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| **PHYSICAL DEVELOPMENT:** **MOVING AND HANDLING** |
| **EXCEEDING**Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| That letters should be of similar size, whilst capital letters should be bigger | * Model and reinforce during writing activities.
* Use lined paper to help to guide children
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| How each letter is positioned on a line | * Use lined whiteboards during handwriting lessons, so that the positioning of letters can be taught and practised.
* Help children to have an awareness of ascenders and descenders
* Provide lined paper as well as plain
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| How to be ready to write | * Provide different writing tools including thinner pencils and pens
* Model and encourage holding paper in position and holding the pencil correctly before beginning to write.
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| How to hop and how to skip in time to music | * Play games such as hopscotch, hopping through hoops, on spots etc.
* Provide music and give opportunities for children to dance, hop and skip
* Play skipping games with simple rhythms
* Encourage children to clap or tap their knees in time to songs
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| **ELG**Children show good control in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to form recognisable letters | * Use the ‘Penpals’ scheme to introduce ‘families’ of letters.
* Ensure a copy of our letter formation sheet is given to parents/ carers
* Regularly practise letters in workbooks and during phonics lessons, as well as during play, e.g. outside using chalk, etc.
* Create a print-rich environment to help children to become familiar with letters and to support children when writing during play - both printed and handwritten writing should be included
* Display Penpals posters and provide letter mats to support children with copying letters
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| How to handle a pencil effectively using a dominant hand | * Develop pencil grip, moving from whole hand grasp to correct grip.
* Model effective pencil grip and check grip when children are writing (as appropriate).
* Use larger pencils initially for easier grip.
* Introduce an appropriate pencil grip if needed.
* Monitor which hand children use
* Provide lots of opportunities to develop pencil skills in different areas, including outside
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| How to handle equipment and tools effectively  | * Provide lots of opportunities to use a wide range of equipment and tools to support physical development in all of the provision areas in our EYFS (e.g. construction, malleable, small world, workshop, etc.)
* Provide opportunities to use larger equipment (e.g. den-building equipment, bikes, balls, cones, hoops, etc.) when playing outside.
* Play simple games together e.g. throwing to a target, throwing and catching, etc.
* Plan further opportunities which link with children’s needs and interests, e.g. painting, cooking, using clay and playing musical instruments.
* Ensure there is a progression in the types of equipment and tools from Nursery to Reception, and in Reception from the start of the year to the end
* Ensure that in Nursery, equipment and tools suit the needs of both the youngest children, and those who have been in Nursery for some time
* Ensure that both right-handed and left-handed scissors provided and teach children how to cut safely and effectively
* Provide opportunities for children to practise their skills using equipment and tools over and over again during continuous provision
* Talk about, reinforce and model how to use equipment and tools safely
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| That they can use tools to effect changes to materials | * Provide lots of opportunities to investigate using tools to effect changes to materials, (e.g. malleable, sand, workshop, etc.)
* Model new tools and techniques and provide lots of time for children to practise these through play.
* Model and talk about linked vocabulary e.g. squeeze, prod, push etc.
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| How to negotiate space safely | * Regularly discuss and reinforce safety, as well as the concept of matching actions to the space e.g. it’s fine to run around the hall, but not the classroom!
* Play games focusing on adjusting speed and direction.
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| That they can use movement to control objects | * Through play, encourage children’s efforts to manipulate objects
* Model and encourage using simple movements to control objects, e.g. kicking a ball, throwing a beanbag, etc.
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| That they can use their body to make a wide range of large and small movements | * Provide opportunities for children to move in different ways and using associated vocabulary, e.g. stretch, floppy, etc. and link with imagination, e.g. slithering along the ground like a snake, etc.
* Provide a range of large play equipment e.g. construction, bikes, den-building etc.
* Provide music and scarves, streamers etc. so that children can respond to music, and use music of different styles and cultures.
* Play games, e.g. follow the leader, musical bumps, etc.
* Daily ‘Dough Disco’ to help children to develop strength in their finger muscles.
* ‘Penpals’ warm-ups before handwriting sessions
* Practise moving in different ways during P.E. lessons – e.g. moving at different speeds, balancing, rolling etc.
* Provide opportunities to develop fine motor skills through play (e.g. threading, pegboard patterns, using small world toys, using construction toys that fit together in different ways, etc.)
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| That they can make marks in different ways | * Ensure that there are lots of opportunities for mark-making, both indoors and outdoors e.g. pens, pencils, paint, chalk, water, etc. and in different areas
* Think of unusual ways to make marks – e.g. can we paint without brushes? Can we use natural materials to paint with water?
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