



## 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 | Reception link   |
|---------------------------|--|-------------|-------------|--|
| <b>Gross motor skills</b> | 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. |             |             | <b>ELG - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength,</b> |

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|  | <p>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</p> <p>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. Teach the flip method for putting on coat - 'Who can put their coat on?' - display and celebrate success</p> <p>Use climbing and soft play equipment</p> <p>Building obstacle courses to develop core strength, stability, balance, spatial awareness, co-ordination and agility</p> <p>Parachute games<br/>Bikes and trikes<br/>Climbing frame<br/>Ball skills<br/>Beanbags<br/>Hoola Hoops<br/>Tyres<br/>Swirling ribbons freely and on sticks<br/>Joe Wicks workouts</p> |   |   | <p><b>balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> |
|  | <p>Becoming familiar with resources in EYFS environment and using independently</p>   | <p>Main playground climbing frame</p> <p>Mile Challenge</p> | <p>Sports day (assault course)</p> <p>Transitions for Reception PE lessons (eg. main hall, shoes &amp; socks etc)</p> |   |

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| <b>Fine motor skills</b> | <p>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 etc.</p> <p>Weekly finger rhymes</p> <p>Mark-making, chunky pencils, introduce tripod grip</p> <p>Teach the flip method for putting on a coat - 'Who can put their coat on?' - display</p> | <p><b>ELG - 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.</b></p> |
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**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  |
|--|--|---|--|---|
| <p><b>Gross motor skills</b> (ELG - 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.)</p> |  |   |  |   |
| <p><b>PE Lessons</b><br/><b>Cambridge PE Curriculum</b></p>  | <p><b>Fundamentals Unit 1</b> - exploring movement, managing space, developing control and coordination, responding to instructions, throwing and catching.<br/><b>Gymnastics – Fun Gym Shapes</b></p> | <p><b>Dance - Toys</b><br/><b>Fundamentals Unit 2</b></p> | <p><b>Gymnastics - Move and Hold</b><br/><b>Mini Athletics</b></p> |   |
| <p><b>Ball skills</b></p>  | <p>Begin to throw a ball overarm/underarm.</p>   | <p>Throw ball forwards and directly up in the air.</p>    | <p>Use underarm throw to attempt to hit a target.</p>              | <p>Throw with accuracy. Bounce a tennis ball on the</p> |


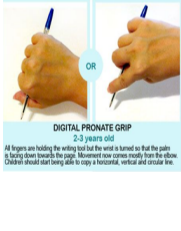







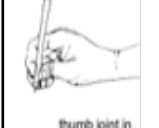




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|   | Catch a ball by chasing.<br>Use foot to tap a static ball.  | Catch a large ball between arms or legs.<br>Kick a ball with one foot towards something.  | Bounce a large ball.<br>Catch a tennis ball with only hands.<br>Meet and kick a ball that it rolled to them.   | floor and catch with one hand.<br>Can use kicking in a team game.     |
| <b>Balance</b>  | Stand on tiptoes.   | Walk along a chalk line.<br>Hold static balance on one leg.   | Walk along a narrow balance beam.  | Balance on an unstable surface with increasing control.               |
| <b>Jumping</b>  | Jump off a low object with both feet off the ground.<br>Jump over a small stationary object.  | Jump forwards, taking off and landing on 2 feet.<br>Hop on one foot, 3 to 5 times.  | Jump & turn in the air.<br>Hop up to 10 times on alternate feet.   | Skip rhythmically.  |
| <b>Strength</b>   | Push/pull a classroom door open/closed.<br>Stack chairs.  | Roll or push large tyres across the playground.   | Climb up and over large PE equipment unaided.  |   |
| <b>Space negotiation</b>  | 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.  |   |
| <b>Fine motor skills (ELG - 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.)</b> |   |   |  |   |
| <b>Using scissors/cutlery/tools</b>   | Explore a range of tools - spoons, spades, brushes, scissors, tweezers etc.<br>Encourage the use of movements like pouring, sieving, dripping, chopping, hammering etc. | Frequent use of one-handed tools, eg. scissors.<br><br>Aware of correct level of pressure to apply when using felt tips or whiteboard pens. | Use scissors to neatly cut around a shape on paper.<br>Use a fine paintbrush to add detail.<br><br>Use a knife for cutting food (softer food such as fruit). | Use scissors to cut fabric<br><br>Use a knife and fork independently. |

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|                           | Use a spoon to put food in own mouth. Model the use of knife and fork at meal times.   | Stab food using a fork.<br>Continue to model use. |  |                       |
| <b><i>Fine motor</i></b>  | 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.  |   |  |                       |
| <b><i>Pencil grip</i></b> | <p>Encourage use of correct pencil grip from the first stages of mark-making in the classroom. Model and practise on a daily basis during Phonics International Sessions. See handwriting section of website - Phonics International.</p> <p>Hold the pencil correctly with the tripod grip.</p> <p>“Froggy legs [thumb and index finger] grip the pencil at the end of the painted part [not on the sloping cone part] with the log under [the middle finger]”</p> <p><a href="https://phonicsinternational.com/FR_PI_Posters_for_phonics_routines.pdf">https://phonicsinternational.com/FR_PI_Posters_for_phonics_routines.pdf</a></p> |   |  | Dynamic tripod grasp. |



### PENCIL GRIP & CONTROL Progression Map

|             |                      |                             |                                |             |            |  |   |                         |  |                |                     |
|-------------|----------------------|-----------------------------|--------------------------------|-------------|------------|--|---|-------------------------|--|----------------|---------------------|
| FISTED GRIP | DIGITAL PRONATE GRIP | 4 FINGER GRIP<br>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 | STATIC TRIPOD GRIP<br>3 FINGER GRASP ALL FINGERS MOVE AS ONE | LATERAL TRIPOD | DYNAMIC TRIPOD GRIP |
|-------------|----------------------|-----------------------------|--------------------------------|-------------|------------|--|---|-------------------------|--|----------------|---------------------|

|   |  |   |  |   |   |  |   |  | POSITION   |   |   |
|---|--|---|--|---|---|--|---|--|--|---|---|
| 1-2 YEARS   | 2-3 YEARS  | 3-4 YEARS   | 4-6 YEARS  |   |   |  |   |  | 6-7 YEARS  |   |   |
|  <p><b>FISTED GRIP</b><br/>1-2 years old<br/>Children often hold their writing tool like a dagger, scribbling using their whole arm.</p> |  <p><b>DIGITAL PRONATE GRIP</b><br/>2-3 years old<br/>All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy horizontal, vertical and circular line.</p> |  <p><b>4 FINGER GRIP</b><br/>3-4 years old<br/>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p> <p>the high index</p>           |  <p>extended wrist</p>  <p>locked wrist</p>  |  <p>the cross thumb</p> |  <p>the thumb lock</p> |  <p>joints of index finger and thumb in a flexed position</p> |  <p>index finger joint in hyperextended position</p> |  <p>thumb joint in hyperextended position</p> |  <p><b>STATIC TRIPOD GRIP</b><br/>4-6 years old<br/>This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>   |  <p>the lateral tripod</p> |  <p><b>DYNAMIC TRIPOD GRIP</b><br/>By 6 or 7 years old<br/>Using only 3 fingers to hold the writing tool. This active tripod grip helps move the pencil efficiently, accurately.</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> |   |   |  |   |  | <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> |   |   |

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

- 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.



### 3. Handwriting (linking graphemes to sounds)

#### Sub-skill:

Hold the pencil correctly with the tripod grip.



"Froggy legs [*thumb and index finger*] grip the pencil at the end of the painted part [*not on the sloping cone part*] with the log under [*the middle finger*]."

#### Sub-skill:

Establishing 'directionality' of writing letter shapes whilst saying the sounds.

"ch"  
as in chick



**Finger-tracing:** Use the index finger of the writing hand to trace pre-printed letter shapes.

**Pencil-tracing:** Trace pre-printed grey or dotted letter shapes with a pencil.

**Copying:** Copy letter shapes with finger or pencil.



#### Core skill for handwriting:

- Correct tripod pencil grip
- Correct posture sitting at a desk
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words - avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate

