

## Cherry Hinton Nursery and Reception Physical Development Progression



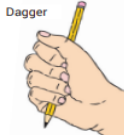



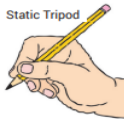
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional 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.

Special Events: Sports Day, fun runs, charity runs.	Nursery
<b>Gross Motor Skills</b>	<p>Enjoy and explore the indoor and outdoor environment using a range of movements - walking, running, hopping, skipping, crawling, walking, jumping, climbing and rolling.</p> <p>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</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?’</p> <p>Use climbing and soft play equipment</p> <p>Build obstacle courses to develop core strength, stability, balance, spatial awareness, co-ordination and agility</p> <p>Parachute games</p> <p>Bikes and trikes Daily climbing and daily run –ACT active.</p> <p>Ball skills, Beanbags, Hoola Hoops, Tyres</p> <p>Opportunities for gross motor mark making-chalks on playground, painting at easel to develop muscle and encourage 4 line strokes l o n u</p> <p>Swirling ribbons freely and on sticks</p>
<b>Fine motor</b>	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through activities– threading, pincer movements, playdough, peg boards, puzzles, sewing, using hammers at tool station.</p> <p>Fine motor strengthening activities</p> <p>Dough disco and daily climbing</p> <p>Drawing club- shared writing and independent writing Giving meaning to marks as they draw, write and paint.</p> <p>Pencil control and grip.</p> <p>Writing/mark making in meaningful contexts (eg labels, cards, lists etc) Name writing</p>

	Autumn	Spring	Summer
<u>Reception ELG Gross Motor:</u> - 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.	Fundamentals Unit 1 - exploring movement, managing space, developing control and coordination, responding to instructions, throwing and catching	Gymnastics – Fun Gym Shapes Fundamentals Dance – Toys	Gymnastics Mini Athletics Multi skills Discovery
<u>Ball Skills</u>	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 Meet and kick a ball that it rolled to them Bounce a large ball
<u>Balance</u>	Stand on tiptoes. Hold static balance on one leg.	Walk along a chalk line.	Walk along a narrow balance beam.
<u>Jumping</u>	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.
<u>Strength</u>	Push/pull a classroom door open/closed.	Stack chairs. Roll or push large tyres across the playground.	Climb up and over large PE equipment unaided.
<u>Space negotiation</u>	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

<p><u>Reception ELG Fine Motor:</u></p> <p>- Hold a pencil effectively in preparation for fluent writing, using tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>	<p>Fine motor skills station set up throughout the year - developing in complexity as pupil's dexterity and coordination improves.</p> <p>Directed tasks for pupils that need further support.</p> <p>Role play, mud kitchen, writing area, construction, message centre</p> <p>Dough disco</p> <p>Daily Little Wandle Phonics sessions</p> <p>Write labels</p> <p>Handwriting, shared writing and independent writing in drawing club sessions</p>		
<p><u>Reception ELG Fine Motor</u></p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Explore a range of tools - spoons, spades, brushes, scissors, tweezers etc. Encourage the use of movements like pouring, sieving, dripping, chopping, hammering</p> <p>Use a spoon to put food in own mouth. Model the use of knife and fork at meal times.</p>	<p>Frequent use of one-handed tools, eg. scissors.</p> <p>Aware of correct level of pressure to apply when using felt tips or whiteboard pens.</p> <p>Stab food using a fork. Continue to model use.</p>	<p>Use a fine paintbrush to add detail.</p> <p>Use scissors to neatly cut around a shape on paper.</p> <p>Use a knife for cutting food (softer food such as fruit).</p>
<p>Pencil Grip</p>	 <p><b>Dagger</b></p> <p><b>12 Months to 2 Years</b></p> <ul style="list-style-type: none"> <li>The development of fine pinch grip and the precise release of small objects</li> <li>Both hands develop skilled function and work together</li> <li>A crayon is held initially in the palm (<i>Palmar Supinate or Dagger grasp</i>)</li> <li>Movement mainly occurs from the shoulder, the arm and hand move as a unit</li> <li>Makes marks on the paper with the crayon</li> <li>Vigorous scribbles in imitation</li> <li>Scribbles spontaneously</li> <li>Draws a stroke then obliterates by scribbling</li> <li>Imitates drawing a vertical line</li> </ul>  <p><b>Pronate</b></p> <p><b>2 Years To 3 Years</b></p> <ul style="list-style-type: none"> <li>The crayon or tools may be held across all fingers, with the palm facing down. The Digital Pronate grasp movement mainly occurs at the elbow, the forearm and hand move as a unit</li> <li>Imitates drawing a circle</li> <li>Copies a horizontal line</li> <li>Copies a vertical line</li> <li>Draws two or more strokes when attempting to copy a cross</li> </ul>  <p><b>Quadropod</b></p> <p><b>3 Years To 4 Years</b></p> <ul style="list-style-type: none"> <li>The fingers (often all four) are held on the pencil shaft opposite the thumb. The Quadropod grasp (<i>pictured top right</i>) movement can occur from the wrist, the hand moves as a unit with the fingers static. With the static Tripod grasp, adjustments to the pencil are made with the opposite hand (3½ - 4 years)</li> <li>Copies a circle</li> <li>Imitates a horizontal cross</li> <li>Imitates a zig zag line</li> <li>Joins two dots</li> <li>Draws a diagonal stroke by following a continuous dotted line</li> <li>Traces over a diamond shape (rounded corners)</li> <li>Draws a man with a head and one other body part e.g. arms, legs</li> <li>Traces and stays on most of the time on a 7cm wide horizontal line</li> </ul>  <p><b>Static Tripod</b></p>  <p><b>Static Tripod</b></p> <p><b>4 Years To 6 Years</b></p> <ul style="list-style-type: none"> <li>The child's developing ability should be at a level where they're able to manipulate objects between the fingers and palm and rotate objects with the fingers</li> <li>Uses a Static Tripod grasp with a pencil consistently</li> <li>Developing fine control to manipulate a pencil</li> <li>The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist, elbow and shoulder (4½ to 6 years)</li> <li>Copies a diagonal line, square, diagonal cross, circle and triangle</li> <li>Draws a person with a head, arms and legs</li> <li>Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)</li> <li>Draws a person with a head, trunk, arms, legs, feet and three facial features</li> <li>Connects a series of dots to make a simple drawing</li> </ul>		

