 Class 1 EYFS Long Term Overview – Physical Development (Fine and Gross Motor)

**Gross Motor** Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. Gross motor skills are important to enable children to perform every day functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat). However, these are crucial for everyday self care skills like dressing (where you need to be able to stand on one leg to put your leg into a pant leg without falling over) and climbing into and out of a car or even getting into and out of bed. Gross motor abilities also have an influence on other everyday functions. For example, a child’s ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting) and sitting upright to attend to class instruction, which then impacts on their academic learning.

**Fine Motor Skills** Fine motor skills are the small movements used for control and precision during activities. Fine motor skills include hand dominance (“doing hand, helping hand”), hand separation (“busy fingers, sleepy fingers”), an efficient grasp (pincer and tripod) and in-hand manipulation (“fiddly fingers”). Why are they important? Fine motor skills are the skills that control the pencil in the fingers and hand. Handwriting relies on fine motor skills being established. If a child does not have good fine motor skills they will find it difficult to develop an effective grip and pencil control.

\*It is important to appreciate that the development of fine motor skills is likely to be more successful if the child has established sound gross motor skills.

Key Ideas when teaching Gross/Fine Motor Skills

1. Quality (quality movements count – keep it short and focused)

2. Regular practice (short, regular practice will make a difference)

3. Big to small (all movements start big before refining to small – allow children to develop increasing precision by allowing them to start with big actions on a big area)

4. Utilising existing skills (each child will have a range of existing skills – allow the child to use them)

5. Teach new skills (teach new skills – be specific)

6. Minimise frustrations and develop coping (whilst the child is learning and practising new skills, support them to have some coping strategies in place until they have mastered the new skills)

7. Generalise (use the new skills in a growing range of situations and practise them in a functional manner)

8. Environment (where is the skill going to be introduced/ practised?)

9. Use appropriately sized equipment (using appropriately sized and working equipment makes a difference to the success of children’s acquisition of certain movement skills)

10. Make it interesting!

 Stages of Grip Development Development of Pincer Grip Development of Drawing Skills



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| RECEPTION Gross Motor Skills |
| Term | Curriculum Content (Skills focused on) | Area of skill developed  | Skills developed/possible teaching activities | Vocabulary |
| **Get Set Lessons – Weekly Sessions** |
| RECEPTION Autumn 1 | Get SetFundamentals Unit 2 | **Balancing, Running and Stopping, Changing directions, Jumping, Hopping, Explore different ways to travel using equipment** | Confident to try new challengesNegotiate space safely with consideration for myself and othersFollow instructions involving several ideas or actionsPlay co=operatively, take turns and congratulate othersPlay games honestly with consideration of rulesUse movement skills with developing balance and coordination |  |
| RECEPTIONAutumn 2 | Get SetDane Unit 2  | **Copy, repeat and explore actions, explore and remember actions considering level, shape and direction, explore movement using a prop with control and coordination, remember and repeat actions moving in time to the music, explore action in response to a theme and begin to use counts** | Confident to try new challenges and perform in front of othersCombine movements, selection actions in response to the talkNegotiate space safely with consideration for self and othersFollow instructions involving several ideas or actionsShow respect towards others when providing feedbackUse movement skills with developing strength, balance and co-ordination showing increasing control and grace |  |
| RECEPTIONSpring 1 | Get Set Gymnastics Unit 2 | **Create short sequences using shapes, balance and travelling actions, develop balancing and safely using apparatus, develop jumping and landing safely from a height, develop rocking and rolling, explore travelling around, over and through apparatus, create short sequences using apparatus** | Confident to try new challengesCombine movements, selecting actions in response to the talk and apparatusConfidently and safely use a range of large and small apparatusNegotiate space safely with consideration for self and othersFollow instructions involving several ideas or actionsUse movement skills with developing strength, balance and co-ordination showing increasing control and graceWork co-operatively with others and take turns |  |
| RECEPTIONSpring 2 | Get Set Ball Skills Unit 2 | **Develop rolling and tracking a ball, develop accuracy when throwing to a target, to develop dribbling with hands, to develop throwing and catching with a partner, to develop dribbling a ball with feet, to develop kicking a ball to a target** | Negotiate space safely with consideration for self and othersFollow instructions involving several ideas or actionsPersevere when trying new challengesPlay ball games with consideration of the rulesPlay co-operatively and take turns with othersUse ball skills with developing competence and accuracy  |  |
| RECEPTIONSummer 1 | Get Set Games Unit 2 | **Aim when throwing and practise keeping score, follow instructions and move safely when playing tagging games, to learn to play against a partner, develop coordination and play by the rules, explore striking a ball and keeping score, work co-operatively as a team** | Negotiate space safely with consideration for self and othersFollow instructions involving several ideas or actionsPlay co-operatively and take turns with othersPlay games honestly with consideration of the rulesUse ball skills with developing competence and accuracyUse movement skills with developing balance and coordination |  |
| RECEPTIONSummer 2 | Get Set Intro to PE Unit 2 | **Move around safely in a space, Follow instructions and stop safely, stop safely and develop control when using equipment, follow instructions and play safely as a group, follow a path and take turns, work co-operatively with a partner** | Make independent choicesNegotiate space safely with consideration for self and othersFollow instructions involving several ideas or actionsPlay co-operatively and take turns with othersUse movement skills with developing balance and coordination |  |
| **Continuous Provision skills/Outdoor Learning to develop Gross Motor Skills** |
| RECEPTIONAutumn 1 | Gross motor skills **Core Skills – Balance (static)** | **Foot strengthening needed for static balance (bare feet)**\*Foot strength is an important aspect in developing balance | Walk on different parts of the feet i.e. heels, toes, insides, outsides Walk along lines on the floor, changing directions, on toes, heels etcSit on floor and point toes up and down, make circles with ankles Pick up bands, pencils or rubbers with toes Stamp feet (not too hard!) whilst marching up and down | FeetHeelsToesInsideOutsidePoint toesStampMarch |
| **Static balance – Stands on one leg** | Child stands between two chairs holding back of each chair with one hand, child lifts one leg off the floor and assumes a ‘stork’ position with heel to opposite knee, but not touching. Encourage the child to hold a still posture for five seconds. Now, alternate legs.Hold the stork position with a still posture for five secondsProgression – Chair (weight bearing side) is removed and posture maintained As above, encourage child to leave only one finger on supporting chair Lift finger off the chair, slowly, keeping original ‘stork’ position Now encourage child to assume and maintain position without chair | Stork positionOppositeAlternateStillLiftPosition |
| **Balance on various parts of the body** | Balance on specific parts of the body e.g. two knees and two handsProgression-Reduce number of contact points | BalanceKneesHands |
| **Statues** Statues are a great static activity to promote balance, as well as body awareness, strength and working with a partner. These can be worked on individually, in pairs, small groups and practised as part of PE lessons. | Assumes 4-point kneel position whilst partner gently pushes him at shoulders or hips to the right or to the left, forwards or backwards. Is able to remain stationary. More pressure can be exerted once child understands the concept.Progression – As the child becomes proficient at each shape, move on to the next shape. Don’t forget – these would complement the gymnastics/ PE curriculum too! As with the 4-point kneel position but now in a cross legged position. The partner needs to be careful. The aim isn’t to push the child over but to allow them to resist the push.Heel positionHalf kneel positionLeg extendedArm extended | StatueShapeShouldersHipsHeelLegArmKneesHandsCross legs |
| Gross motor skills **Core skills - Dynamic Balance**  | Stepping | Step into hoops placed touching on the floor in different patterns. Step onto bean bag (positioned like the hoops – not on smooth floor) Step into hoops placed at various heights on cones Walk between skipping ropes placed 20 cm apart (see diagram 4) then wiggly skipping ropeWalk forwards, backwards, sideways along a line with and without beanbag on head Walk along an upturned bench, hand held and then progress to firm object held between child and assistant eg. a hockey stick and then progress to a flexible object such as a skipping rope where the assistant can give or take as much tension as possible. | StepWalkForwardsBackwardsSidewaysFlexible |
| Gross motor skills **Core skills - Strength**PLEASE NOTE: Some children find it difficult to hold postures against gravity. If the major extensor muscle groups are strengthened, the child can assume a more extended posture allowing the limbs to work from a more secure base. Remember the principle of quality movements.Adequate muscle strength and joint stability around the shoulder girdle is an important factor for hand function (handwriting, scissor skills and fine motor skills) Adequate muscle strength, joint stability around the hips is required for standing on one leg, hopping and kicking a ball | Press upsBananasBridgeSit up (See opposite for others**)** | Complete a simple press up -Use the 4-point kneeling position (see statues exercises in the section on balance). Make a press up from this position. This exercise should use the arms to push up – ensure the effort comes through the armsComplete a bananaLying face down, arms straight out in front and symmetrical. Lift arms up, keeping them straight and in front of the body • Lift arms and legs at the same time (keep arms and legs straight and symmetrical) From the lying face down position, lift arms and throw a ball at a targetComplete a bridge Lying on the back, arms by sides, knees bent and feet flat on the floor (legs symmetrical but not touching) in a sit up type position. Keep head firmly on the floor. Lift hips directly up keeping knees apart and hold for a count of five seconds and slowly lower back down. RepeatComplete a sit up (Follow PE safety guidelines) Lying on back, knees bent up, feet on floor, tuck chin in towards chest, arms down by sides. Slide both hands up legs (symmetrically) towards knees. Hold for a count of three seconds and slowly slide back to the floor (keep chin tucked in until the end of the movement and avoid rapid or bouncing actions)Complete a reversed sit up(Follow PE safety guidelines) Adopt the sit up position (knees bent, arms by sides). Lift legs (knees bent at all times) up towards chest. The action is made slowly, up and down. The task can be progressed by putting a beanbag between ankles and encourage child to place or ‘throw’ bean bag into a hoop above his/her headComplete step ups Step up onto a bench. With the leading foot, step down. Repeat x 10. Alternate feet (encourage rhythm and upright posture) • Progress, stand on bench facing lengthways (child may need support to maintain his/her balance), lower one leg to touch the floor with toes and then stand back up (upright posture). Alternate legs. (This activity is a bit like dipping a toe into the water at the swimming pool!)Complete star jumps Stand straight, arms by sides. Jump into a star position, arms and legs wide. Jump back straight position. Repeat x 10. Progress: stand straight, feet apart, crouch and touch floor and then jump into a standing star position. | Press upBananaBridgeSit upReversed sit upStar jumpsStraightSlideLiftBack(Other body parts)BendStraightenCrouch |
| Autumn 2RECEPTIONTraditional Tales and Celebrations | Gross Motor Skills **Core skills - Shoulder girdle stability** | Shoulder strength  | Pulling own weight eg. along a bench, with progression to an inclined bench Games and activities that involve taking weight through arms eg. hanging on rope, climbing up a rope and hand walking along an overhead ladder Push ups against a wall or on the desk as preparation for fine motor activities or handwriting Drawing vertical lines on a chalk board (one or both hands). Keeping arms out straight draw by bending and straightening at the knees. The child has to keep the chalk against the board as he/she moves. If this is too difficult, ask the child to draw parallel vertical lines with straight arms working from top to bottom and then reverse. Progression is to draw diagonal lines on the chalkboard Draw shapes on chalk board with arms out straight. Circles and figures of eight are most effective (remember, arms outstretched) Paint on the wall with a roller or pasting brush (water can be used on outside walls in warm weather). The weight of the paint and brush/roller adds to the effectiveness of this activity Encourage games that require some shoulder strength eg. badminton, tennis and racquet ball (ball attached to a cord). Volleyball and basketball would be progressions in the area of strength | Pull/pullingArmsClimbHangHand walkBendStraightenShapesCirclesFigures of eightShoulders |
| Gross Motor Skills **Core skills – Body awareness****Points to note-** Children with low muscle tone (floppy muscles and/or excessive joint ranges) often have poor body awareness. Messages from muscles and joints (proprioceptors) let them know the position their body is in; the awareness of the position of body parts in relation to each other and their environment and the force of the movement the body makes. This is important as it helps the child organise and plan activities and make automatic adjustments to the movement eg. judging how to manoeuvre through a classroom with speed and not bump into things. To improve proprioception, children need lots of activities against resistance or with pressure to enable them to become more aware of their body positions, such as push and pull activities. | Awareness of all different parts of their body | Child is instructed to clap hands hard, stamp feet and clap named parts of the body. The child is then asked to stop and feel the body parts ‘tingling’Log rolling: lie at one end of a line of three gym mats and roll to the other end with arms raised. As above, but hold a ball Lie on stomach on a bench and pull forwards along the bench, once at the end push backwards move in the opposite direction Statues: (see balance) hold ‘high kneeling’ position whilst partner tries to push you over Tug of warBunny hops: encourage the child to have weight through their arms Star jumps Chinese tug of war: stand back to back, bend forward and grasp right hands between legs, pull partner to opposite wall (ensure safety guidelines are followed)Desk push ups: in standing place hands on desk and lower nose to surface and push up Sitting push ups: sitting at desk place hands on either side on seat and push down lifting bottom off the seat Sitting pull ups: place hands either side of seat and pull up | StampClapStomachPull/pushOpposite DirectionStatuesBunny hopsStar jumpsTug of WarSit ups  |
| Gross motor skills**Core skills – Movement from left to right**  | Knowing left and right and movement from left to right – will help reinforce the movement patterns for writing. (Carried out using child’s writing hand) | Move quoits The child is placed behind a line 1m away from a bench and the child lifts each quoit with a hockey stick and puts it over the bench. The child starts at the left and works down the line to the right Progress: As above but pushes off bean bags Child sits in a hoop and carries out the above Skittles placed in a row and the child rolls a ball to knock each one over starting at the left and working down the line to the right A ball is placed on a bench at the left hand side and the child is instructed to move the ball along the bench to the right using a hockey stick Move along children A line of children side by side passes objects along the line starting at the left and passing to the right. The one at the end runs to the beginning of the line and starts again | LiftLeftRightLine |
| Gross motor skills**Core skills - Bilateral motor coordination** | Ability to coordinate both sides of the body either reciprocally or bilaterally | Pivoting The child sits on the floor and lifts feet up. He/she then propel themselves around in a circle using their arms. He/she turns three times in one direction and then three times in the other Progress -Pick a beanbag up with feet and turn 180° to put the beanbag in a hoop placed behind them Same activity but lying on their front, pivoting on their frontWalk the line Walk sideways along a line, crossing one leg in front of the other, change direction (ensure the child does not twist their trunk) Progress As above but walk along a beam Sideways jump – jump sideways in one direction and then the otherBean bag walkPlace bean bags as in pictureChild walks along a line stepping on each bean bag Progress Step with right foot on the bean bags placed on the left and vice versa Progress Stand astride a beam and walk the length of the beam crossing legs over it. Encourages knees to be lifted high Bat and ball Throw the ball into the air with the non-dominant hand and hit the ball with the bat held in the dominant hand | LiftPropelWalkSideways JumpThrow |
| Spring 1RECEPTION | Gross motor skills**Core skills - Bilateral integration**Points to note – Child should be able to move both arms and hands in the same movement patterns in a smooth coordinated manner.Position- Be sure the child is positioned the same on both sides of the body (symmetrically) for any bilateral (two-handed) activities, with both shoulders and both hips the same distance from the desk/table. Position objects in front of the child in the midline of their body. | Use either hand for different functions. (One hand leads the activity, the other hand assists) | Jars and containers with lids Have the child open and close a variety of twist-top or flip-top containers. Materials and toys can be stored in closed containers. The child gets materials out and puts them away. A box full of jars filled with attractive small objects such as stars, stickers and other interesting items can be used as part of the task and as a rewardCutting with scissors Encourage child to use one hand to hold and manipulate paper while the other hand operates the scissorsPaper and crayons Colouring or drawing in pieces of paper encourages stabilisation/fixing as the paper moves unless held steady (however, remember that colouring should start with big movements before moving to precise colouring)Templates Tracing around plastic shape templates, or making rubbings with a crayon encourages stabilisation/fixing with the non-preferred hand so that the tracing or design will be clear. These activities provide visual feedback about how well the paper or template was stabilised and progress can be seen clearly.  | TwistTrace |
| Practise other gross motor skills from Autumn 1 and Autumn 2 (see above) |
| Spring 2RECEPTION | Gross motor skills**Spatial awareness**Points to note- For a child to plan and organise his/her movement he/she must have good understanding of his/her body in space | Understanding own body and space around own body | Distance practice The child throws bean bags into hoops placed at varying distances in front of him/her The child throws bean bags into hoops placed at points 360° around him/her Mix distance and direction With a bean bag, knock skittles down placed at different distances and directions Dodge the hoops Place six hoops around the gym/hall. Have the child run in and out of the hoops, putting red beanbags into red hoops, yellow into yellow etc. Lay a path of hoops in a line and have the child jump (or step) from one to another without touching them (the greater distance being the child’s height) Roll along the wall The child stands facing a wall with a ball between the wall and child’s stomach. Child rolls self along the wall, keeping the ball between body and wall | DistanceThrowAimDirectionRollDodge |
| Gross motor skills**Knowledge of shape** | Understanding the shapes that they will make with their bodies  | Making shapes Help the children make large shapes on the gym/hall floor using skipping ropes. Use the bean bags to identify the beginning and end of the shape or points for changing direction eg. the corners of a shape. Have the child walk around the shape, forwards or backwards Draw the shapes on large white board Draw the shapes in the air with a ribbon Have the child lay out shapes on the gym/hall floor from memory, using a collection of beanbags, hockey sticks and skipping ropes Have the children make shapes with their own body eg. a T shape or circle Have the child walk a shape, or move to form a shape from recall | ShapesChangeDirectionForwardsBackwards |
| Gross motor skills**Visual skills (recognition)**Point to note – Sometimes children need support to improve their ability to recognise and recall shape, letter and number formations. Multi-sensory approaches can be used when presenting material. It is helpful to consider all sensory modalities (including touch, sight and sound). If visual information is confusing for the child, or he/she has strengths in kinaesthetic perception, they may benefit from emphasising movement and touch when teaching shape, number and letter forms. | Recognise and recall shape, letter and number formations using gross motor skills.  | Practising writing big letters and shapes on white board/black board Lots of repetition of motor patterns for letters, with eyes closed Use of tactile alphabet Writing in damp sand with a finger Writing spelling words in paint Writing with crayon on paper over a textured surface‘Air writing’The use of letter strips fastened across the top of the desk/table may assist with writing when letter and numerals can be recognised but cannot be recalled quickly Using joined writing to recall spellings (as appropriate) Multi-sensory approaches also reinforce letter learning through linking sound with visual and motor patterns | RepeatShapesLetters |
| Summer 1RECEPTION | Gross motor skills**Jumping, hopping, skipping** Point to note- Once the basic Core Skills are in place children will begin to develop more complex movement requiring greater levels of strength, balance and understanding of body in space. The development of these extension skills will only be possible if the Core Skills are in place. Jumping, hopping, skipping depend on the ability to alternate between static (stationary) balance and dynamic (moving) balance. They are often best learnt by breaking the skill down into smaller more manageable components. It is also useful to introduce rhythm with repetition into the movements. | Components of jumping, hopping and skipping – Maintain upright postures (strength), Alternate flex/extensions postures (balance), Understand body in space (Movement right and left), Develop balance systems (Bilateral integration), Strong dynamic movement (Body awareness) |
| Jumping Points to note: On jumping, emphasise how the knees should bend, the bottom should lower on landing and the landing should be on the toes | Swing up, swing down Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his toes. Repeat until fluent, “Swing up, swing down” “Swing up” and jump to reach a bean bag Jump off stepAs above but jump off small step eg. two-three gym mats (may need to hold hands initially) As above, jump off into a hoop placed in front of step (encourage knees bend and feet together) Jump forwardJump from mat onto floor Jump over raised cane at height to succeed Stand and jump forwards, measure distance Jump backwards, sidewaysPlace hoops on ‘hop scotch’ position, jump two feet together, two feet apart | SwingUp DownJumpReachStandSideways Postition |
| Hopping Points to note -A child must have established one leg stand before attempting hopping, and ‘warm up’ with jumping, emphasising bent knees and landing on toes. | Child, supported by partner or chair, stands on dominant (preferred) leg and bends other behind as in ‘one leg stand’. He/she then raises himself on to toes and down again onto bent knee. Once carried out fluently progress. Progress: Practice hands held on a trampette Holding onto chair and attempt hop Activity as above but not supported (or supported with object such as skipping rope so you are in control of support given)Bends knee and encouraged to hop forwards over a lineAlternate legs Activities as above but not supported on preferred side Once established on dominant leg practise on non-dominant leg | LegBendBehindKnee |
| Skipping Points to note - Skipping can only be developed once the child can hop on either leg. | Step, hop Practise hopping either leg first Hold the child’s hand and talk through ‘step hop, step hop’ (a rhythmical voice pattern and a large area is needed to consolidate the pattern) Gradually increase speed and distance (some children find a quicker speed easier than a slow one!) Activities to use jumping, hopping and skipping PE activities Playtime games PE activities Depending on the child’s age and development, many PE sessions will require jumping, hopping, skipping and movement. During these lessons, it is important to remind the class of good technique and this may allow the child to apply what they have practised Playtime games Jumping, hopping and skipping may be fun in their own right! Many of the markings on modern playgrounds facilitate games that could include jumping, hopping and skipping With a little bit of guidance, many traditional games could incorporate jumping, hopping and skipping | StepHopSkipLegBendKneeMovement jump |
| Summer 2RECEPTION | Gross motor skills**Ball Skills**  | **Points to note -** The development of ball skills depends on the child’s sound foundation of the core skills. To throw or kick a ball, the child must have developed some ability in the understanding of his/her body in space, the strength to carry out the action and the balance to maintain the posture. They must also have begun to develop visual perception to appreciate distance and direction, timing and the emphasis required in throwing, catching or kicking.Ball skills can be supported through ball specific activities but there are a number of component parts to help develop ball skills. If any of these skills are absent or poorly integrated, a difficulty may occur in throwing, catching or kicking correctlyComponent parts of ball skills include; Understanding of task, Visual perceptual skills (visual perception), Moving from one leg to another (Balance and strength), Maintaing strong postures (Stength), Moving a joint with force (strength), Eye hand coordination (fine motor), Grasp and manipulation (fine motor), Coordinating both sides of the body (bilateral integration) |
| Gross Motor skills **Developmental sequence of underarm throwing** | Underarm throwing  |  | ThrowUnderarmStepForwardOppositeFeetStill |
|  | **Developmental sequence of overarm throwing**Points to note- Targets should be large initially as it is the successful action that is important. Progression is through making the targets smaller eg. from throwing into a large hoop to knocking over a skittle. Again, we follow the principle of big to small. Altering distance and direction develops aim and ‘weight of throw’. | Overarm throwing  | One handed overarm throwIf the child is to use the right hand to throw, the left foot is the one to take a small step forward. The right hand is drawn straight back. As the child throws the throwing hand follows through and the weight shifted to the leg (this will be reversed for a left-handed throw). The child is encouraged to look at the target throughout. Throw beanbag as far as possible , As high as possible, As hard as possibleOne handed overarm throw If the child is to use the right hand, the left foot is forward. The child’s shoulders should be at 90° to the target i.e. side on and the left hand pointing towards it. The right arm is bent, elbow pointing down with the hand drawn back almost touching the right ear. On the throw, the shoulders turn so that the right hand is forwards pointing at the target and the left hand is behind.Throw bean bag into hoops directly in front at distances 1m, 3m, 5mThrow bean bag into hoops placed to the right and leftThrow bean bags at skittles Throw football to and from partner (both hands underarm) Throw, bounce and catch to partner (both hands overarm) Throw tennis ball to partner, or target on wallTwo handed throws • Throw football to and from a partner (both hands underarm) • Throw, bounce and catch to partner (both hands overarm) | OverarmFeetStillStepForwardBackwardsOpposite |
|   | **Developmental sequence of catching** Points to note - Some children have difficulties with an object thrown in their direction and can have quite severe adverse reactions. In the early stages it should be taught slowly and sympathetically. Very immature catches are those where the child has a static standing posture, outstretched arms and catches into the body. | Catching  | Familiarity with the ball The child sits on the floor and rolls the ball underneath bent knees, around the body Rolling The child rolls the ball to and from a partner The child rolls the ball around an obstacle course using different parts of the hand The child taps a balloon into the air Throw – catch (Be aware of the three developmental stages of catching and work towards them with each type of object) The child taps a balloon to and from a partner • The child catches a thrown skipping rope • The child catches a thrown ‘teddy’ • The child catches a beach ball • A football • A small ball • Bounce and catch a football to each other starting at 1m and taking one step back every successful catch • As above with tennis ball • Throw, bounce and catch off a wall • Throw and catch off a wall  | CatchBent kneedsRoll/rollingTapsTrap/trappingFeet StillMoving |
| **Developmental sequence of kicking** Points to note - The dominant foot is usually the ‘preferred’ foot to kick with but not always. Kicking a ball coming towards the child is easier than kicking a stationary one. Use arms out to the side for balance. The child’s head should be over the ball and the ball looked at throughout. The non-kicking foot is by the side of the ball. The kicking leg is bent and swings through as it straightens and strikes. The kicking leg follows through in the direction of the target | Kicking | Stand/kick The child stands between two chairs, holding one with each hand for balance. A ball is rolled slowly towards him and the child kicks it back with his preferred foot As above and kicks as hard as possible Remove chair on non-kicking side and repeat as above Remove remaining chair Move/kick Run to stationary ball and kick Aim/kick Kick ball into goal 1m apartPartner workStop with foot on oncoming ball and kick back to partner Kick ball to partner as partner is moving about Drop kick Hold the ball, drop and kick Control on the move Dribble ball around area Dribble ball around cones | Stand KickHoldBalanceSlowly/quicklyRunStopMove/movementKneeDribble |
| Consolidation of all gross motor skills taught to date.**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.** |
| F1 Gross Motor Skills |
| Autumn 1 | Gross motor skills  | WalkingRunningSquattingClimbingStanding | Walk confidentlyWalk upstairs with hand being held Run (sometimes fall over)Run on my whole footSquat to pick up toys Climb into a large chair and turn to sitStand on one foot with support | WalkStairsUpRunSquatFoot/feetClimbStand  |
| Autumn 2  | Gross motor skills  | ClimbingCarryingKickingScooting | Climbs onto furniture/outside equipment Can carry large toysAttempt to kick a ball.Use feet to scoot along on a trike. Control my whole body and am able to negotiate space and objects.  | ClimbKickFeetBodySpace |
| Spring 1 | Gross motor skills  | StoppingSquatting | Move to music and express myself. Stop confidently when moving around the environment and can now run safely.Squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. | MoveStopSafelySquatFeetHands |
| Spring 2 | Gross motor skills  | KickingWalking up and down stairs BalancingSkippingHoppingStanding on one leg | Kick a large ball.Walk upstairs or downstairs holding onto a rail, two feet on a step. Respond and move to rhythm and music.Move spontaneously within available space.Balance, ride (scooters, trikes and bikes) and kick a ball.Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block | KickWalkUpstairsDownstairsMoveBalanceUp DownSkipHopHoldWave |
| Summer 1  | Gross motor skills  | Standing on one footCatchingSlitheringShuffling(See opposite for more) | Stand momentarily on one foot when shown.Can catch a large ball. Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  | StandFoot/feetCatchMoveSlitherShuffleRollCrawlWalkRunJumpSkipSlideHop |
| Summer 2 | Gross motor skills  | Running | Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles | RunSpeedDirection |

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| RECEPTION Fine Motor (With some cross over with F1) |
| Term | Curriculum Content (Skills focused on) | Area of skill developed  | Skills developed/possible activitiesActivities | Vocabulary |
| Autumn 1 | **Fine motor** | Pencil gripPencil controlStrength in fingersScissor skills | Use a pincer graspShow a preference for a dominant handTakes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors - Able to open and close scissors using a controlled action (precision of grip begins to develop)Able to hold paper and make small and random snips | GripHandOpenCloseSnipHold |
| Autumn 2  | **Fine motor** | Pencil gripPencil controlLetter formationScissor skills | Form letters in their name accurately - starting point and Copy’s letter and pictures Forms recognisable letters, some of them correctly (handwriting sessions) including their nameWrites name copying it from a name card Takes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors - Able to make consecutive cuts with a forward motion of the scissors (first with tearing the paper, then without)Able to cut straight lines forward across a page, while moving the helper hand forward (moving the paper with the scissors as in raising the shoulders/extending the elbows) | LettersCopyHoldGripForwardTearStraight linesOpenClose |
| Spring 1 | **Fine motor** | Pencil gripPencil controlUsing various toolsLetter formationScissor skills | Use a tripod grasp Controls finer tools while playing with doughForms recognisable letters, some of them correctly (handwriting sessions) Writes own name Scissors - Able to cut straight lines forward without experiencing forward movement of the helper hand | GripControlForwardMovement HandSafe/safelyStarting pointDirectionCurvesAngled lines |
| Spring 2 | **Fine motor** | Letter formationPencil controlUsing various toolsScissor skills | 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 spoonsForms most lower case letters and some capital letters correctly (E.g. name)Begin to form letters accurately – starting point and orientationScissors- Able to cut simple curves and angled lines (one direction change) without moving the assisting hand on the paper to re-positionAble to cut out simple lines with more than one direction change | GripControlForwardMovement HandSafe/safelyStarting pointDirectionCurvesAngled lines |
| Summer 1  | **Fine motor** | Pencil controlLetter formationUsing vaious tools Scissor skills | Develop the foundations of a handwriting style which is fast, accurate and efficient.Form most letters accurately – starting point and orientationScissors – Able to cut circles | HandwritingCutCircles |
| Summer 2 | **Fine motor** | Pencil controlLetter formationUsing various tools Scissor skills | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesForms lower case letters and capital letters mostly correctly, including clear ascenders and descenders, starting in the correct place and correctly orientatedForms numbers correctlyUse a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.Scissors - Able to cut complicated shapes with straight and curved lines | HoldGripAscendersDescendersStraightCurved Lines |

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| F1 Fine Motor (With some cross over with Reception) |
| Term | Curriculum Content (Skills focused on) | Area of skill developed  | Skills developed/possible activities  | Vocabulary |
| Autumn 1 | **Fine motor** | Strength in fingersLarge muscle movement to coincide with fine motorSimple scissor skills | Use a fisted grasp or fist grip. Use a palmer grasp and four-finger grip.Builds tower of small blocks Imitates lines and circles (whole body movements)Use large muscle movements to wave flags and streamers, paint and make marksDraws self (mark making/emergent writingTakes part in fine motor control activities to strengthen fingers (see fine motor activities list) Scissors – Tears paper in play | GripBuildWhole bodyCopyDrawWaveTear |
| Autumn 2  | **Fine motor** | Strength in fingersLarge muscle movementSimple scissor skills | Use a fisted grasp or fist grip. Use a palmer grasp and four-finger grip. Imitates lines (whole body, moving to using different media on different scales e.g. flags, streamers, with water, in the sand)Takes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors – Able to hold scissors (sometimes incorrect hand placement) | GripBuildWhole bodyCopyDrawHoldWaveTear |
| Spring 1 | **Fine motor** | Strength in fingersLarge muscle movementSimple scissor skillsPencil grip | Use a five finger grasp and pincer grip.Make connections between my movement and the marks I makePick up tiny objects using a fine pincer grasp. Make simple models using construction toysCopy’s circlesWrites some letters in their name Takes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors – Able to maintain a correct grip on scissors when positioned by an adult | GripBuildWhole bodyCopyDrawWaveTearPick |
| Spring 2 | **Fine motor** | Strength in fingersLarge muscle movementSimple scissor skillsPencil grip | Use one-handed tools and equipmentUse a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Writes some letters in their name (more than Spring 1)Copy’s lines/crossesTakes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors – Able to hold scissors in a correct grip without assistance | One handedCopyLineCrossesGrip |
| Summer 1  | **Fine motor** | Strength in fingersLarge muscle movementSimple scissor skillsPencil grip | Use one-handed tools and equipment, e.g. make snips in paper with child scissors. Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. Writes some letters in their name Takes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors – Begins to open and close scissors  | One handedHoldOpenClose |
| Summer 2 | **Fine motor** | Strength in fingersLarge muscle movementSimple scissor skillsPencil grip | Hold a pencil near the point between first two fingers and thumb and use it with good control.Begins to write name using full (name card to support)Takes part in fine motor control activities to strengthen fingers (see fine motor activities list)Scissors – Hold paper and make small random snips | GripHoldSnip |