

Early Years Foundation Stage 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Trumpington Federation - Progression in the Nursery Curriculum

	Autumn term	Spring term	Summer term
Gross motor skills	Enjoy and explore the indoor and outdoor environment using a range of movements - walking, running, hopping, skipping, crawling, walking, jumping, climbing and rolling. Make shapes with their bodies and make large movements in the air and on the ground e.g. with large paintbrushes and water. Consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements Encourage children to carry and push heavy equipment and resources to develop independence, strength and coordination e.g. wheelbarrow with sand, digging, working as a team to move planks, moving sand/ mud and water from one location to another. .Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use climbing and soft play equipment Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Teach the flip method for putting on coat - 'Who can put their coat on?' - display and celebrate success Building obstacle courses to develop core strength, stability, balance, spatial awareness, co-ordination and agility DANCE-. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Parachute games, bikes and trikes, climbing frame, ball skills, beanbags, Hoola Hoops, tyres, swirling ribbons freely and on sticks Joe Wicks workouts		



Fine motor skills



Fine motor – wrist – arm and finger strength dexterity:

- Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting
- Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.
- Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.
- Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.

Scissors, playdough tools, water toys (syringes etc), sand toys (sieves), brooms, small world, construction equipment, Claves, putting coats on and fancy dress, puzzles, peg boards, paint brushes etc.

Weekly finger rhymes - developing control of fingers

Mark-making, chunky pencils, introduce tripod grip

Teach the flip method for putting on a coat - 'Who can put their coat on?' - display

Development Matters 2021 Observational Checkpoint:

Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

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.

Trumpington Federation - Progression in the Reception Curriculum

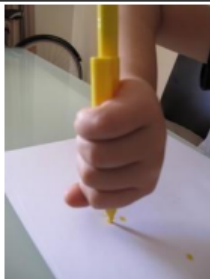
	Autumn term	Spring term	Summer term	KS1 link
PE Lessons Cambridge PE Curriculum	Fundamentals Unit 1 - exploring movement, managing space, developing control and coordination, responding to instructions, throwing and catching. Gymnastics – Fun Gym Shapes	Dance - Toys Fundamentals Unit 2	Gymnastics - Move and Hold Mini Athletics	

Ball skills	Begin to throw a ball overarm/underarm. Catch a ball by chasing. Use foot to tap a static ball.	Throw ball forwards and directly up in the air. Catch a large ball between arms or legs. Kick a ball with one foot towards something.	Use underarm throw to attempt to hit a target. Bounce a large ball. Catch a tennis ball with only hands. Meet and kick a ball that it rolled to them.	Throw with accuracy. Bounce a tennis ball on the floor and catch with one hand. Can use kicking in a team game.
Balance & coordination	Stand on tiptoes. Use a range of wheeled resources	Walk along a chalk line. Hold static balance on one leg.	Walk along a narrow balance beam. Developing more confidence and competence using a range of equipment (scooters, bikes, playing hopscotch, skipping ropes...)	Balance on an unstable surface with increasing control.
Jumping	Jump off a low object with both feet off the ground. Jump over a small stationary object.	Jump forwards, taking off and landing on 2 feet. Hop on one foot, 3 to 5 times.	Jump & turn in the air. Hop up to 10 times on alternate feet.	Skip rhythmically.
Strength & Posture	Sit still on a carpet or chair with good body control (without a 'w' leg position) Push/pull a classroom door open/closed. Stack chairs. Digging with spades n the sand pit	Sit still on a carpet or chair with good body control (without a 'w' leg position) Roll or push large tyres across the playground.	Climb up and over large PE equipment unaided. Digging hard soil with large spades.	
Space negotiation	Find a space in open area in which you cannot touch other classmates.	Sit on own carpet space without invading your neighbour's space.	Take part in a running game, such as 'it', avoiding collisions with other	

			children.	
Gross motor skills - Early Learning Goal - 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.				
Using scissors/cutlery/tools	Explore a range of tools - spoons, spades, brushes, scissors, tweezers etc. Encourage the use of movements like pouring, sieving, dripping, chopping, hammering etc. Use a spoon to put food in own mouth. Model the use of knife and fork at meal times.	Frequent use of one-handed tools, eg. scissors. Aware of correct level of pressure to apply when using felt tips or whiteboard pens. Stab food using a fork. Continue to model use.	Use scissors to neatly cut around a shape on paper. Use a fine paintbrush to add detail. Use a knife for cutting food (softer food such as fruit).	Use scissors to cut fabric Use a knife and fork independently.
Fine motor	Fine motor skills station set up throughout the year - developing in complexity as pupils dexterity and coordination improves. Directed tasks for pupils that need further support. Fine motor and strength development tasks completed during handwriting sessions			
Pencil grip	Encourage use of correct pencil grip from the first stages of mark-making in the classroom. Hold the pencil correctly with the tripod grip. The four Ps • Say: Remember the four Ps: • Posture: Sit up straight. • Pencil grip: Pick up your pencil. Pinch, pinch, pinch, flip. • Paper position: Tilt your paper. • Pressure: Not too hard, not too light.			Dynamic tripod grasp.

Handwriting https://www.littlewandle.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/handwriting/planning-handwriting/ <i>Share guidance with parents</i>	<table border="1"> <tr> <td data-bbox="573 188 972 1062"> Unit 1 - Handwriting patterns Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week 3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4) Unit 2: Curly letter family -c, a, d (Week 5) - g, o, q (Week 6) -e, s, f (Week 7) Unit 3: Long letter family -l, i, t (Week 8) - j, u, y (Week 9) Unit 4: Bouncy letter family - m, n, r (Week 10) - b, p, h (Week 11) Unit 5: Zig-zag letter family -v, w, x (Week 12) </td><td data-bbox="972 188 1301 1062"> Unit 6 - Capital Letters -Cc, Aa, Dd (Week 15) - Gg, Oo, Qq (Week 16) - Ee, Ss, Ff (Week 17) - Ll, Ii, Tt (Week 18) - Jj, Uu, Yy (Week 19) Week 20 – before or after half-term -Mm, Nn, Rr (Week 21) -Bb, Pp, Hh (Week 22) -Vv, Ww, Xx (Week 23) -Zz, Kk (Week 24) </td><td data-bbox="1301 188 1659 1062"> Unit 7: Digraphs and trigraphs -ff, ll, ss (Week 26) - zz, ck, qu (Week 27) - ch, sh, th (Week 28) - ng, nk, ai (Week 29) - ee, igh, oa (Week 30) (Week 31 – before or after half-term) - oo, ar, or (Week 32) - ur, ow, oi (Week 33) - ear, air, er plus Assess and review (Week 34) </td></tr> </table>	Unit 1 - Handwriting patterns Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week 3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4) Unit 2: Curly letter family -c, a, d (Week 5) - g, o, q (Week 6) -e, s, f (Week 7) Unit 3: Long letter family -l, i, t (Week 8) - j, u, y (Week 9) Unit 4: Bouncy letter family - m, n, r (Week 10) - b, p, h (Week 11) Unit 5: Zig-zag letter family -v, w, x (Week 12)	Unit 6 - Capital Letters -Cc, Aa, Dd (Week 15) - Gg, Oo, Qq (Week 16) - Ee, Ss, Ff (Week 17) - Ll, Ii, Tt (Week 18) - Jj, Uu, Yy (Week 19) Week 20 – before or after half-term -Mm, Nn, Rr (Week 21) -Bb, Pp, Hh (Week 22) -Vv, Ww, Xx (Week 23) -Zz, Kk (Week 24)	Unit 7: Digraphs and trigraphs -ff, ll, ss (Week 26) - zz, ck, qu (Week 27) - ch, sh, th (Week 28) - ng, nk, ai (Week 29) - ee, igh, oa (Week 30) (Week 31 – before or after half-term) - oo, ar, or (Week 32) - ur, ow, oi (Week 33) - ear, air, er plus Assess and review (Week 34)	Continue with the Little Wandle handwriting programme
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Fine motor skills - Early Learning Goal - Hold a pencil effectively in preparation for fluent writing, using 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.					

DEVELOPMENTAL STAGES OF PENCIL GRIP

1 – 2 years	2 – 3 years	3 – 4 years	4 – 6 years	6 – 7 years
Fisted grip or Palmar Supinate Grip	Digital Pronate grip.	'Splayed' or 4 finger grip	Static Tripod grip.	Dynamic Tripod Grip
Children often hold their writing tool like a dagger, scribbling using their whole arm.	All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line.	4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (eg. Head, stick body and one other body part such as arm or leg).	This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit. At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadrapod grip.	As the fingers begin to move independently, the ring & little fingers gently curl into the palm, the web space opens & becomes more circular, the writing tool is held closer to the nib & movement of the writing tool comes from the fingertips (the hand, wrist, elbow & shoulder are stabilised) the static tripod grip develops into a fully matured Dynamic Tripod Grip. Children will consistently be using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately and at a good speed.
				

Children will be able to sustain writing for longer if they get into good habits with posture and position:

Little Wandle routine phrase:

The four Ps

• **Say:** *Remember the four Ps:*

• **Posture:** *Sit up straight.*

• **Pencil grip:** *Pick up your pencil. Pinch, pinch, pinch, flip.*

• **Paper position:** *Tilt your paper.*

• **Pressure:** *Not too hard, not too light.*

- Ensure that they have a good pencil grip – use commercial pencil grips only if other methods have failed.
- Check that tables are large enough for the children not to be jostling each other's arms.
- Check that the height of tables and chairs allows children to sit comfortably, with their feet flat on the floor. Their legs should be free and not come into contact with the underside of the desk top.
- They should be able to sit up at the table without having to lean over it or stretch to reach it.
- The lighting should be good, so that the children can see what they have written.
- Children should use their non-writing hand to steady the paper and bear some body-weight.
- The paper should be tilted slightly. Provide a slanting board for those who need it (a partially filled A4 file is a useful shape).

Left-handed children:

At least ten per cent of the population is left-handed – a slightly higher proportion of these are males. There is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:

- Model letter formation, skywriting, etc. specifically for left-handed children, with your left hand.
- Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
- Put a mark at the left side of the page to indicate where writing begins, as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly to the left of the centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.

- Experiment with seat height – some left-handed children may need a higher seat to view their work clearly and to prevent the elbow locking into their side as they work across the paper.
- To avoid smudging their work: left-handed children should be encouraged to position their fingers about 1.5cm away from the end of their writing implement — the pencil should sit in the 'V' between thumb and forefinger, sitting parallel to the thumb — the wrist should be straight.
- Writing from left to right is more difficult for left-handed children. They should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will hinder the development of a fast, fluent and legible hand.