

Physical development at Cheadle Catholic Infant  
School

## Core Strength:

Core strength is the development of the torso muscles that stabilize, align, and move the trunk of the body. Poor core strength can cause poor posture which can also affect gross motor and fine motor skills. Building strong core strength is like building a strong foundation for children.

Core strength development starts as an infant with 'tummy time.'

When an infant has an opportunity to lie on his/ her tummy, she/he learns to lift their head which helps to strengthen the neck and upper back muscles. This will help the infant to begin supporting the weight of their own head and to be able to look around in response to sounds. It will also prepare the infant for such developmental milestones such as crawling, rolling over, and sitting up independently.

Some children will not have this core strength when they arrive at Primary School.

For Primary School aged children, the best way to develop core strength is through good old fashioned outdoor play! Children need daily opportunities to run, jump, climb, crawl and explore in an unstructured environment.

Children with poor core strength will tend to slump with shoulders rolled forward while seated, they may exhibit poor balance and find it difficult to sit on a chair.

This will also lead to poor fine motor skills, poor concentration and tiredness.

The following slides will show what we do at CCIS to improve core strength.

## Commando Club













## Dough Disco





Squiggle whilst you wiggle!







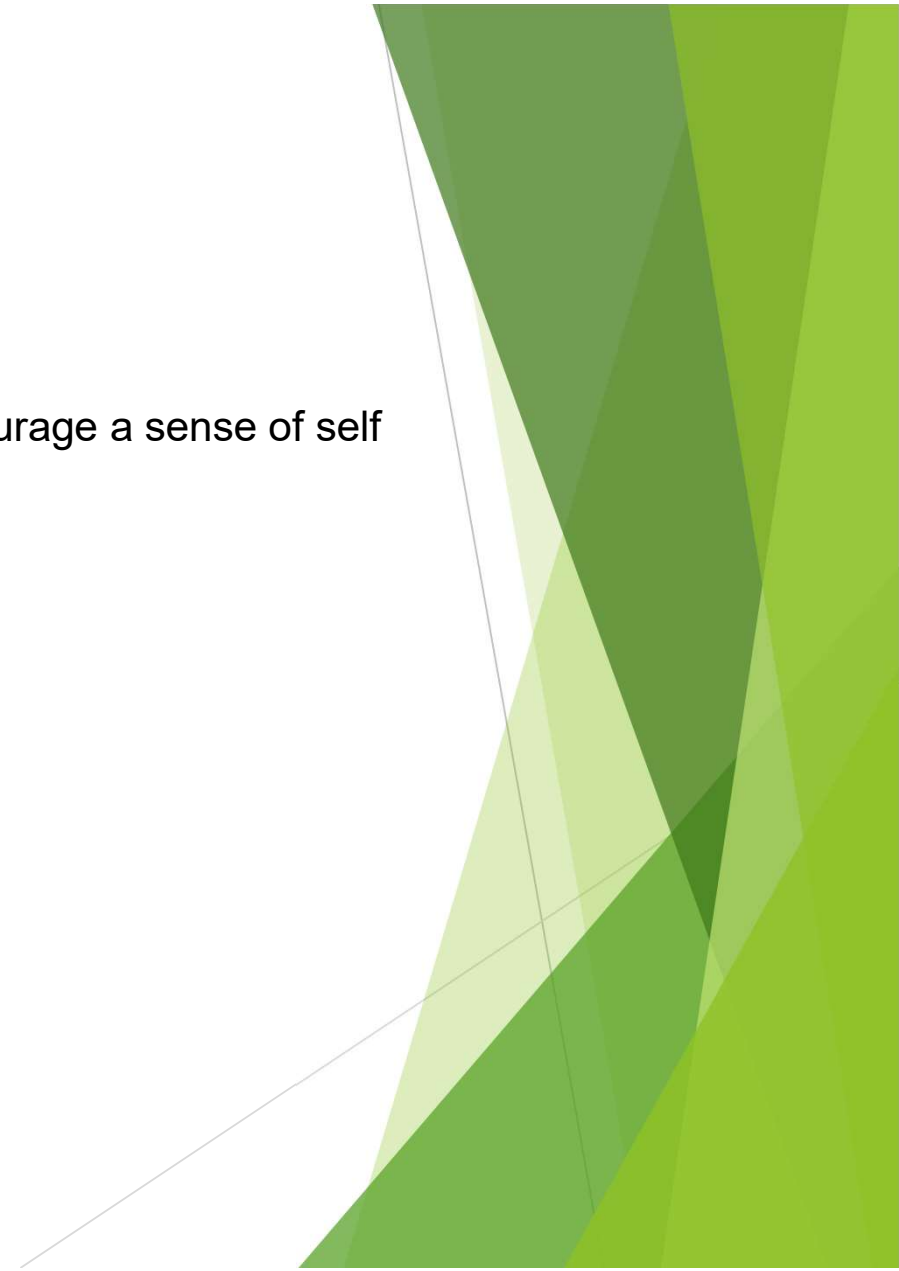
# Proprioception

**Proprioception** (intuition) is the body's ability to sense its location, movements and actions. It's the reason we're able to navigate spaces, interact with objects and people, moving freely without consciously thinking about our body position environment.

**Proprioception is closely related to the vestibular (balance) system**

## How can children experience this?

- Through **active** play:
- Hopping, ball skills, painting, self dressing, dancing which encourage a sense of self
- Multisensory activities such as barefoot walking
- Be allowed to take calculated 'risks' such as falling over
- Experience heavy, light objects, pull and push





## What do we do at CCIS?

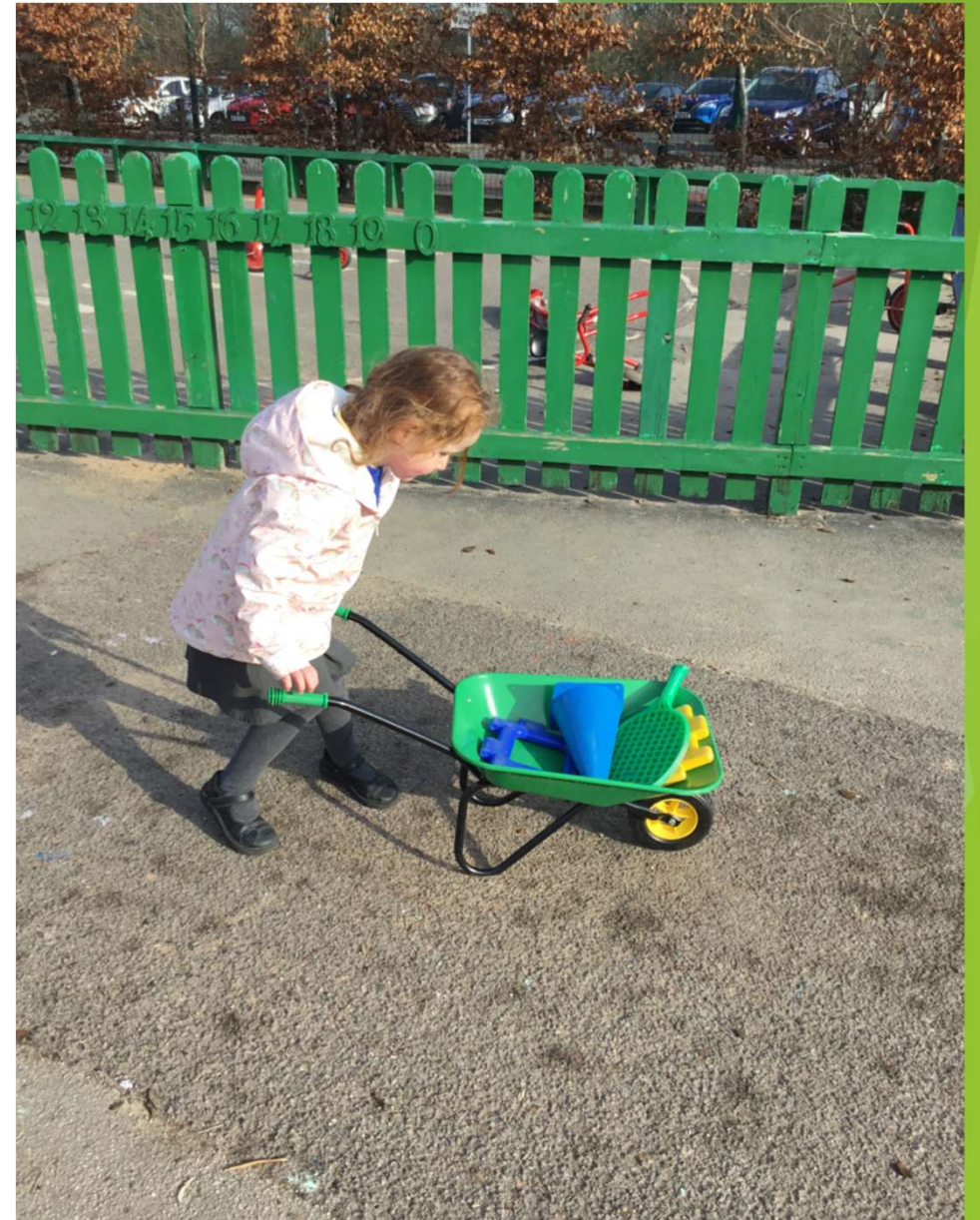
- Dough Disco
- Squiggle while you wriggle
- Ripping up paper
- Using construction toys that snap or push together.
- Pushing block carriers or other heavy, large objects.
- Rolling logs
- Use wheelbarrows
- Catch/throw weighted objects (beanbags, balls)
- Obstacle courses
- Painting





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**Vestibular** (balance) is the body's ability to monitor and adjust movement of the head.

Located in the inner ear it is needed for both dynamic and static balance development, eye tracking ability, motor control and planning  
(speech and language)

**The vestibular system tells you when your head is upright or tilted (even with your eyes closed).**

## **Activities to support this:**

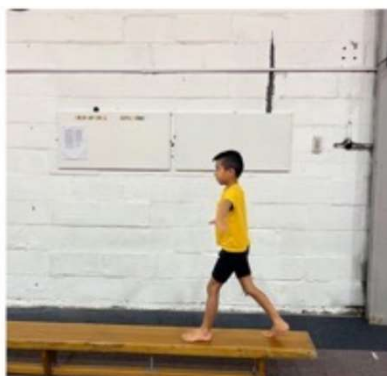
Movement – Large body (gross motor skills) swings, slides

Balance – obstacle courses, stairs, slopes, wobble boards

Self awareness – balancing on one foot

## **What we do at CCIS:**

- **Active play**
- **Forest School activities**
- **‘Big’ songs and rhymes eg ‘Wheels on the bus.’ “Heads Shoulders Knees and toes”**
- **Balancing in gym**



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## YEAR 1 & 2 Lunchtime Active Play

### Skipping

Jumping from side to side over the rope



Practising holding the rope correctly and flicking it over their heads.



## Active Play Balancing games

