



Physical Development	
Autumn 1 – Once upon a time...	
Gross Motor	Fine Motor
<p>Pupils will explore ways of moving to demonstrate the different characters in the stories The Three Little Pigs and The Three Billy Goats Gruff. For example, they will sneak up like the wolf, run like the pigs, climb like the wolf and hide like the pigs.</p> <p>Pupils will Play Peppa Says with Peppa Pig. They will follow instructions such as jump, touch your toes, stand on your tiptoes etc.</p> <p>Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.</p> <p>Pupils will take part in daily Wake and Shake activities using whole body movements.</p> <p>Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.</p> <p>Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.</p> <p>Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.</p> <p>Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.</p>	<p>See also; Literacy Coverage; Writing</p> <p>Pupils will be shown how to hold scissors appropriately. They will develop their ability to open and close scissors using a controlled action and hold the paper and make random cuts.</p> <p>Pupils will take part in daily Squiggle Whilst You Wiggle sessions to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will cover squiggle movements;</p> <ul style="list-style-type: none"> • 1; Up, down, side to side, crossover (i, l, t) • 2; The wiggle <p>Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their fine motor skills. They will do this by;</p> <ul style="list-style-type: none"> • Popping as many bubbles on bubble wrap in the time given using a pincer grip. This will be repeated so that the 'doing hand' and 'helping hand' are reversed. Pupils will also explore using both hands simultaneously to pop bubbles. • Using tweezers to move items e.g. Pupils will explore small world pig/ billy goat figures in a tray of cooked spaghetti. They will use their pincer grip/ tripod grasp to control the tweezers • Pupils will use lollypop sticks to build a bridge for the Billy Goats to cross the river. • Pupils will use finger puppets to retell the story of the Three Billy Goats Gruff and the Three Little Pigs. • Pupils will use pipe cleaners or string to thread their way around story cut out characters, such as the big bad wolf and the troll. • Pupils will thread green pipe cleaners (grass) into a brown box (the ground) to represent green grass growing and develop their tripod grip • Using a pincer grip/ tripod grasp to clips as many pegs onto a washing line as they can in a given amount of time. Pupils will explore swapping between their 'doing hand' which is opening the pegs and the 'helping hand' which is holding the washing line.



Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

Pupils will have access to prams for pushing and pulling.

Pupils will take part in actions songs such as 'If You're Happy and You Know It....' and 'Ring a Ring of Roses' where they will join in with whole body actions.

Pupils will take part in a range of playground games- such as Red Light, Green Light, jumping beans, hopscotch

- Threading beads/ pasta/ bobbins onto a lace or pipe cleaner using their pincer grip
- Pushing pegs into a peg board/ pins into a pin board, using their pincer grip and tripod grasp to pick up and hold the pegs/pins when pushing them in. They will use their 'helping hand' to help hold the peg/pin board steady.
- Picking up individual coins using their tripod grasp and posting them into a money box.
- Using pipettes in the water to transfer water from one container to another container
- Using dough to rolling a ball with their 'doing hand' and making smaller balls using a pincer grip and a tripod grasp
- Rolling up strips of paper
- Tearing paper into strips, using their 'helping hand' to hold the paper as their 'doing hand' tear the paper.
- Threading lace- different materials will also be used alongside the lace, e.g., colanders, lacing boards, lacing picture cards. Pupils will use their 'helping hand' to hold the object being laced, and use their 'doing hand' to lace, holding the lace with their tripod grasp. Pupils will practise threading the lace back and forth through the lacing object.

Pupils will have daily access to a range of mark making tools such as thick/ thin felt-tip pens, long and short pencils, markers, paint brushes, chalks, crayons, whiteboard pens and Stabilo handwriting pencils. They will be shown how to hold a writing tool using a three-finger tripod grip.

Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures.

Pupils will use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.

Pupils will have daily access to digging, shaping, moulding and scooping activities through sand play. They will use tools such as forks, rakes and spades.

Pupils will dress and undressing dolls through domestic role play

Pupils will independently handle books daily, turning the pages one at a time.



	Pupils will develop fine motor skills required for self-care and independence. They will practise putting their coats on and pulling up their zip with support.
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Physical Development	
Autumn 2- Magnificent Me!	
Gross Motor	Fine Motor
<p>Pupils will take part in gross motor activities using a balloon. They will explore;</p> <ul style="list-style-type: none"> - Throwing a balloon up and down and catch with both hands together. - Tapping the balloon upwards try to prevent it from falling to the floor - Throwing and catching a balloon to a partner and catching - Bouncing a balloon on the ground <p>Pupils will explore a range of early verbs such as; drink, sleep, jump, run, sit, wash, eat, brush, look, smell, listen, yawn, clap, laugh and sing (vocabulary taken from the key text 'Eyes, Nose, Fingers and Toes') Pupils will explore miming these verbs.</p> <p>Pupils will take part daily singing and action songs such as 'Head, Shoulders, Knees and Toes' and 'Hockey Kokey'.</p> <p>Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.</p> <p>Pupils will take part in daily Wake and Shake activities using whole body movements.</p> <p>Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.</p> <p>Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.</p> <p>Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.</p>	<p>Pupils will be shown how to hold scissors appropriately. They will develop their ability to open and close scissors using a controlled action and hold the paper and make random cuts.</p> <p>Pupils will take part in daily Squiggle Whilst You Wiggle sessions to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will cover squiggle movements;</p> <ul style="list-style-type: none"> • 3; Circles (c, o, a, d) • 4. The hump (m n r u) <p>Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their ability to scribble spontaneously in different directions, e.g., straight line, circle. They will develop their ability to control and change the direction of the pencil on the page. They will do this by;</p> <ul style="list-style-type: none"> • Following instructions with lights or ribbons; e.g., "Make a line up the wall, from down on the floor, all the way up to the ceiling", • Playing follow the Leader using circular and diagonal movements, e.g., "walk around the cone...now the other way" to help them learn language of direction ('up', 'down', 'round', 'back' etc.). • Playing Follow the Leader – With objects such as bean bags, cones, hoops etc., e.g., put the bean bag on top of your head. Include circular and diagonal movements, e.g., "move the beanbag across the hoop". • Rolling a ball/ throwing a ball in various directions, e.g. forwards, backwards. Rolling the ball around shapes, e.g. a hoop for a circle, a rope placed on the floor in a shape. Rolling the ball up and down the arm, leg, around their waist. Throw the ball up in the air, watching it go up and catching it when it comes down. • Use implements and mark-making tools, such as thick/ thin felt-tip pens, long and short pencils, markers, paint brushes, chinks, crayons, whiteboard pens and Stabilo handwriting pencils, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, and sticks in the mud to explore movements and shapes. • Exploring mark making in a range of and textures such as slime, cornflour, rice, lentils, playdough, and in shaving foam



Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.

Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

Pupils will have access to prams for pushing and pulling.

- Exploring mark making on a range of surfaces such as paper, sand paper, playground floor, vertical surfaces (e.g walls, easel), textured wallpaper, and chalkboards.

Pupils will continue to develop their fine motor control through the following activities;

- Getting the bear from the story 'Itchy Bear' dressed as he has no clothes on. Pupils will learn how to hold the bear still and pull the arms through the sleeves of the clothes.
- Using invisible ink to make fingerprints on corresponding fingertips of a hand shape. When they have made 5 fingerprints, they will then look at each one carefully through the magnifying glass.
- Selecting different materials to represent the hair and facial features and placing them carefully on backing paper to create a face.
- Using pegs with a pincer grip to hang clothes on a washing line
- Accessing small world toys, such as the doll's house and people figure
- Exploring movements such as rolling, pinching, patting and squeezing using playdough. Pupils will also use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.
- Exploring digging, shaping, moulding and scooping through sand play. Pupils will use tools such as forks, rakes and spades.
- Handling books daily

Pupils will develop fine motor skills required for self-care and independence. They will practise;

- Putting their coats on and pulling up their zip with support.
- Feed themselves using a spoon when eating cereal



Physical Development	
Spring 1- Old McDonald had a farm	
Gross Motor	Fine Motor
<p>Pupils will take part in running races outside and try to find out who can run the fastest! Can the children run faster than the Gingerbread Man?</p> <p>Pupils will play movement games based on different types of farm animals. They will explore using the space and create different actions for the farm animals, such as galloping like a horse, rolling in mud like a pig, waddling like a duck or pecking like a chicken. They will also practise standing still like a scarecrow.</p> <p>Pupils will explore balancing in the outdoor environment. They will explore walking forwards and backward along balancing beams/ trim trail/ benches. They will experiment walking on their tip toes, on their heels, side stepping, crawling and sliding across the equipment.</p> <p>Pupils will have access to farm vehicles, such as tractors which they can push and pull.</p> <p>Pupils will take part daily singing and action songs such as 'Hop Little Bunnies' where they will momentarily hop on one foot.</p> <p>Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.</p> <p>Pupils will take part in daily Wake and Shake activities using whole body movements.</p> <p>Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.</p>	<p>Pupils will continue to develop their ability to hold scissors correctly and use them to make snips in paper</p> <p>Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing.</p> <p>Pupils will take part in daily Squiggle Whilst You Wiggle sessions to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing.</p> <p>This term pupils will cover squiggle movements;</p> <ul style="list-style-type: none"> • 5- The Hook (q, p, h, k, b, y, g, l, f) • 6- The percussive spiral (e) <p>Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their ability to imitate simple marks after watching an adult, e.g. diagonal line. They will;</p> <ul style="list-style-type: none"> • Finger painting to add brown paint, 'mud', to pictures of pigs and piglets. • Explore mark making in a range of textures such as; • shaving foam with brown food colouring added to it represent mud from the farm • shallow trays of soil or grains • Use patterns cards to copy simple shapes and movements • Follow instructions with lights or ribbons; e.g., "Make a line up the wall, from down on the floor, all the way up to the ceiling", • Move a farm animal puppet in continuous movements. For example; Swirling it above their head in a circle, making it fly in a zig zag from one side to another, making it fly in loops from one side to another. • Use scarves, wands and ribbons to imitate movements such as Swirling it above their head in a circle, making a zig-zag from one side to another, making loops from one side to another



Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.

Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.

Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.

Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

- Use implements to draw/ copy movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, sticks in the mud, thick/ thin felt-tip pens, long and short pencils, markers, whiteboard pens and Stabilo handwriting pencils.
- Explore mark making on a range of surfaces such as paper, sand paper, playground floor, vertical surfaces (e.g walls, easel), textured wallpaper, and chalkboards.

Pupils will continue to develop their fine motor control through the following activities;

- Using tweezers to place pom-poms, googly eyes and buttons on a gingerbread person to decorate them.
- Playing 'Tractors in a Tangle' and unthread ribbon from a tractor threading template to help rescue it.
- Shaping and gluing wool and cotton wool onto sheep templates to create a woolly sheep.
- Exploring small world pigs in cornflour with brown food colouring and water in a large activity tray to create muddy-coloured gloop.
- Using a piping bag filled with playdough to pipe the dough and decorate a gingerbread person.
- Squashing peas in a tray using their index finger. Pupils will be challenged to each squash as many peas as they can in 10 seconds. They will then try the challenge again with the index finger on their other hand.
- Exploring movements such as rolling, pinching, patting and squeezing using playdough. Pupils will also use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.
- Exploring digging, shaping, moulding and scooping through sand play. Pupils will use tools such as forks, rakes and spades.
- Handling books daily
- Opening and closing jars, to retrieve an object, which have different lids with clips, clasps and screw tops to. Pupils will use their "doing hand" to open and their "helping hand" to hold the jar. With clips and clasps they will need to use their pincer grip (thumb and forefinger) and tripod grasp (thumb, forefinger and middle finger) to open.
- Exploring pouring, using spray bottles and pipettes through water play.



Pupils will develop fine motor skills required for self-care and independence. They will practise;

- Putting their coats on and pulling up their zip with support.
- Feeding themselves using a spoon when eating cereal
- Pouring their own water from a jug into a cup



Physical Development	
Spring 2- Teddy Bears Picnic	
Gross Motor	Fine Motor
<p>Pupils will pretend to go on a bear hunt through the different places seen in the story. They will use different movements to move through each setting. For example;</p> <ul style="list-style-type: none"> • Grass – walk or jog around the space moving arms from side to side • River – long strides around the space, lifting arms up high • Mud – slow, large steps as though feet are getting stuck in the mud • Forest – slow, cautious movements, almost on tiptoes, as they stumble over tree roots • Snowstorm – walking around slowly, hugging arms around self to keep warm • Cave – tiptoe quietly around the space <p>Pupils will avoid obstacles when moving in different ways.</p> <p>Pupils will explore 'Bear Caves' (tunnels) in the outdoor environment. They will move through the tunnels in different ways. For example;</p> <ul style="list-style-type: none"> • Crawling on hands and knees facing forwards • Crawling on hands and knees backwards • Wriggling/ sliding on front and back • Rolling balls through <p>Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.</p> <p>Pupils will take part in daily Wake and Shake activities using whole body movements.</p> <p>Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.</p>	<p>Pupils will develop their ability to use scissors to cut in a straight line</p> <p>Pupils will take part in daily Squiggle Whilst You Wiggle sessions to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will cover squiggle movements;</p> <ul style="list-style-type: none"> • 8; Laid down 8, then stand it up straight (s) • 7; A gentle wave <p>Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their ability to copy simple shapes that involve one movement, e.g. circle, ∞. They will develop their fluidity of movement, using the right muscles for movement and excluding and movements which are not required. They will do this by;</p> <ul style="list-style-type: none"> • Using pattern card to copy and trace shapes and movements. • Use implements to copy, draw and experiment with movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, sticks in the mud, thick/ thin felt-tip pens, long and short pencils, markers, whiteboard pens and Stabilo handwriting pencils. • Moving a teddy bear puppet in continuous movements. For example; Swirling it above their head in a circle, making it fly in a zig zag from one side to another, making it fly in loops from one side to another. • Pupils will make their own wands. They will then use their wands to make continuous movements such as swirling it above their head in a circle, making a zig-zag from one side to another, making loops from one side to another, making snake shapes on the floor (figure of 8) and moving the scarf/ wand/ ribbon around one leg, in between their legs and around the other leg (figure of 8). • Using a hole punch and a piece of paper to punch a series of holes around the edges of the paper, using the hand holding the paper as the "helping hand" and the hand holding the hole punch as the "doing hand".



Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.

Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.

Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.

Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

- Make continuous zig-zag patterns between the two horizontal lines on a vertical surface, e.g., wallpaper on the wall, paper on an easel.
- Using crayons to copy a continuous pattern on sandpaper, e.g., zig-zags or loops from one side of the paper to the other. Pupils will also experiment doing this laying down under the table with the sandpaper stuck underneath the table top.
- Tearing a piece of paper into strips, using their “helping hand” to hold the paper as their “doing hand” tears the strips of paper.
- Exploring mark making in a range of and textures such as slime, cornflour, rice, lentils, playdough, and in shaving foam

Pupils will continue to develop their fine motor control through the following activities;

- Building a bear cave using playdough and fine motor movements such as rolling, pinching, patting, and squeezing. They will also use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.
- Using pipe cleaners, wool, thread/ ribbon to thread around bear templates. Pupils will use a “helping hand” to hold the object being laced, and using a “doing hand” to lace.
- Creating a bear using cotton buds dipped in brown paint to make the nose, tweezers and pom-poms to make furry ears, and googly eyes to complete the face.
- Exploring movements such as rolling, pinching, patting and squeezing using playdough. Pupils will also use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.
- Exploring digging, shaping, moulding and scooping through sand play. Pupils will use tools such as forks, rakes and spades.
- Handling books daily
- Exploring pouring, using spray bottles and pipettes through water play.

Pupils will develop fine motor skills required for self-care and independence. They will practise;

- Putting their coats on and pulling up their zip with support.



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| | <ul style="list-style-type: none">• Feeding themselves using a spoon when eating cereal• Feed themselves using a fork when eating snack• Pouring their own water from a jug into a cup• Butter bread and spread jam on a sandwich |
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Physical Development	
Summer 1 – Amazing Animals	
Gross Motor	Fine Motor
<p>Pupils will listen to the story 'Walking Through The Jungle' being read aloud. They will move in different ways to mime the journey through the jungle.</p> <p>Pupils will use hoops to develop their balance, co-ordination, bi-lateral integration and spatial awareness. They will;</p> <ul style="list-style-type: none"> • Jump forward and backward with their feet in the hoop • Side step in and out of the hoop • Bring the hoop up and over their body • Jump from hoop to hoop <p>Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.</p> <p>Pupils will take part in daily Wake and Shake activities using whole body movements.</p> <p>Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.</p> <p>Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.</p> <p>Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.</p> <p>Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.</p>	<p>Pupils will develop their ability to use scissors to cut in a straight line</p> <p>Pupils will take part in daily Squiggle Whilst You Wiggle sessions to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will cover squiggle movements;</p> <ul style="list-style-type: none"> • 9; Straight line (v, w, z, x) <p>Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their ability to imitate shapes that involve multiple movements, e.g. □, X. They will develop an understanding of movement concepts, e.g. up, down, around. They will do this by;</p> <ul style="list-style-type: none"> • Bounce using a Space Hopper around the edges of the shape that has been drawn or created using cones • Making body shapes independently and in small groups • Following a shape or pattern using toy cars on a tack • Using LED finger lights, strips of crepe paper, ribbon, etc. to copy the shape: in the air, on the ceiling, on the floor etc. • Using marks to "draw" a shape in a tray filled with: glitter, gloop, lentils, rice, sand, shaving foam etc. When given a shape, pupils will copy the shape, make a shape from memory and make a shape by following a description of what the shape looks like • Making the shape using different materials: e.g. beans, clay, dough, pin board & pins, pipe-cleaners, rope etc. • Use implements to copy, draw and experiment with movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, sticks in the mud, thick/ thin felt-tip pens, long and short pencils, markers, whiteboard pens and Stabilo handwriting pencils.



Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;

- Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.
- Using crayons which have been snapped in half, the pointed side intact, at the writing table.
- Using short pencils which don't allow for a full fist grip

Pupils will continue to develop their fine motor control through the following activities;

- Threading a straw into a gorilla's mouth (cut out template) to give the thirsty gorilla a drink.
- Using green playdough to make a crocodile's gums and placing golf tees in the playdough to make the crocodile's teeth.
- Using tweezers and place pom-poms on a cheetah template to create spots.
- Using black wool or black pipe cleaners to thread on a Zebra template to give the zebra some stripes.
- Placing pegs on animal templates to create legs
- Using pegs to create a lion's mane on a lion's face template.
- Exploring digging, shaping, moulding and scooping through sand play. Pupils will use tools such as forks, rakes and spades.
- Handling books daily
- Exploring pouring, using spray bottles and pipettes through water play.
- Exploring movements such as rolling, pinching, patting and squeezing using playdough. Pupils will also use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools.

Pupils will develop fine motor skills required for self-care and independence. They will practise;

- Putting their coats on and pulling up their zip with support.
- Feeding themselves using a spoon when eating cereal



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| | <ul style="list-style-type: none">• Feed themselves using a fork when eating snack• Pouring their own water from a jug into a cup |
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Physical Development

Summer 2- Wiggle and Grow

Gross Motor

Pupils will use bean bags and sponge balls to develop their balance, co-ordination, bi-lateral integration and spatial awareness. They will;

- Pass the bean bag around their body in different directions
- Throw and catch the bean bag
- Balance the bean bag on different parts of the body
- Roll balls in different directions
- Throw and catch balls from seated and standing positions
- Throwing a ball in the air and catching
- Throwing and catching with a partner

Pupils will take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders and core.

Pupils will take part in daily Wake and Shake activities using whole body movements.

Pupils will have daily access to the outdoor environment where they have the freedom and space to move in ways different from the indoor environment. They will access climbing apparatus and large-scale play equipment (climbing wall, slide, trim trail, steps, rope bridge, tunnel and structures to jump off). This will support the development of coordination, balance and whole-body awareness.

Pupils will have access to bats, balls, beanbags, hoops, paddles/rackets and nets outdoors to develop their ball skills including throwing, catching and kicking.

Fine Motor

Pupils will develop their ability to cut out simple shapes and cut along curved lines, e.g. circles

Through the year pupils will develop and master the skills and movements required for writing. This term pupils will develop their ability to develop an understanding of movement concepts, e.g. up, down, around. They will do this by;

- Bounce using a Space Hopper around the edges of the shape that has been drawn or created using cones
- Making body shapes independently and in small groups
- Following a shape or pattern using toy cars on a tack
- Using LED finger lights, strips of crepe paper, ribbon, etc. to copy the shape: in the air, on the ceiling, on the floor etc.
- Using marks to “draw” a shape in a tray filled with: glitter, gloop, lentils, rice, sand, shaving foam etc. When given a shape, pupils will copy the shape, make a shape from memory and make a shape by following a description of what the shape looks like
- Making the shape using different materials: e.g. beans, clay, dough, pin board & pins, pipe-cleaners, rope etc.
- Use implements to copy, draw and experiment with movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, sticks in the mud, thick/ thin felt-tip pens, long and short pencils, markers, whiteboard pens and Stabilo handwriting pencils.

Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;



Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles, skateboards and scooters to develop their overall body strength, coordination, balance and agility.

Pupils will have daily access to large scale construction materials, such as large blocks, wooden planks, crates and tyres.

Pupils will paint, chalk and make marks with water on large vertical surfaces. They will use walls as well as easels to stimulate large shoulder and arm movements.

- Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.
- Using crayons which have been snapped in half, the pointed side intact, at the writing table.
- Using short pencils which don't allow for a full fist grip

Pupils will continue to develop their fine motor control through the following activities;

- Threading lace on a beanstalk template
- Using tweezers to place pompoms, creating spots for a Ladybird
- Using finger paint to create spots on a ladybird
- Threading beads on a skewer, which is stood up in playdough, to create a 'beanstalk'
- Using tweezers to sort coloured jellybeans
- Using a hole punch to put holes in leaves (using lettuce leaves and leaf templates)

Pupils will develop fine motor skills required for self-care and independence. They will practise;

- Putting their coats on and pulling up their zip with support.
- Feeding themselves using a spoon when eating cereal
- Feed themselves using a fork when eating snack
- Using a knife to cut soft foods, such as bananas/ cutting up playdough using knife and fork
- Pouring their own water from a jug into a cup