

Physical Development (Fine motor skills + Gross motor skills)

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.

Pre-Nursery 0-3 years

Gross Motor Skills and Fine Motor Skills

- Enjoy moving when outdoors and inside.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Walk, run, jump and climb – and start to use the stairs, climbing frame and outdoor resources independently.
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently.

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Pre School 3-4 years	Gross motor skills	Fine Motor Skills	Summer Term prior to starting Reception
	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>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.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, and washing hands.</p>	<p><b>Gross Motor</b></p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor</b></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent in meeting their own care needs, e.g., washing and drying their hands thoroughly.</p>

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Reception	Autumn		Spring		Summer	
	<p>I can grasp and release with two hands</p> <p>I can begin to focus on balance and movement</p> <p>I can show a preference for a dominant hand I can create lines and circles pivoting from the shoulder and elbow</p>	<p>I can manipulate a range of tools and equipment in one hand.</p> <p>I can develop spatial awareness.</p> <p>I can maintain balance on stairs and while carrying objects.</p> <p>I can begin to form recognisable letters independently.</p>	<p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>I can climb stairs, steps and moves across climbing equipment using alternate feet.</p> <p>I can use simple tools to effect changes to materials.</p>	<p>I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p>	<p>I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>I can handle tools, objects, construction, and malleable materials safely and with increasing control and intention.</p>	<p><b>ELG: Gross Motor Skills:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others -</p> <p>Demonstrate strength, balance and coordination when playing -</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

						<p><b>ELG: Fine Motor Skills</b> 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</p>
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