

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>		<h3>Card 3</h3>
<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 step one foot at a time with controlled movements.</p> <p>Step 1 The adult arranges six flat dinner plate sized 'stepping stones' in a straight line or circle on the floor. The child is encouraged to step onto each 'stone' ensuring both feet are firmly on the stone before moving to the next 'stone'. The child should be able to do this independently. Remember - avoid holding the child's hand as a means of support. If the child does require support then either lightly hold the child's waist from behind and encourage the child to put his 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, holding the two ends of the scarf at the centre of their back.</p> <p>Step 2 Support the child to walk across the 'stepping stones' and encourage the child to step with one foot only on each stone.</p> <p>Step 3 Provide footprints and repeat step 2 encouraging the child to put one foot onto one footprint.</p> <p>Step 4 - The challenge Can the child walk across raised stepping stones (washing up bowls on a non-slip surface) without wobbling?</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 has improved balance and confidence.
Resources	<ul style="list-style-type: none"> • Stepping stones- carpet squares, felt circles work best on most surfaces. Ensure non-slip surfaces. • Raised stepping stones – washing up bowls • Itkit intervention record
<p>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.</p>	