

Fine Motor Skills Statements and Coverage

Objective	Autumn	Spring	Summer	Activity Suggestions	Vocabulary	Comments/ Notes
Physical Development - 3 – 4 Year Olds						
Use one-handed tools and equipment, for example, making snips in paper with scissors.				<ul style="list-style-type: none"> • You can begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. • Gradually reduce the help you are giving and allow the child to use the tool independently. • The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. • Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with. 		
Use a comfortable grip with good control when holding pens and pencils.						
Show a preference for a dominant hand.						
Write some letters accurately.				<ul style="list-style-type: none"> • Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small-muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc). 		

Objective	Autumn	Spring	Summer	Activity Suggestions	Vocabulary	Comments/ Notes
Physical Development – Children in Reception						
<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>				<ul style="list-style-type: none"> • Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: - that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers - that they can move and rotate their lower arms and wrists independently • Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. • Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. • Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? • Continuously check how children are holding pencils for writing, scissors and knives and forks. • Offer regular, gentle encouragement and feedback. • With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. 		
<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>				<ul style="list-style-type: none"> • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. • Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). • Provide extra help and guidance when needed. • Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. 		