



Gross Motor Skills		
Negotiate space and obstacles safely Spatial awareness	Developing strength, balance and coordination	Move energetically
<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them (proprioception).</p> <p>Move around both the indoor and outdoor space without bumping into objects or other people (proprioception).</p> <p>Ride around simple objects on trikes and in ride ons beginning to steer, e.g. Little Tikes cars / wiggle cars.</p> <p>Beginning to move around safely on scooter board / floor surfer.</p>	<p>Start to use stairs independently. Enjoy starting to kick, throw and catch balls.</p> <p>Balance on simple objects that are close to the ground (vestibular sense).</p> <p>Build independently with a range of appropriate resources.</p> <p>Ask for help if an object is too large or heavy for them.</p> <p>Hold themselves up without lying or slouching when sitting on the carpet or on a chair (vestibular sense / proprioception).</p> <p>Can sit still for short periods of time without wriggling, rocking, tapping (vestibular sense / proprioception).</p> <p>Developing bilateral integration.</p> <p>Can cross the midline, e.g. when reaching for a toy.</p>	<p>Can walk, run, jump and climb.</p> <p>Is beginning to learn to swim.</p> <p>Is active for at least 180 minutes per day (UK Chief Medical Officer’s Physical activity guidelines).</p>
Prompting Questions for deeper thinking		
<p>Can you show me how you can fit yourself into that box? What shape do you need to make your body?</p> <p>Show me how you use the ride on car. Which parts of your body do you need to use?</p>	<p>Tell me, which parts of your body are you using to balance on the stepping-stone?</p> <p>Can you pass me the xxx only using xxx hand?</p> <p>What are you building? Why did you choose the xxx to build with?</p>	<p>Show me how you can run / jump / climb.</p> <p>What does your body feel like when you have been running?</p> <p>Do you like walking, running, jumping or climbing best? Why?</p>
Key Vocabulary		
fit, climb, move, careful, ride, safe	throw, catch, kick, reach, stairs / steps	walk, run, jump, climb, move



**Fine Motor Skills**

<b>Pencil Grip (CUSP Early Foundations Writing Link)</b>	<b>Tools and fixings CUSP Early Foundations EAD Art and Design Technology Focus Link)</b>	<b>Drawing CUSP Early Foundations EAD Art and Design Technology Focus Link)</b>	<b>Sculpting CUSP Early Foundations EAD Art and Design Technology Focus Link)</b>
<p>Use a combination of large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Develop manipulation and control. For example, tearing, making marks on and printing on different types of paper.</p> <p>Explore different materials and tools. For example, grasp, hold and explore objects and materials like clay, finger paint, spoons, brushes, shells.</p> <p>Use digital pronate grasp (may already use static tripod grip).</p>	<p>Begin to use scissors and Sellotape cutters accurately.</p> <p>Use basic fixings e.g. PVA glue, Prittstick, masking tape and Sellotape (but may still get tangled).</p>	<p>Start to make marks intentionally using a range of media, e.g. chalk, paint, water, sand.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Form the first pre-writing shapes accurately.</p>	<p>Begin to sculpt using playdough (link to fine motor).</p> <p>Talk about what they have made with playdough using simple language, e.g. cake, sausages.</p>
<b>Prompting Questions for deeper thinking</b>			
<p>What marks can you make with xxx? Can you draw a circle? (Notice accuracy of start point and direction.)</p> <p>Tell me, what is the best way to do up this zip?</p> <p>Can you use the spoon to scoop the xxx?</p>	<p>Can you explain / show me how to use the scissors?</p> <p>How can we stop the tape from getting tangled?</p> <p>How can we stick them together? What shall we use?</p>	<p>Tell me about your drawing / picture.</p> <p>Can you tell me about what you have done?</p> <p>What did you use to draw xxx?</p> <p>Can you show me how to do that?</p>	<p>Can you make an xxx with the dough?</p> <p>What shape will it be?</p> <p>What will it have on it?</p> <p>What have you made? I like the way you have xxx how did you do this?</p> <p>What does the dough feel like?</p>
<b>Key Vocabulary</b>			
tear, marks, print, buttons, zip	scissors, tape, glue, together, safe	draw, pencil, chalk, line, felt tip	dough / playdough, roll, ball, pat

<b>Stories that could unlock this learning include:</b>	<b>Five ideas for enhancements</b>
 	<ul style="list-style-type: none"> <li>• Help Ravi jump between the logs, play hide and seek, make sand-castles.</li> <li>• Jump up and down on the space hopper (like the children in Who are you?)</li> <li>• Play with the train track like in Who are you? Can you fit all of the parts together?</li> <li>• Make dough ice cream for Ravi. What shapes will you roll for the ice cream, the cone and the toppings?</li> <li>• Have fun outdoors like in Who are you? Choose from hula hoops, bat and balls, bikes and trikes, instruments, climbing frame.</li> </ul>