



Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Fine Motor Development Matters and Early Learning Goals</p>	<p>Reception Development Matters</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Early Learning Goals <u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
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<p>Fine motor Target Activities</p> <p>Penpals</p>	<p>Am: name writing/ patterns/ squiggle it</p> <p><u>Fine motor activities</u></p> <ol style="list-style-type: none"> 1. Squiggle while you wiggle 2. fine motor activities 3. name writing (tracing/ copying/ individual letter support), 4. cutting skills. <p>Squiggle While you wiggle</p> <p>Continuous Provision: Line control</p>	<p>Am: name writing/ patterns/ squiggle it</p> <p><u>Fine motor activities</u></p> <ol style="list-style-type: none"> 1. Pen disco 2. name writing (tracing/ copying/ individual letter support), 3. cutting skills/ fine motor activities (1 group Neli) 4. squiggle it <p>Pen disco</p> <ol style="list-style-type: none"> 1: lines 2: loops 3: circles and dots 4: wavy lines 5: curve over 	<p>Twice weekly at the end of the day. Penpals scheme One group Neli.</p> <p>Cutting skills/ fine motor activities</p> <p>13 Introducing long-legged giraffe letters: l 14 Practising long-legged giraffe letters: l, i 15 Practising long-legged giraffe letters: u, t 16 Practising long-legged giraffe letters: j, y</p>	<p>Twice weekly at the end of the day. Penpals scheme One group Neli.</p> <p>18 Introducing one-armed robot letters: r 19 Practising one-armed robot letters: b, n 20 Practising one-armed robot letters: h, m 21 Practising one-armed robot letters: k, p 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p 23 Practising all the long-legged giraffe and one-armed robot letters</p>	<p>Twice weekly at the end of the day. Penpals scheme One group Neli.</p> <p>25 Introducing curly caterpillar letters: c 26 Practising curly caterpillar letters: a, d 27 Practising curly caterpillar letters: o, s 28 Practising curly caterpillar letters: g, q 29 Practising curly caterpillar letters: e, f 30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31 Practising all the curly caterpillar, long-legged</p>	<p>Twice weekly at the end of the day. Penpals scheme One group Neli.</p> <p>32 Introducing zig-zag monster letters: z 33 Practising zig-zag monster letters: v, w, x 34 Practising all the zig-zag monster letters: z, v, w, x 35 Practising all the curly caterpillar and zig-zag monster letters 36 Reviewing all the curly caterpillar and zig-zag monster letters</p>
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		6: curve under 7: zigzags 8: disco rays 9: spirals 10: tricky loops	17 Practising all the long-legged giraffe letters: l, i, t, u, j, y Neli children to catch up the morning after	24 Reviewing all the long-legged giraffe and one-armed robot letters Neli children to catch up the morning after	giraffe and one-armed robot letters Neli children to catch up the morning after	Neli children to catch up the morning after
 <p>Fine motor Skills and knowledge</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Uses a spoon or fork to eat independently.</p> <p>Uses mark-making tools such as paintbrushes, pens and chalk.</p> <p>Uses a pencil to make marks and symbols</p> <p>Makes snips in paper</p> <p>Draws horizontal/vertical lines.</p>	<p>Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).</p> <p>Writes some letters correctly</p> <p>Has developed a dominant hand.</p> <p>Cuts straight lines with scissors</p> <p>Draws circles,</p>	<p>Uses a spoon or fork to eat with increased control and independence.</p> <p>Forms the pre-writing shapes.</p> <p>Forms all the letters of their names correctly.</p> <p>Forms recognisable letters most of the full alphabet</p> <p>Uses an effective (non-palmer pencil grip)</p> <p>Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house</p>	<p>Uses a spoon or fork to eat with increased control and independence.</p> <p>Beginning to write their name independently</p> <p>Forms recognisable letters for the full alphabet.</p> <p>Uses scissors to cut out a simple shape independently, e.g. circle/square.</p>	<p>Uses a knife and fork, attempting to cut soft foods.</p> <p>Working towards or using a tripod grip.</p> <p>Uses scissors to cut lines and shapes</p>	<p>Uses a knife and fork, cutting soft foods.</p> <p>Forms all letters of the alphabet with correct formation.</p> <p>using a tripod grip. Uses scissors with effective hand-positioning and with control.</p> <p>Adds detail to drawings, e.g. eyelashes or windows on a house.</p>
 <p>Fine motor Daily opportunities for Fine Motor Activities</p>	<p>Fine Motor Continuous Provision: indoors</p> <ul style="list-style-type: none"> • <i>Jigsaws</i> • <i>Threading</i> • <i>cutting</i> • <i>writing table</i> • <i>handling books</i> • <i>tweezers</i> • <i>playdough: cutters, rollers</i> • <i>sand area</i> • <i>junk modelling</i> • <i>Art and crafts</i> 					

	<ul style="list-style-type: none"> • <i>mark making tools in all area</i> • <i>constructions</i> <p>Fine Motor Continuous Provision outdoors</p> <ul style="list-style-type: none"> • <i>Mark making baskets</i> • <i>Water- hand/eye coordination</i> • <i>Chalking, water painting</i> <p>Guided and Independent writing <i>Weekly focus</i></p> <p>Carpet Activities</p> <ul style="list-style-type: none"> • <i>Finger rhymes</i> • <i>Squiggle it</i> • <i>letter formation rhymes</i> <p>Role of the adult</p> <ul style="list-style-type: none"> • <i>Encouraging independence</i> • <i>Providing opportunities</i> • <i>Setting challenges</i> • <i>Commentating on actions</i> • <i>Teach and model correct letter formation</i> • <i>Encourage correct writing posture</i> 				
<p>Fine Motor</p>  <p>Vocabulary</p>	<p>Verbs- thread, cut, rip, positional language, toll names, media names, posture, left, right, grip, tripod, palmer, grasp, mark, draw, write, snip, types of lines- curvy, straight, horizontal</p>				
<p>Gross Motor</p>  <p>Development Matters and Early Learning Goals</p>	<p>Reception Development Matters</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and in groups. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. <p>Early Learning Goals</p> <ul style="list-style-type: none"> - <u>Gross Motor Skills</u> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and co-ordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 				
<p>Gross Motor</p>	<p>Dance: I know how to march in time to music by myself and with a partner.</p>		<p>Gymnastics: I know how to do a standing straight shape, star shape and tuck with control.</p>		<p>Games: I know how to move safely in a space, changing direction with control.</p>

 <p>PE lessons</p>	<p>I can make up a simple dance with 3 parts.</p> <p>I know the parts of dance and can remember what to do.</p> <p>I know how to move in different directions with speed and control.</p> <p>+ yoga and classroom exercise weekly</p>		<p>I know how to balance..</p> <p>I can hold these shapes for a count of 3.</p> <p>I can travel safely around a space and along benches.</p> <p>I can link simple movements to make a short sequence.</p> <p>I can travel on my feet and hands and feet safely around a space and over benches.</p> <p>I can perform a simple sequence of movements.</p>		<p>I can carry and aim equipment safely.</p> <p>I know how to roll an object.</p> <p>I know how to throw a ball.</p> <p>I know how to catch a beanbag or medium sized ball.</p> <p>I can kick a ball with increasing control.</p>	
 <p>Gross Motor Daily Opportunities</p>	<p>Gross Motor Continuous Provision:: indoors</p> <ul style="list-style-type: none"> • <i>playdough</i> • <i>music area: dancing/ moving to music</i> <p>Gross Motor Continuous Provision: Outdoors</p> <ul style="list-style-type: none"> • Bikes and scooters- <i>steering, balancing, pushing, pedalling</i> • Ride on toys- <i>balancing, steering</i> • Den building- <i>carrying, pushing, pulling, stretching</i> • Large construction • Games area: <i>ball skills, batting, throwing, catching, balancing</i> • Large movements: <i>running, walking, jumping, hopping, skipping</i> • Music area: <i>dancing, hitting instruments,</i> <p>Carpet Activities</p> <ul style="list-style-type: none"> • <i>5 minute move</i> • <i>Yoga</i> • <i>Hey Duggee & Jo wickes</i> • <i>Brain breaks</i> • <i>Active Maths</i> • <i>Action rhymes</i> 					

- *just dance*

Climbing Frame: *weekly*

mounting stairs, climbing, swinging, jumping, developing strength, hand eye coordination

Role of the adult

- *Encouraging independence*
- *Providing opportunities*
- *Setting challenges*
- *Commentating on actions*
- *Using positional and direction vocabulary*
- *Role model being energetic*
- *Teach and model correct letter formation*
- *Encourage correct writing posture*

Gross Motor



vocabulary

Dance:

Marching/Timing/Action/Dance/Perform/Turning/Repeat/ Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/ Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/ Stomp/Robotic

Gymnastics:

Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/

Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/ Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/ Position/Remember/Whole/Individual

Games:

Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/ Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/

Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/

Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/ Reverse/Turn/Crouch/Crab/Weave