? Can you walk backwards?</p> <p><i>Continued overleaf</i></p>	

Assessment	<ul style="list-style-type: none">• Observe the child completing the activities offer praise and reward for success.• Use the itkit intervention record to record observation and evidence progress.
Outcome	Child balances with increased independence and confidence.
Resources	<ul style="list-style-type: none">• Wide bench or beam• Itkit intervention record
If children continue to have significant difficulty in achieving a particular skill and evidence indicates they are making insufficient or no progress after four weeks of intervention you should consider consulting the school or setting SENco.	