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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 |
| 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 |
| 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. |
| 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 |
| **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 |
| 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 |
| 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 |
| 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. |
| 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. |
| 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. |
| 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.) |
| 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? |