

Physical Development: Fine Motor Long Term Plan EYFS

Term	Pencil and brush control	Scissor skills	Cutlery skills	Drawing skills
Unit				
Key Vocabulary	grip, control, mark, hand, hold, movements	scissors, open, close, snip, curved, shape	spoon, fork, knife, cutlery, cut, spread, hold	line, shape, drawing, draw, closely, features, direction

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor Substantive knowledge</p>	<p>To use a comfortable grip with good control</p> <p>To show a preference for a dominant hand</p> <p>To use a dominant hand</p> <p>To mark make in palmer grip</p> <p>To mark makes in different directions</p> <p>To make repeated marks on paper</p> <p>To mark make left to right - Imitates simple marks such as lines</p> <p>To imitate shapes that use multiple movements such as x –</p> <p>To start to move towards tripod grip</p> <p>To use core muscle strength to achieve good posture</p> <p>To hold and uses a pencil confidently</p> <p>To develop the foundations of an appropriate handwriting style</p> <p>To hold pencil effectively- tripod grip</p> <p>To form letters accurately using the correct movements (shoulder pivot etc)</p>	<p>To holds scissors, often with both hands, learning to open and close the blades</p> <p>To open/close blades (not ready to use them on paper yet)</p> <p>To start snipping paper (not moving forward with the scissors but making small snips)</p> <p>Pivots from shoulder and elbow To snip paper moving forward</p> <p>To use helping hand to hold and help to guide the paper (non-dominant hand)</p> <p>To cut curved line (a 1/4inch curved line, within 1/4inch from the line drawn)</p> <p>To cut a circle shape (a circle of 6inch in diameter, within 1/2 from the drawn line, improving to about 1/4 inch)</p> <p>To cut square shape</p> <p>To cut complex shapes, such as figures.</p>	<p>To use a spoon effectively</p> <p>To use a fork to stab food</p> <p>To spoon cereal from container to dish with little spilling</p> <p>To use a knife to cut soft food like bananas and strawberries, using two hands</p> <p>To use a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand</p> <p>To spread using a knife</p> <p>To cut a variety of foods, holding the knife correctly, using one hand to steady the food</p> <p>To use a fork to hold food still while cutting it with a knife</p> <p>To use a knife and folk independently</p>	<p>To use a variety of drawing tools to mark make with some control</p> <p>To draw in different directions</p> <p>To draw faces with features and draws enclosed spaces, giving meaning</p> <p>To use lines and shapes</p> <p>To makes simple representations of events, people, animals and objects</p> <p>To draws potato people (no neck or body)</p> <p>To demonstrates more control</p> <p>To draw with detail (bodies with sausage limbs and additional features)</p> <p>To draw bodies of an appropriate size for what they're drawing</p> <p>To draw objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)</p> <p>To spend a sustained amount of time on one product.</p> <p>To look closely at lines, shapes, size and patterns when producing an observational drawing</p> <p>To begin to draw self-portraits, landscapes and buildings/cityscapes</p> <p>To identify key features of living things</p> <p>To looks closely at lines, shapes, size and patterns when producing an observational drawing –</p> <p>To draw show finer details</p> <p>To draw portraits, detailed pictures, landscapes, buildings and cityscapes</p>
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	<p>Development Matters</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> <p>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</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Development Matters</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>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</p>	<p>Development Matters</p> <p>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</p>	<p>Development Matters</p> <p>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</p>
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Key Learning linked to Physical Development: Fine Motor

Movement of body parts	Strength	Pencil grip	Lines and patterns
<p>Rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media.</p>	<p>Shoulder, elbow, wrist, fingers.</p>	<p>Holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.</p>	<p>Uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p>
Drawing	Communication	Manipulate and control	Control of writing tools and equipment
<p>Draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing</p>	<p>Talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.</p>	<p>Uses a range of tools with increasing accuracy to represent their ideas and experiences.</p>	<p>Size of letters, correct starting points for different groups of letters, forms letters correctly.</p>
Letter Formation	Fine Motor skills		
<p>Draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>	<p>Demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education Programme</p>	<p>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 coordination 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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goal</p>	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; <ul style="list-style-type: none"> - Begin to show accuracy and care when drawing