



Developing & Supporting Physical Development in Early Childhood Training

'All staff received the Developing and Supporting Physical Development in Early Childhood training, transforming the ethos of the school as now all staff see the importance of movement. There was a huge positive impact on the children's motor development however this also transferred into their enthusiasm, concentration, engagement and positive behaviour in other areas of learning'

Head Teacher, Pembrokeshire

High quality movement in early childhood is essential for laying the foundations of **physical activity, health, well-being and academic outcomes**.

Following **extensive research** into **professional development approaches**, we have developed a **robust evidence based accredited training** at Level 3 and 4. This develops **in-depth understanding** of what **high quality movement** is and how to support this in **early childhood**.

This work supports the implementation of **SKIP-Cymru** (Successful Kinaesthetic Instruction for Pre-schoolers), which is recognised as a **recommendation** for **all foundation phase pupils** in Wales in the **Health and Social Care Committee review** to Welsh Government on physical activity. This work is also recognised as a case study for CPD in the Well-Being Future Generations Act support materials '**A Journey to a Healthier Wales**'

The training involves a combination of face-to-face workshops and online study (blended learning). Practitioners will learn how:

- **High quality movement** supports both cognitive and physical development.
- Movement in early childhood creates connections in the brain, supporting speech, language and literacy development.
- How **fundamental movement skills** (FMS) underpin **later physical activity** and which of these **skills** specifically **need to be taught** to ensure **children** can access **physical activity throughout life** supporting their **physical literacy** and **health**.
- How children's physical development is fundamental to the development of **self-esteem, confidence, resilience** and as such supports **mental health** and **well-being**.
- **Body awareness** developed in early childhood is fundamental to children's ability to read body language needed to develop **empathy** and the ability to **socialise**.
- How **physical development pedagogy** underpins **play-based learning** (playful pedagogy) and as such supports engagement in learning in the **Early Childhood Curriculum in Wales**. Practitioners are given clear **structures** and **strategies** for managing groups of children in Physical Learning with **inclusive practice**.
- How to **observe** and **analyse** the **developmental stages** of children's motor skills and therefore make judgements about the **appropriate equipment** and **tasks** to support **child's development** in a **play-based approach**.
- **Prerequisites** for **later skill development** such as how to recognise when a child is not eye tracking and how to support this so the child becomes a proficient catcher later on, (a skill that also supports reading).
- How to **evaluate** a range of **resources** and **approaches** and **use** them in a **developmentally appropriate way** for children in their own settings supporting sensory motor integration, developing **balance, co-ordination, gross and fine motor skills**.
- A range of **strategies** for **working with parents** and **carers** to **support** their **children's development** at home.



TO BOOK OR DISCUSS HOW WE CAN SUPPORT YOUR SCHOOL

Please email Kirsty.edwards@uwtsd.ac.uk with any enquires or to book a place on the training

Level 4: Developing and Supporting Physical Development in Early Childhood Module (20-credits)

The training is a **highly blended approach** of interactive engaging online resources and face-to-face training. This is aimed at teachers or early years practitioners who have completed a degree.

3 face-to-face training days over a school term: (9am – 4pm)

- Training day 1 (week 1), day 2 (week 5) and day 3 (week 9) However the number of weeks between training days is dependent on school holiday breaks

Distance learning

- The learner (e.g. teacher) will be required to **plan, deliver and reflect on weekly sessions** to a group using **principles, strategies and approaches learnt on the training to support children's physical development activities**
- Complete **online interactive theory blocks**, which can be **accessed at a time to suit the learner**.

Written Assessment

- Level 4: **Action research** write a **reflective journal of theory to practice** within Early Years setting (2000 words). With the increasing emphasis on teachers as reflective practitioners and researchers this assessment gives staff an ideal opportunity to see how this process impacts on their practice and the outcomes for pupils.

Practical Assessment

- **Deliver a practical task** (5 – 10 minutes) to **peers** during **face-to-face training days** (day 2 and 3) and **reflect** afterwards.
- Submit a **plan** and **video evidence** (10 minutes) **delivering a session in your setting** using principles, strategies and approaches learnt on the training to support children's physical development.
- Submit a brief **reflection** of the filmed session and an **overview** of 12 weeks (template available)

*This level of study and reflective practice ensures that the school, teacher and pupils have the most benefit from their investment and that **maximum impact** of training is achieved on **pupil outcomes** by **changing practitioners practice permanently**.*

Price: £499pp (apply to match fund places)

Level 3: Supporting Physical Development in Early Childhood Module (20-credits)

The training is a **highly blended approach** of interactive engaging online resources and face-to-face training. This is aimed at teaching assistants, early years practitioners in non maintained (playgroup, private nursery, childminders) and maintained settings (flying start, school nursery) and coaches.

Distance learning:

- Online learning starts 3 weeks prior to face-to-face workshop (**accessible anytime**)
- Complete **weekly online blocks** of different topics which include a mixture of engaging videos, presentations, tasks and games
- The learner (teacher assistant) will be required to **support teacher led** weekly sessions to a class and/or deliver to a **small targeted focus group** using **principles, strategies and approaches learnt on the training to support children's physical development activities**

2 face-to-face workshops over a school term (9am – 1pm)

- Workshop 1, (week 4) and Workshop 2 (week 9)

Practical Assessment

- **Support a teacher led 10 minute session OR deliver to a small focus group** using principles, strategies and approaches learnt on the training to support children's physical development activities (submitted by week 12).
- Submit an overview of 12 weeks (template available)

Written Assessment

- Complete short **multiple choice assessments** after each online interactive block

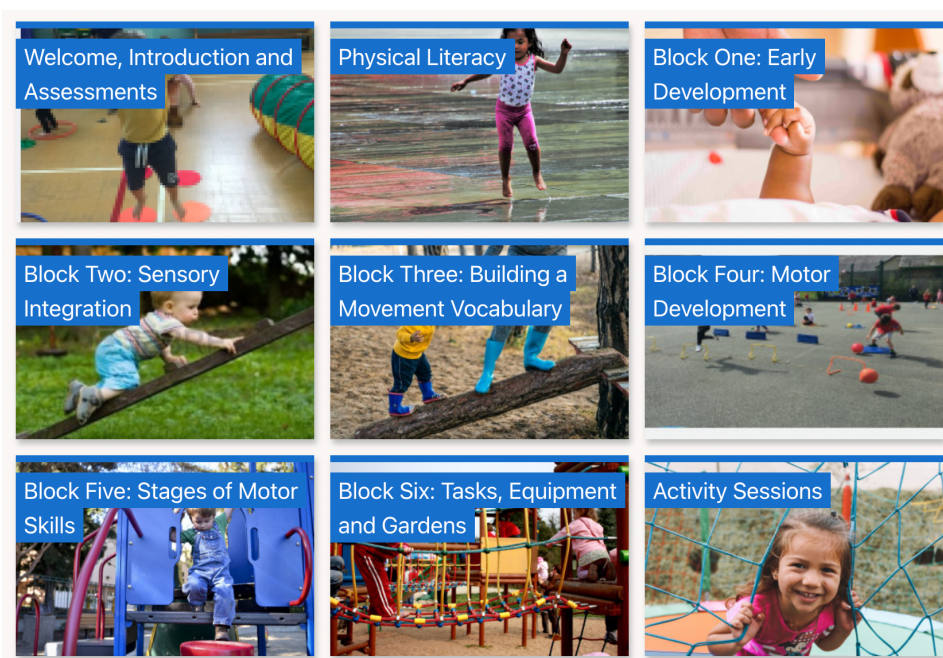
Price: £299pp (apply to match fund places)



Video evidence must be filmed with parent consent provided and uploaded onto the University's secure password protected OneDrive. The video will only be used for the purpose of the assessment and then deleted.

TO BOOK OR DISCUSS HOW WE CAN SUPPORT YOUR SCHOOL

Please email Kirsty.edwards@uwtsd.ac.uk with any enquires or to book a place on the training



Resources

Practitioners will have access to **interactive online blocks** to support their understanding of theoretical concepts as well as resources to support delivery of physical development activities in settings.



Equipment

It is essential that practitioners have access to developmentally appropriate equipment to be able to deliver sessions using the principles, strategies and approaches learnt on the training. We will support you by providing guidance on this, including auditing what you already have and providing a recommended equipment list with suppliers.

Testimonials

I feel fortunate to have attended the course with my colleagues as we have been able to support each other and share good practice

Teacher, Newport

The training has been unbelievably beneficial for my professional development and has transformed the way I carry out physical development lessons and I am already beginning to see huge improvements in the pupils FMS, which will allow them the opportunity to access a range of physical activities throughout their life.

Teacher, Swansea

Children's smiles and laughter have been apparent throughout, their engagement and body language has shown confidence in their actions and a willingness to try new things which has really improved their moving and transferred into everything they are doing

Teacher, Pembrokeshire

The beauty of this inclusive and holistic pedagogy has been the freedom to adapt each session including the focus and level of challenge, to achieve the maximum benefits for each pupil regardless of their starting point.

Teacher, Carmarthen

We received an Ofsted inspection and my Physical Education lesson was observed. The lead inspector was impressed with the range of engaging activities that catered for all the needs of the children and was interested in hearing about the benefits of the developmentally appropriate equipment and other aspects of the training. The physical education session was highlighted in the official Ofsted report; noted for developing deep knowledge and skills.

Teacher, England

I have become more observant of the developmental needs of the children, and the ways I can integrate opportunities for them to develop their sensory integration which has improved their physical development

Nursery Teacher, Newport

Unlike more traditional physical education lessons, where the focus is on a particular sporting technique which are competitive in nature, the use of the gardens allows a flexible multi-sport approach which has enabled easy adjustments to meet the needs and capabilities of each pupil and created a more inclusive environment

Teacher, Swansea

The children's class teacher feels that the sessions are having a massive impact on their wellbeing and the children are more focused and engaged in their learning

Sport Development Manager, Anglesey

TO BOOK OR DISCUSS HOW WE CAN SUPPORT YOUR SCHOOL

Please email Kirsty.edwards@uwtsd.ac.uk with any enquires or to book a place on the training