**Physical Development Educational Programme**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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 practise of using **small tools**, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**

**Early Learning Goal: Fine Motor Skills**

* 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, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.

**Our Intent at ELAN Multi-Academy Trust**

Our main intent will be to develop children’s skills with scissors, a knife and fork and securing the tripod grip.

In everyday practice and provision, the children will be given the opportunity to develop their hand-eye co-ordination through using resources such as, puzzles and small world toys.

In everyday practice and provision, the children will be given the opportunity to develop their proficiency, control and confidence through using resources such as, tweezers, nuts and bolts, clothes pegs, ribbon sticks, construction equipment (Lego), gardening tools, woodwork tools, threading, sewing and knitting.

See Expressive Arts and Design for progression in the use of different types of paint brushes (fine, thick and roller), the development of children’s drawing skills (observational and shading) and the sequence of the curriculum for sculpting using small tools.

See Literacy Development for progression in handwriting.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

**School Inspection Handbook July 2022**

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress’ (School Inspection Handbook page 84).

**Physical Development Matters Observation Checkpoint for Birth to Three-Year-Olds**

* Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intent  Precision of Movement | Fine Motor Strength Skill | Term 1 | Term 2 | Term 3 |
| Coordination  Control  Confidence | Knife and fork | Use a fork (an adult has cut up the food). | Maintain a correct grip on knife and fork when positioned by an adult. Be able to cut with the knife. | Maintain a correct grip on knife and fork without assistance. Be able to cut with the knife and eat with the fork. |
| Impact | | | | |
| Percentage of children who are secure |  |  |  |  |
| Who needs more experience or a different learning experience? Record children’s initials |  |  |  |  |
| How will we do this? |  |  |  |  |

Consideration needs to be given to the resources provided. For example, using Caring Cutlery which is designed to support children to effectively use a knife and fork. This would be replicated in both the dinner hall and the EYFS classroom (the home corner and the malleable area). Learning in each term could be deepened by providing children with a varying degree of challenge in the materials they are asked to cut (playdough, plasticine, putty and clay).

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intent  Precision of Movement | Fine Motor Strength Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Coordination  Control  Confidence | Cutting with scissors | Maintain a correct grip on scissors when positioned by an adult . Be able to open and close scissors. | Maintain a correct grip on scissors without assistance. Be able to open and close scissors using a controlled action. Hold paper and make small random snips. | Cut straight lines across a page. | Cut simple curves and angled lines (one direction change) | Cut simple lines with more than one direction change (zig zag line). Cut out a circle. | Cut complicated shapes with straight and curved lines. |
| Impact | | | | | | | |
| Percentage of children who are secure |  |  |  |  |  |  |  |
| Who needs more experience or a different learning experience? Record children’s initials |  |  |  |  |  |  |  |
| How will we do this? |  |  |  |  |  |  |  |

Learning in each term could be further deepened by providing children with scissors of varying sizes and types (zig zag) or providing card instead of paper to cut. Both right handed and left-handed scissors will be provided.

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intent  Precision of Movement | Fine Motor Strength Skill | Autumn Term  Continues throughout the year to for strength, stamina and precision | | By start of Term 3 |
| Coordination  Control  Confidence | Tripod pencil grip | **Pencil Grasp**  Provide resources with tongs that encourage the use of the thumb, index and middle finger while working the tiny muscles in that nook between the thumb and index. For example, Patch Bed Bugs, Operation, Wok and Roll or Hungry Monkey Motor Skills Game. Provide bubble wrap with children using their tripod fingers to pop the bubbles.  **Positioning**  Provide smaller writing implements as they naturally encourage a proper grasp. Encourage the child to rest the ulnar side (the little finger) of their hand on the page when they are writing or drawing. This helps to stabilise the hand.  **Posture**  Provide vertical surfaces as this places the wrist in a good position for writing e.g., use pizza boxes.  **Hand and Finger Movements**  Teach children to isolate fingers. For example, one finger up and four fingers down, two fingers up and three fingers down). Sing finger rhymes (Tommy Thumb and Here is a Church).  Teach other finger skills as recommended by occupational therapists. For example, each finger to touch the thumb (one at a time), kiss each fingertip or running fingers along the table. | **Pencil Grasp**  Teach how to hold the pencil correctly.  Resources to support height and positioning that we might use:  1. The Claw Pencil Grip.  2. The Grotto Grip.  3. Twist N Write Pencil.  4. The Dolphin Grip  5. Place an elastic band/hair band around the end of the pencil.  6. Place a small pom pom or marble in your hand under ruby ring and baby small.  Strategies to support this that we might use:  1. Nip, grip and flip.  2. Ali the Alligator: chomp two fingers on top of one finger. Flip it. This could be draw on children’s hands.  3. Rhyme:  My thumb is bent.  My pointer points to the tip.  Tall man uses his side.  I tuck two fingers in and take them for a ride.  **Pressure**  Demonstrate how to sit at a table and how to position paper.  Focus on applying pressure when using a pencil and drawing the following shapes: | Tripod pencil grip, in place, for handwriting programme. See literacy planning. |
| Impact | | | | |
| Percentage of children who are secure | |  |  |  |
| Who needs more experience or a different learning experience? Record children’s initials | |  |  |  |
| How will we do this? | |  |  |  |

Refer to Step 1 Guidance for any further guidance.

It is an expectation that children will be able to use the tripod grip, in almost all cases, by the end of the EYFS. In order, for children to meet the ELG for Writing, where they need to be able to write recognisable letters that are mostly correctly formed, it needs to be addressed earlier in the year.

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.