

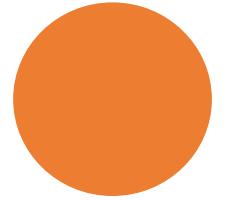


Physical Development in Young Children

Physical Development is broken up into 2 strands – fine motor and gross motor.

Fine Motor - Fine motor skills involve small muscles working with the brain to control movements in areas such as hands, fingers and eyes.

Gross Motor - Gross motor skills are important to enable children to perform everyday functions like walking, running, climbing, throwing and catching...





Gross Motor Development

Gross motor control is essential for everyday life. Children constantly learn to develop their gross motor and this comes more naturally to most children.

From birth children learn to develop their gross motor – holding their own head, sitting up, standing, walking, running, jumping....

What the government says about gross motor

Gross Motor Skills ELG:

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Birth to Three

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.

Three and Four-Year-Olds

- 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.
- 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.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - walking - running - skipping
 - crawling - jumping - hopping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

How can I help?

Gross motor development can be encouraged throughout everyday activities in life such as:

- Running and jumping
- Exploring outdoors in nature
- Playing ball games
- Following a track
- Riding a bike
- Climbing in the park
- Trampoline
- Transporting water on a large scale
- Painting the fence with water
- Crawling
- Using bats and balls
- Throwing and catching
- Obstacle course
- Playing instruments



A hand is holding a yellow paper with a black number 8 written on it. A pair of scissors is cutting along a dotted line on the paper. The background is a white surface with colorful confetti.

Fine motor Control

- Fine motor control is a crucial skill throughout life.
- We use fine motor skills in everyday life for basic things such as writing, using a computer and cooking!
- If somebody has poor fine motor control they may struggle to do basic jobs.
- Good fine motor control starts from birth (babies picking things up and passing from one hand to another).
- It is now the perfect time to help your children develop their fine motor control!

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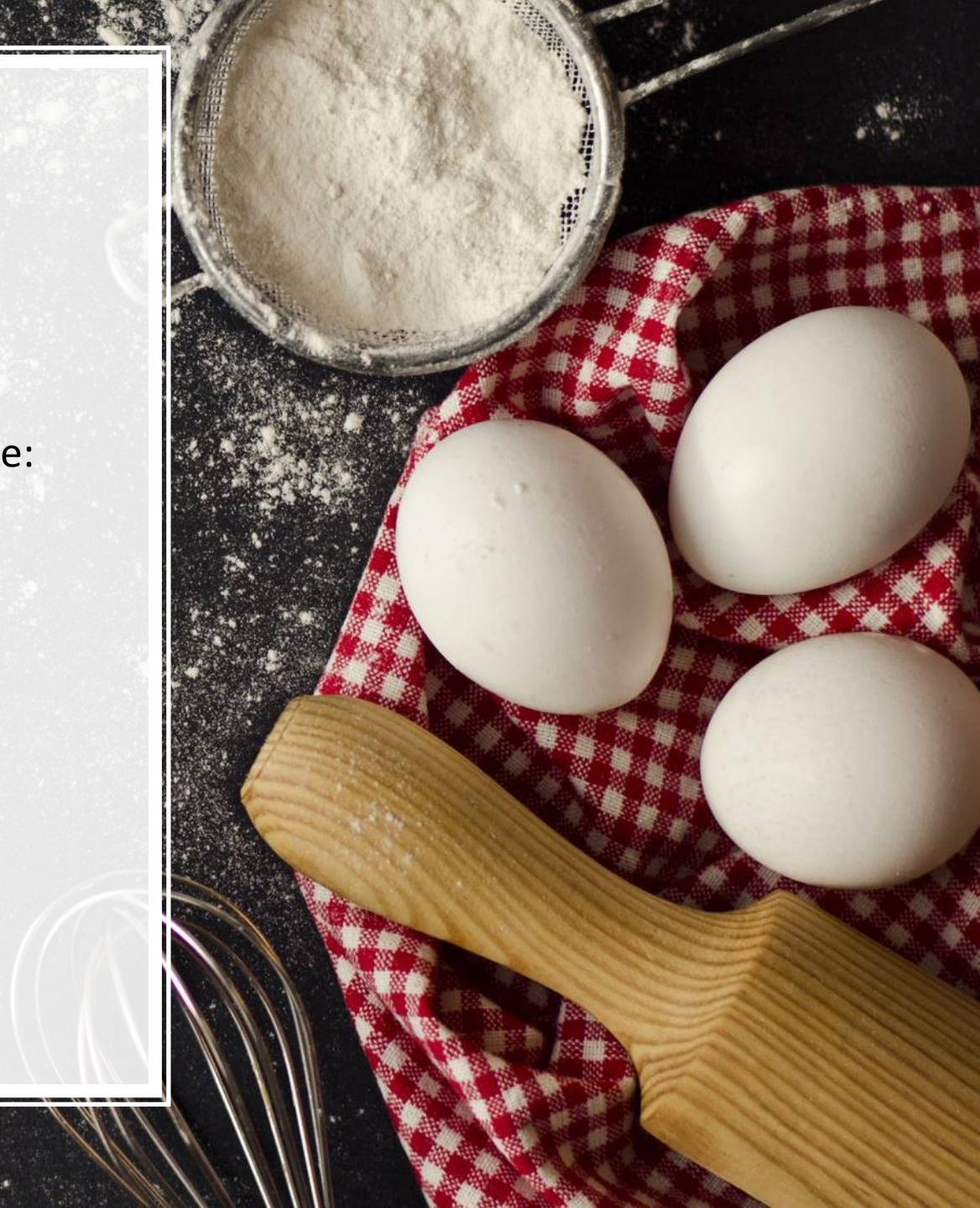
Fine Motor Skills

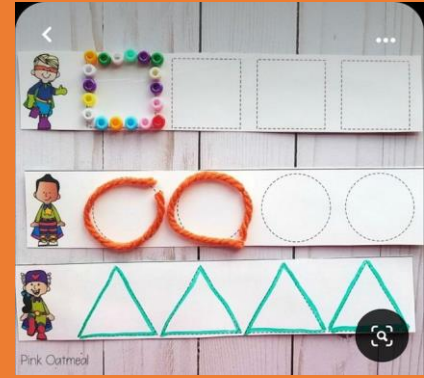
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How can I help?

Fine motor development can be encouraged all the time during everyday activities. Some examples of these include:

- Cooking/baking (including icing)/mashing
- Using sponges to clean the car/windows
- Screwing using drivers, nuts or bolts
- Encouraging writing
- Using pegs
- Playing with playdough
- Doing jigsaws, threading or weaving games









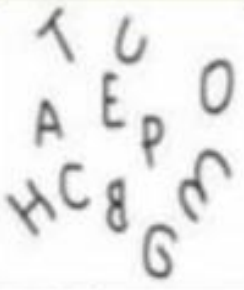


Straw, Pasta

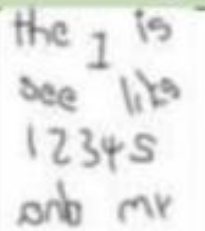
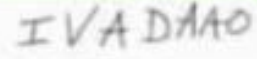
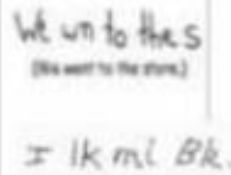
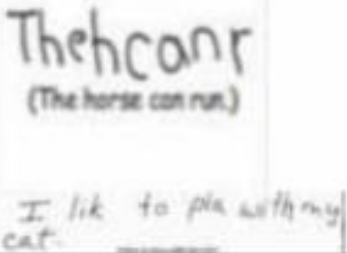

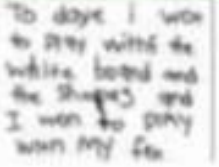
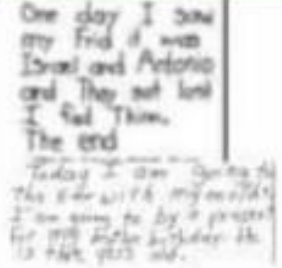
Fine motor!

Fine motor development and writing



Fine motor control is the key indicator to how a child performs in writing. A child with good fine motor control will learn how to form letters correctly, draw with detail and have a good stamina for writing.

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic	Letter name stage		Transitional Stage			
	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Information to support at home – please take a copy

Physical Development: Moving and handling

A Unique Child: what a child might be doing



- Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
- Sits comfortably on a chair with both feet on the ground
- Runs safely on whole foot
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- Jumps up into the air with both feet leaving the floor and can jump forward a small distance
- Begins to walk, run and climb on different levels and surfaces
- Begins to understand and choose different ways of moving
- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it
- Climbs up and down stairs by placing both feet on each step while holding a handrail for support
- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

RANGE
4

Positive Relationships: what adults might do

- Value the ways children choose to move.
- Give as much opportunity as possible for children to move freely between indoors and outdoors.
- Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.
- Encourage body tension activities such as stretching, reaching, curling, twisting and turning.
- Be aware that children need to practise walking, climbing and jumping on a range of different surfaces
- Provide a range of wheeled toys to encourage children's balance such as toys to pedal, scooters, toys to sit astride.
- Provide safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders.
- Agree acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities.
- Encourage children in their efforts, such as to pour a drink from an appropriately sized jug and to manipulate objects in their play: *Can you put the dolly's arm in the coat?*
- Provide an easily accessible range of tools, loose parts and construction equipment to encourage children's emerging manipulative skills.

Enabling Environments: what adults might provide

- Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.
- Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.
- Plan time for children to experiment with equipment and to practise movements they choose.
- Provide opportunities for children to hang upside down, balance, swing backwards and forwards, roll down slopes, and spin round and round, allowing children to help understand their sense of space and self.
- Explain the importance of being outdoors and providing challenge in a safe environment to parents. Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.
- Use action rhymes, songs and games like "follow my leader" to encourage all children to be active
- Provide recorded music, scarves, streamers and musical instruments so that children can respond spontaneously to music.
- Plan activities that involve moving and stopping, such as musical bumps.
- Provide "tool boxes" containing things that make marks, so that children can explore their use both indoors and outdoors.