

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.

Gross Motor S	kills and Fine	Motor Skills
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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.

Pre-Nursery

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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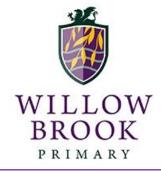


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	Gross Motor Skills	Fine Motor Skills	Summer Term prior to starting Reception
ırs	Continue to develop their movement, balancing, riding (scooters, trikes and	Use one-handed tools and equipment, for example,	Gross Motor
	bikes) and ball skills.	making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





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I can grasp and release	I can manipulate a	I can balance on one foot	I can manipulate a range of tools	I can use a pencil	ELG: Gross Motor Skills:
	with two hands	range of tools and	or in a squat momentarily,	and equipment in one hand,	and holds it	- Negotiate space and obstacles safely, with
п	I can begin to focus on	equipment in one	shifting body weight to	tools include paintbrushes,	effectively to form	consideration for themselves and others
tio	balance and movement	hand.	improve stability.	scissors, hairbrushes,	recognisable	- Demonstrate strength, balance and coordination
Reception	I can show a preference	I can develop spatial	I can climb stairs, steps	toothbrush, scarves or ribbons.	letters, most of	when playing
	for a dominant hand	awareness.	and moves across climbing	I can walk down steps or slopes	which are	
		I can maintain	equipment using alternate	whilst carrying a small object,	correctly formed.	- Move energetically, such as running, jumping,
	I can create lines and	balance on stairs	feet.	maintaining balance and	I can handle tools,	dancing, hopping, skipping and climbing. 13
	circles pivoting from the	and while carrying	I can use simple tools to	stability.	objects,	ELG: Fine Motor Skills
	shoulder and elbow	objects.	effect changes to materials.		construction, and	
				- Coiff - Colorala Tours	malleable	

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I can begin to form	I can use a hack saw	materials safely	- Hold a pencil effectively in preparation for fluent
recognisable letters	independently.	and with	writing
independently.		increasing control	– using the tripod grip in almost all cases
		and intention.	asing the tripod grip in amost an eases
			- Use a range of small tools, including scissors,
			paint brushes and cutlery
			-Begin to show accuracy and care when drawing.

