

## PHYSICAL

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Gross motor skills</b>	<p><b><u>Revise and refine previously taught skills</u></b> Provide lots of provision and opportunities for children to develop their gross motor skills and confidence with these rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p><b><u>Develop the overall body strength, coordination</u></b> Teaching and assessment of BEAM</p> <p><b><u>Develop control and grace when moving</u></b> Direct teaching of Dance movements and combining movements, speeds, directions.</p>	<p><b><u>Develop ability to use a range of apparatus</u></b> Planned and sequenced gymnastic sessions. Lots of opportunities for pupils to mount and dismount apparatus in a safe way. Building confidence and ability.</p>	<p><b><u>Develop core muscle strength to develop good posture when sitting at a table/floor</u></b> Sensitive reminders about posture. Model how to sit at a chair and table, feet on the floor, chair tucked in, straight back. Lots of positive praise.</p> <p><b><u>Develop the overall body strength, coordination</u></b> A range of equipment available for pupils to use. Including 2 wheeled balance bikes, scooters, wheelbarrow, pushchairs</p>	<p><b><u>Develop and refine ball skills</u></b> Direct teaching and opportunities for pupils to practise throwing, catching, kicking, passing, batting, and aiming skills. Lots of team game opportunities with different balls.</p> <p><b><u>Develop skills needed for their school day – lining up, mealtimes</u></b> Pupils are able to follow instructions and rules.</p>	<p><b><u>Play a range of team games. Take part in school sport day. Enjoy physical movement and challenges</u></b> <b><u>Children will develop swimming skills</u></b> Provide challenges for pupils- can you run faster, can you jump higher? Model a love for physical exercise and the effect it has on your body and mind. Provide lots of opportunities for team games and sports. Encourage congratulating successes and the need for perseverance.</p>
<b>Fine motor skills</b>	<p><b><u>Develop handling scissors to make snips (check point)</u></b>  <b><u>Ensure pupils have a preferred dominate hand (check point)</u></b>  Ensure pupils have access to left handed and right handed scissors.</p>	<p><b><u>Develop scissor skills to cut along straight lines</u></b>  <b><u>Ensure correct pencil grip is being used and encouraged</u></b>  Sensitive reminders about pencil grip and control. Lots of opportunities and modelling.</p>	<p><b><u>Develop scissor skills to cut along curved lines</u></b>  <b><u>Develop the foundations of a handwriting style</u></b> Direct teaching and opportunities throughout the year. Correct letter formation becomes automatic.</p>	<p><b><u>Develop skill of cutting food up with knife and fork</u></b>  Encourage correct posture at dinner table. Model amount of pressure used to cut food. Teach how to handle knife and fork and techniques needed.</p>	<p><b><u>Paintbrush techniques</u></b>  A range of paintbrush handling skills to be directly taught and opportunities to practise these- strokes, flicks, zigzags, swirls.</p>	<p><b><u>Eye to detail</u></b> Accuracy and care given to drawings, paintings, cuttings and writing. Praise is given to pupils who focus on tasks and take pride in their activities.</p>
<b>New vocabulary</b>	Space Stop Start	Control Focus Still	Mount Dismount Balance	Posture Movement Strength	Pass Direction Team	Wellbeing Endorphins

# PHYSICAL

## GROSS MOTOR DEVELOPMENT

### WHAT DO WE OFFER

Daily access to outside and inside provision which includes:

- Own EYFS outdoor provision accessible all year round
- Playground, Field, Garden area
- Trim trail, tyres, balance beams
- Large plastic building creates, waffle blocks
- Prams, scooters, balance bikes, pedal vehicles
- Sand pit/water trays
- Drainpipes, funnels, buckets
- Garden/mud kitchen
- Bats and balls, stilts, basketball hoops, footballs
- Opportunities for forest school throughout the year
- 10 swimming lessons in the summer term
- Weekly sequential PE sessions including dance, gymnastics, ball skills
- BEAM assessments and interventions
- Regular physical warm up games including dance, yoga and mindfulness activities

### Physical

#### ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## PHYSICAL FINE MOTOR DEVELOPMENT

### WHAT DO WE OFFER

- Daily handwriting formation included in phonic lessons
- Songs and rhymes used to support the formation of numerals and letters
- Provision of left and right handed scissors/modelled support to make snips, cut in a line, cut around a shape
- Provision of chunky pencils and crayons, chalk for writing on the floor, chalk board, easel
- Moving onto slimmer pencils and felt tips when ready
- Provision of pencil grips if needed
- Use of sensory resources for mark making such as shaving foam, playdough, paint, printing, mud writing, salt/glitter trays
- Daily fine motor activities planned into provision e.g pegs, small world, construction sets, threading, colouring, jigsaw, buttons, dressing dolls, junk modelling, collaging
- Daily support with knife and fork when they eat
- Weekly focussed handwriting linked to phonics
- Use of progression to monitor pencil control and progress

### Physical

#### ELG: Fine Motor Skills

Children at the expected level of development will:




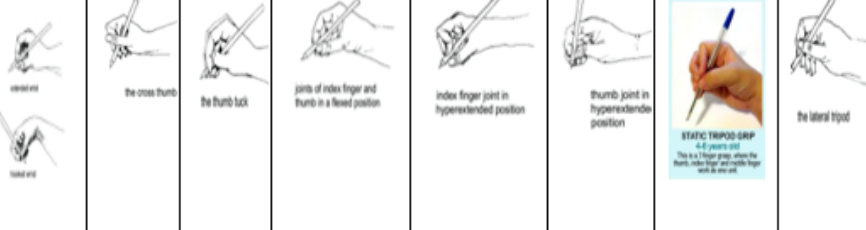

- Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases
- Use a range of small tools including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing



## FINE MOTOR DEVELOPMENT

Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently
- Help children to develop the core strength and stability they need to support their small motor skills.
- Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.
- Offer children activities to develop and further refine their small motor skills.
- Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials like clay.
- Regularly review the equipment for children to develop their small motor skills.
- Is it appropriate for the different levels of skill and confidence of children in the class?
- Is it challenging for the most dexterous children?
- Continuously check how children are holding pencils for writing, scissors and knives and forks.
- Offer regular, gentle encouragement and feedback.
- With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

FLISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p><b>FISTED GRIP</b> 1-2 years old Grip the handle with the fist or finger, supporting the whole unit.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old The palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old 4 fingers are used to hold the pencil. The hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>							 <p><b>DYNAMIC TRIPOD GRIP</b> 6-7 years old The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p> <div data-bbox="892 852 1522 1128" style="background-color: #800080; color: white; border-radius: 25px; padding: 20px; text-align: center; font-size: 24px; font-weight: bold;">Reception Age Range</div>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		