

Green Ridge Primary Academy

Let's Learn Together – Motor Skills

14.03.23

What are they?

Gross Motor Skills

Gross motor (physical) skills are those which require **whole body movement** and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table.

This also includes eye-hand co-ordination skills such as ball skills (throwing, catching, kicking) as well as riding a bike or a scooter and swimming.

Fine Motor Skills

Fine motor skills involve the use of the **smaller muscle of the hands**, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.

Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.

What does the EYFS Curriculum Expect from 2-3 year olds (Gross Motor)?

2-3 Years	<ul style="list-style-type: none">• Learn to use the toilet with help, and then independently.• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Walk, run, jump and climb – and start to use the stairs independently.
	<ul style="list-style-type: none">• Use <i>large</i> and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

	<ul style="list-style-type: none">• Spin, roll and independently use ropes and swings (for example, tyre swings).
	<ul style="list-style-type: none">• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

What does the EYFS Curriculum Expect from 2-3 year olds (Fine Motor)?

2-3 Years	<ul style="list-style-type: none">• Pass things from one hand to the other. Let go of things and hands them to another person or drops them.
	<ul style="list-style-type: none">• <i>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i>

What does the EYFS Curriculum Expect from 3-4 year olds (Gross Motor)?

3-4 Years	<ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• Start taking part in some group activities which they make up for themselves, or in teams.• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.		<ul style="list-style-type: none">• 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.
			<ul style="list-style-type: none">• Start to eat independently and learning how to use a knife and fork.		<ul style="list-style-type: none">• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.
			<ul style="list-style-type: none">• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		
			<ul style="list-style-type: none">• 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.		

What does the EYFS Curriculum Expect from 3-4 year olds (Fine Motor)?

3-4 Years	<ul style="list-style-type: none">• 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.
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What does the EYFS Curriculum Expect from 4-5 year olds (Gross Motor)?

Reception	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. 	<ul style="list-style-type: none"> 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. 	
	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. 	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	
	<ul style="list-style-type: none"> 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. 		ELG: Gross Motor Children at the expected level of development will: <ul style="list-style-type: none"> - 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.
	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	
		<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	

What does the EYFS Curriculum Expect from 4-5 year olds (Fine Motor)?

Reception	<ul style="list-style-type: none">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.	
	<u>ELG: Fine Motor</u>	Children at the expected level of development will: <ul style="list-style-type: none">- 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, paint brushes and cutlery- Begin to show accuracy and care when drawing.
	<ul style="list-style-type: none">Develop the foundations of a handwriting style which is fast, accurate and efficient.	

Why do we need Gross Motor Skills?

Gross motor skills are important to enable children to perform every day functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat).

They are also crucial for everyday self care skills like dressing (where you need to be able to stand on one leg to put your leg into a pant leg without falling over) and climbing into and out of a car or even getting into and out of bed.

Gross motor abilities also have an influence on other everyday functions. For example, a child's ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting).

They are essential to develop before they can refine fine motor skills.

Why do we need Fine Motor Skills?

Fine motor skills are essential for performing everyday skills such as using pencils, scissors, doing up buttons, zips.

Without the ability to complete these everyday tasks, a child's self esteem can suffer, their academic performance is compromised and their play options are very limited.

They are also unable to develop appropriate independence in 'life' skills (such as getting dressed and feeding themselves) which in turn has social implications not only within the family but also within peer relationships.

Fine motor skills lead to writing skills and control of letter formation and tools.

"Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Early Learning Goal."



How can you support at home with gross motor skills?

- Encouraging the children to walk, build in extra time to accommodate their speed!
Limit pushchair use
- Make use of all of the local playgrounds, encourage climbing and risk taking
- On walks let the children jump enthusiastically into muddy puddles, jumping with 1 foot, 2 feet
- Move With Me Leaflets for ideas
- Dough Disco (you can even make playdough with your child at home!)
- Jump Start Jonny (<https://www.jumpstartjonny.co.uk/>)

Gross Motor



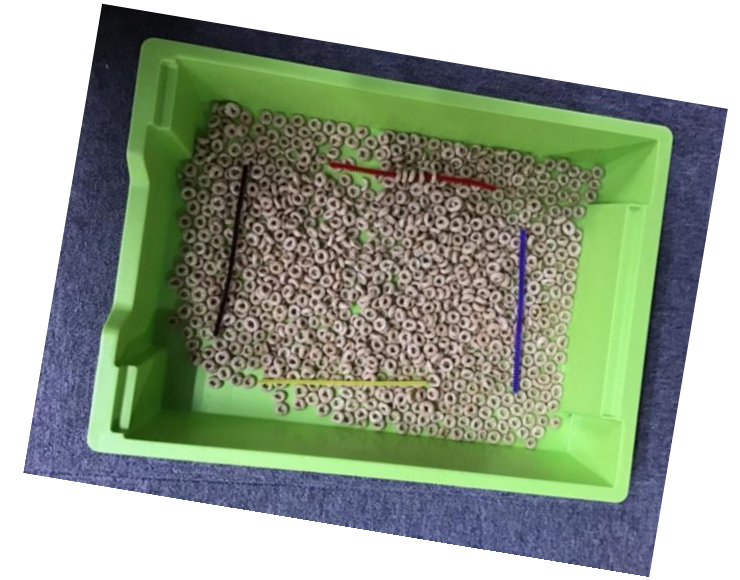
How can you support at home with fine motor skills?

- Show the children how to use scissors and let them cut up old magazines/ paper. Use children's safety scissors until you are confident of their ability!
- Practicing pre-writing shapes at home (this can be done in rice, flour, glitter)
- Using a paintbrush to 'paint' the fence outside using water
- Encouraging independence when getting dressed/going to the toilet/putting coat on and taking coat off. Encouraging your child to use their zip/buttons. Model this for support.
- Write With Me Leaflets for ideas

Fine Motor



More ideas...



How can you support at home?

3-4 year olds

*** Move with me ***



PHYSICAL DEVELOPMENT TIPS

- Encourage your child to dress and undress themselves, even with clothes that have zips and buttons.
- When out and about, encourage your child to run up and down hills.
- Play whole body action rhymes such as Heads, Shoulders, Knees and Toes (if you don't know this rhyme, look it up on YouTube!).
- Play tennis with a balloon and fly swat or cardboard tube.
- Encourage your child to help with sweeping the floor, hoovering, carrying toy boxes and shopping bags.
- Give your child objects to stir in a saucepan such as conkers, corks and rice, which they can scoop and pour into different size containers.
- Rip up paper together, this will strengthen your child's wrist movements.
- Draw patterns in mud with your child.
- Draw patterns for your child to copy.

Writing tips

- Get a notepad for your child to write or draw in when you're out and about.
- Make a fan with your child by folding paper into a concertina.
- Make maps of where you're going or where you've been or treasure maps.
- Help your child to write the words to go with photos or pictures and make them into a book.
- Do jigsaws with your child (up to 30 pieces).
- Help your child make masks and hats so they can act out stories they know.
- Write party invitations together or play cafes, your child can write the menu and write down what each person wants to eat.
- Show your child how to use tools such as screwdrivers and spanners.
- Set up suitable computer games such as one from CBeebies, so that your child can learn to control a mouse.
- Play ball games with your child, throwing and catching or use bats and balls.

Write with me

Writing tips for parents

4 years plus



"What I Like"

- To put my name on things.
- Playing games on the computer.
- Jumping, hopping, skipping, climbing and being outside.
- Dancing to music.
- Making models.

"What I can do"

- Know the difference between writing and drawing and that writing has meaning.
- Tell the difference between letters and words.
- Write my own name.
- Try to spell familiar words.
- Concentrate and sit still for longer.

Did you know?

Your child is able to write letters with more control and needs to practise this skill by writing for a purpose, such as cards and menus. They will naturally be using their left or right hand more when writing.

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