

Curriculum Overview and Progression for Physical Development

Fine Motor and Gross Motor

Early Years Curriculum

The stages of grip development For reference

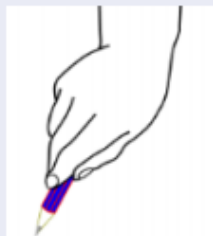
16-26 months



Fisted Grasp and

Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.

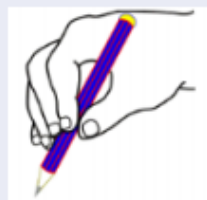
22-36 months



Palmer Grasp and

Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.

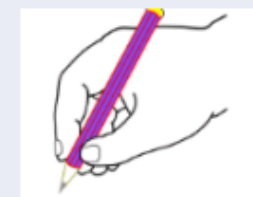
30-50 months



Five finger Grasp and

Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.

40-60 months



Tripod Grasp (Three finger)

Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

Key Concepts / Progression of Skills

Prior Learning

Gross Motor	Fine Motor
<ul style="list-style-type: none"> • I can start to run safely. • I can squat with steadiness to rest or play with an object on the ground and rise to my feet without using hands. • I can begin to pull myself up on nursery play climbing equipment. • I can attempt to kick a large ball. • I can start to turn pages in a book, sometimes several at once. • I can start to show control in holding and using tools like hammers, and mark-making tools. • I can sometimes walk upstairs or downstairs holding onto a rail two feet to a step. <p><i>Observation checkpoint: Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</i></p>	

Nursery

Gross Motor	Fine Motor
<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> • I can use a fistful grasp or fist grip. • I can use a palmer grasp and four-finger grip. • I can walk confidently. • I can climb onto furniture. • I can walk upstairs with my hand held. • I can run but sometimes fall. • I can squat to pick up toys. • I can climb into a large chair and turn to sit. • I can carry large toys. • I can attempt to kick a ball. • I can stand on one foot with support. • I can use my feet to scoot along on a trike. • I can control my whole body and am able to negotiate space and objects. • I can run safely on my whole foot. • I can use a five finger grasp and pincer grip. • I can move to music and express myself. • I can stop confidently when moving around the environment and can now run safely. 	

Early Years Curriculum – Physical Development

- I can make connections between my movement and the marks I make.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.
- I can kick a large ball.
- I can walk upstairs or downstairs holding onto a rail, two feet on a step.
- I can respond and move to rhythm and music.
- I can pick up tiny objects using a fine pincer grasp.
- I can make simple models using construction toys.
- I can move spontaneously within available space.
- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
- *Go up steps and stairs, or climb up apparatus, using alternate feet.*
- *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
- *Use large-muscle movements to wave flags and streamers, paint and make marks.*
- *Start taking part in some group activities which they make up for themselves, or in teams.*
- *Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.*
- *Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.*
- *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.*
- *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
- *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
- *Use a comfortable grip with good control when holding pens and pencils.*
- *Show a preference for a dominant hand.*

End of Nursery

- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors.
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- I can hold a pencil near the point between first two fingers and thumb and use it with good control.

Early Years Curriculum – Physical Development

Reception

Gross Motor	Fine Motor
<p>During Reception (Autumn Spring)</p> <ul style="list-style-type: none"> • I can stand momentarily on one foot when shown. • I can catch a large ball. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • <i>Revise and refine the fundamental movement skills they have already acquired:</i> <ul style="list-style-type: none"> – rolling – crawling – walking – jumping – running – hopping – skipping – climbing • <i>Progress towards a more fluent style of moving, with developing control and grace.</i> • <i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i> • <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> • <i>Combine different movements with ease and fluency.</i> • <i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i> • <i>Develop overall body-strength, balance, co-ordination and agility.</i> • <i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i> • <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • <i>Negotiate space and obstacles safely, with consideration for themselves and others;</i> • <i>Demonstrate strength, balance and coordination when playing;</i> • <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> 	<p>During Reception (Autumn Spring)</p> <ul style="list-style-type: none"> • I can use a pincer grasp. • I can show a preference for a dominant hand. • I can use a tripod grasp. • <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> • <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> • <i>Use a range of small tools, including scissors, paint brushes and cutlery;</i> • <i>Begin to show accuracy and care when drawing.</i>

