

Reception Stay and Learn: Physical Development

6th March 2024

Physical Development



Involves the growth and change in a person's body and bodily functions. Physical development involves both physiological and motor development.

Motor skills are skills which enable us to move and control our bodies.

- They can be divided into gross (large) and fine (small) motor skills.
- Both gross and fine motor skills require practise and opportunity to develop muscle strength, balance and co-ordination.

The Early Years Foundation Stage

Prime Areas

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

ELG: Gross Motor Skills

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.

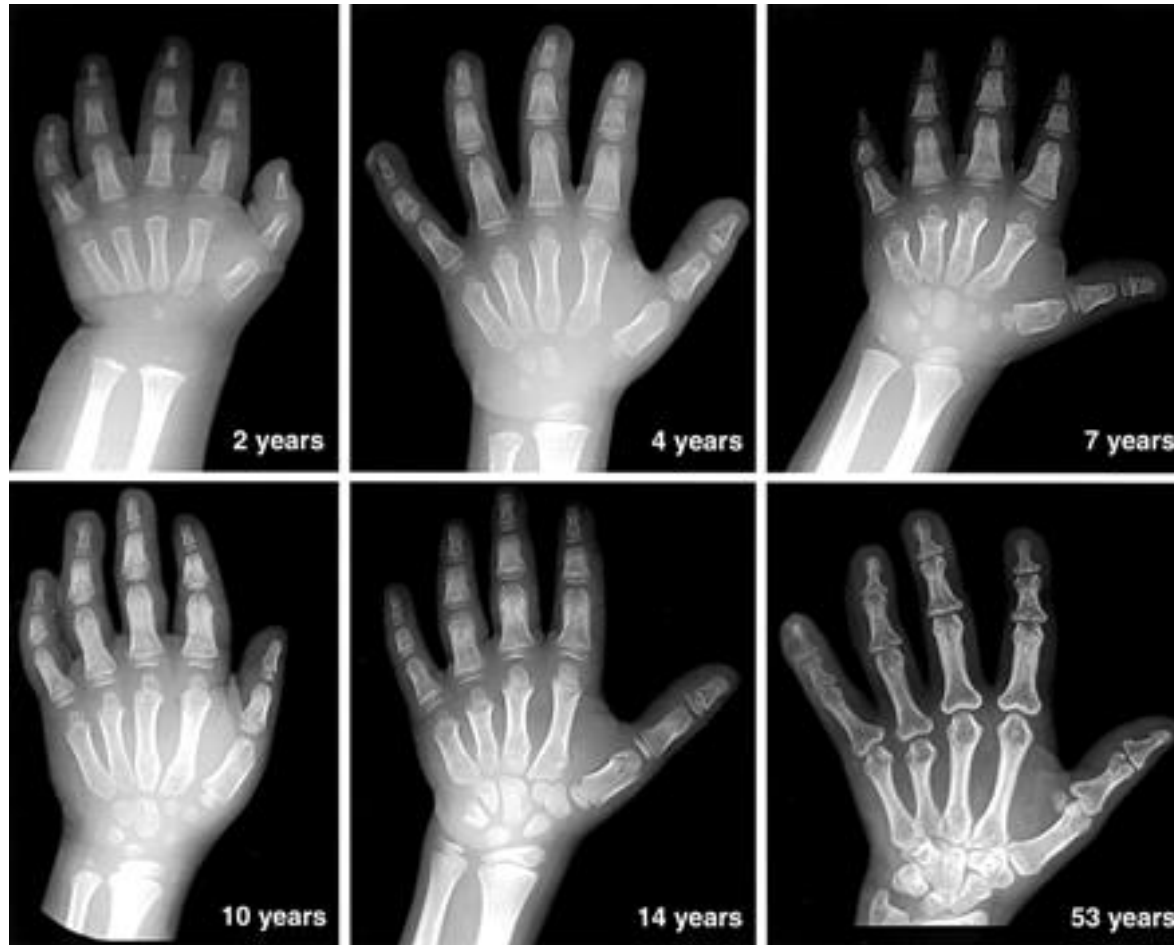
ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

Importance of building up muscle strength

Bone development in the hand of a small child.



Ruth "Award Winning" Swailes @SwailesRuth · Jul 11, 2019



Replying to @SwailesRuth @iQuirky_Teacher and 3 others

There are physical reasons children go through the phases of palmar supinate, digital pronate, static tripod and eventually to dynamic tripod. Children also have to develop upper and core body strength and proprioceptor control in addition to fine motor control.



Ruth "Award Winning" Swailes

@SwailesRuth

An x ray of a developed hand (around the age of 7) compared to an EYFS age child's hand is pretty informative. Also occupational therapists issue fantastic advice on how to develop handwriting in an age appropriate way matched to children's physical development.



6:48 PM · Jul 11, 2019



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Motor Strengthening & Pre-Writing Skills

Crossing the mid-line: The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.

Bilateral Coordination: Using more than one limb at once. Both sides of the brain are communicating and sharing information with each other.

Hand and finger strength - Hand eye coordination - Object manipulation/visual motor: Grasping and manipulating activities that support dexterity and separation of the two sides of the hand plus visual motor support

Visual Perception skills: the brain's ability to make sense of what the eyes sees, to receive, interpret, and act upon visual stimuli.

Motor Memory: *Motor memory is the result of motor learning, which involves developing new muscular coordination. This allows us to recall motor coordination we have learned in order for us to interact with the environment. Playing the piano, catching a ball, and riding a bike are all examples of motor memory*

Receptive language skills: be language aware. *Link with the letter formation directions*

Ability to Attend: for the same number of minutes as their age at a non-preferred activity. Build up their focus and attention.

Developing Postural Control & Gross Motor Control

How we are helping develop these skills in school:

- PE sessions with Coach Dave
- Artis Sessions with Crunchie
- Forest Schools
- Climbing frame at playtime, climbing wall.
- Animal walking (all fours, crab walking and bunny hops),
- Yoga for kids.
- Singing action songs
- Obstacle courses
- Building - construction materials



Crossing the mid-line

The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.

How we are helping these skills in school:

- Flipper flappers weaving in the air,
- Threading activities
- Dough disco
- Simon says games
- Hand clapping games
- Marching Games
- Painting activities
- Using musical instruments.



Bilateral Coordination: Using more than one limb at once.

How we are helping develop these skills in school:

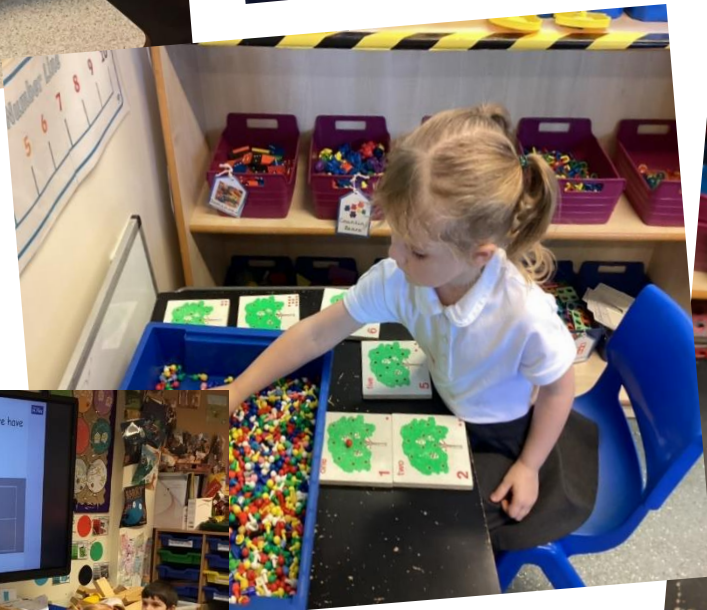
- *Getting changed for PE (buttons, zips)*
- *PE Activities with Coach Dave*
- *Using knives and forks*
- *Threading activities*
- *Scissor cutting*
- *Jumping and hopping patterns*
- *Large scale paintings*
- *Snow angel movements*
- *Hammers and nails*
- *Catching a ball with two hands*



Hand and finger strength - Hand eye coordination - Object manipulation/visual motor:
Grasping and manipulating activities that support dexterity and separation of the two sides of the hand plus visual motor support.

How we are helping develop these skills in school:

- finger exercise with thumb to each finger, counting on fingers,
- threading and lacing,
- scrunching paper,
- using tweezers,
- using dough with different tools including rolling pins
- Dough disco
- single hole punches,
- anti-clockwise motions with finger in the sensory materials such as, flour, rice and paint, throwing and catching activities,
- controlled use of everyday tools, vehicles with pens, finger games: that practice specific finger movements such as Incy wincy spider, building towers,
- putting rings on a stick,
- closing zippers and poppers,
- turning single pages in a book, vertical drawing on paper on walls, magnet play on the easel, chalk on upright board or wall,
- craft - make things using old boxes, egg cartons, wool, paper and sticky or masking tape, construction: building with duplo, lego, mobilo or other construction toys.



Visual Perception skills:
the brain's ability to make sense of what the eyes sees, to receive, interpret, and act upon visual stimuli.

How we are helping these skills in school:

- Puzzles
- Mazes
- Board games
- Card games
- Memory games
- Matching and sorting activities.



Motor Memory:

Motor memory is the result of motor learning, which involves developing new muscular coordination. This allows us to recall motor coordination we have learned in order for us to interact with the environment.

How we are helping these skills in school:

- *Playing instruments,*
- *Balance bikes*
- *Catching various sizes of balls.*
- *Writing the letters or numbers on their back,*
- *Writing and forming letters with dough, foam, salt,*
- *Feely bag letters and numbers.*
- *Story retelling.*
- *Cutting*

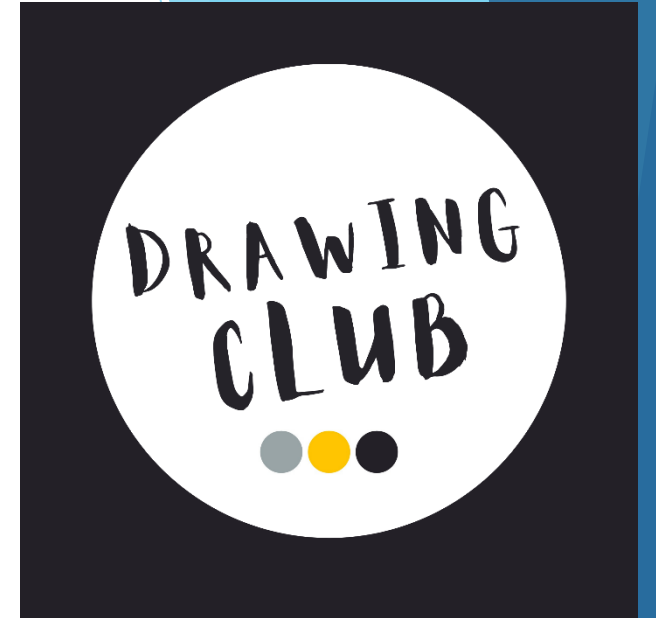


Drawing Club

- Children love drawing
- Children love clubs
- Drawing club brings imagination to life
- Vocabulary is introduced in a contextual way
- Drawing develops the hand and mind and has a huge impact on the children's confidence, joy and progress!

- Use stories linked to topic, traditional tales, retro cartoons to build imagination.

- 3 M's - Making Conversation, Mark Making and Maths.

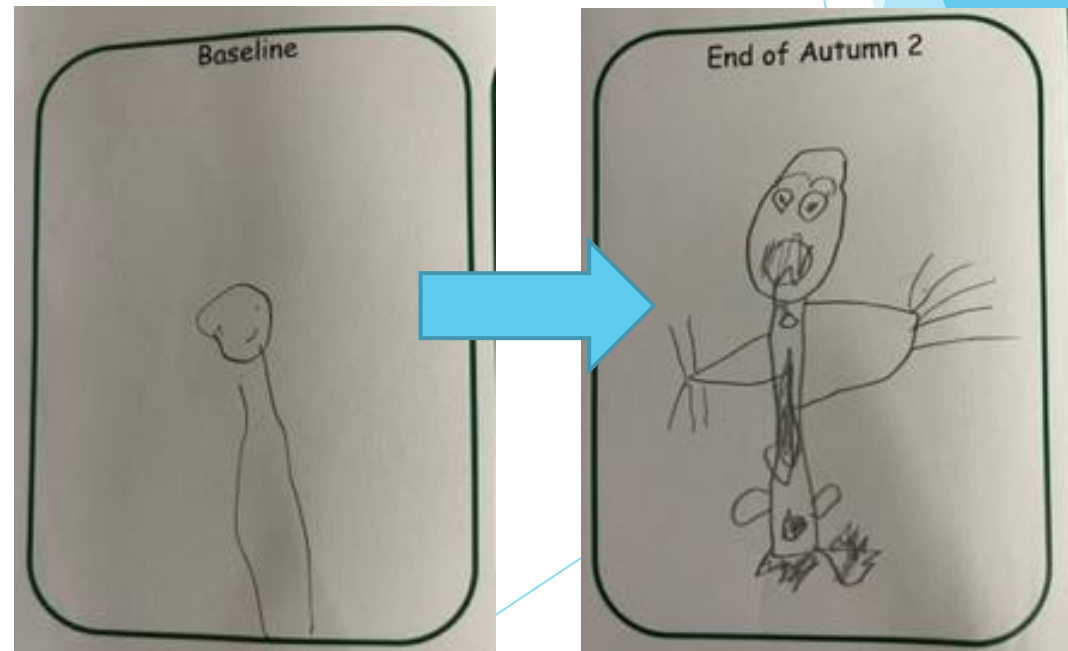
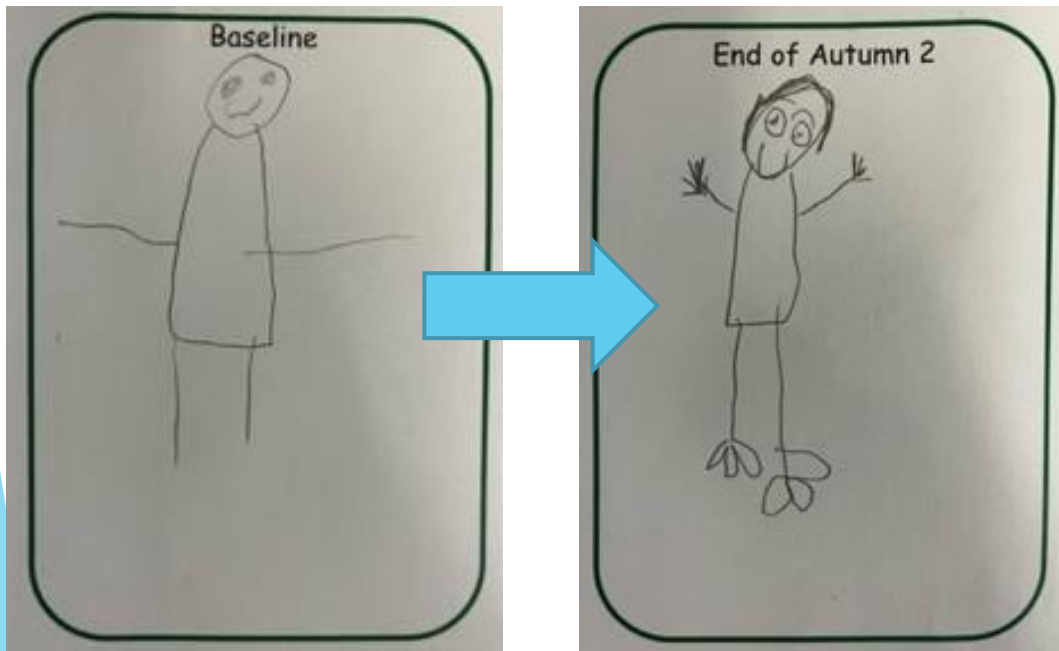


Example of Drawing Club



Baseline - Draw A Person Approach

- ▶ Research by Goodenough and later adapted by J.A. Naglieri and Shonette Bason Wood.
- ▶ Draw a Person approach shows how much of the child's brain controls the body. You will instantly see whether a child has arms, fingers or even hands. If they do not have them then fine and gross motor muscles need developing and strengthening.
- ▶ At the start of Reception we baseline the children and repeat this process each term to see how their gross and fine motor is developing.



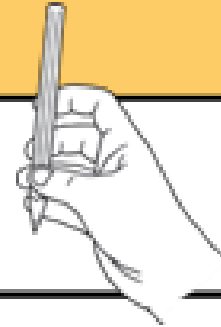
Pencil grip



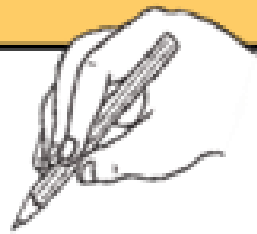
Palmer supinate



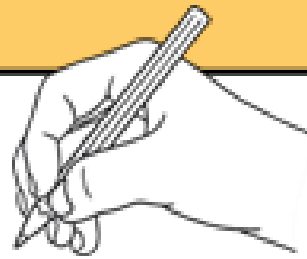
Digital pronate



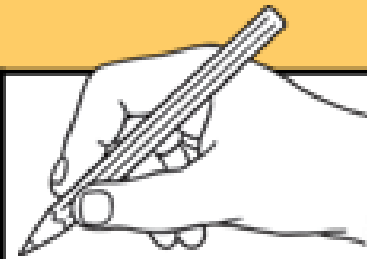
Four finger



Static quadropod



Static tripod



Dynamic tripod

Resources we use in school to support pencil grips



Emergent writing process

1. Squiggle stages
Starting randomly using squiggle whilst you wiggle to make marks that lead to letter formation

2. Squiggling into a written line
with an awareness of letters going left to right to make sentences

3. Letters begin to appear
within squiggle strings

4. Letter-strings
left to right and progressively downwards

5. Letter-huddles
(with spaces to resemble words)

6. Picture labelling
using initial letters to label

Handwritten examples include: 'ell', 'CTbETq+', 'rSTeFgy', 'Hel lo my Joe', 'f', and 'B'.

MAKE
MACE

I Copy writing. Copying words written in the environment

I Beginning letter only (use 1st letter of a word to represent word)

I W T N S
(I went shopping)

I Simple word formation. Beginning & end.

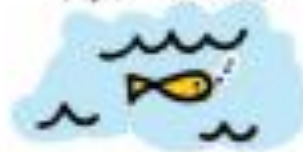

B O T

I L I K T O
dane

10. Let's read what you've written.

11. I can read what you've written

Fish in
The sea



This cake
is M I N

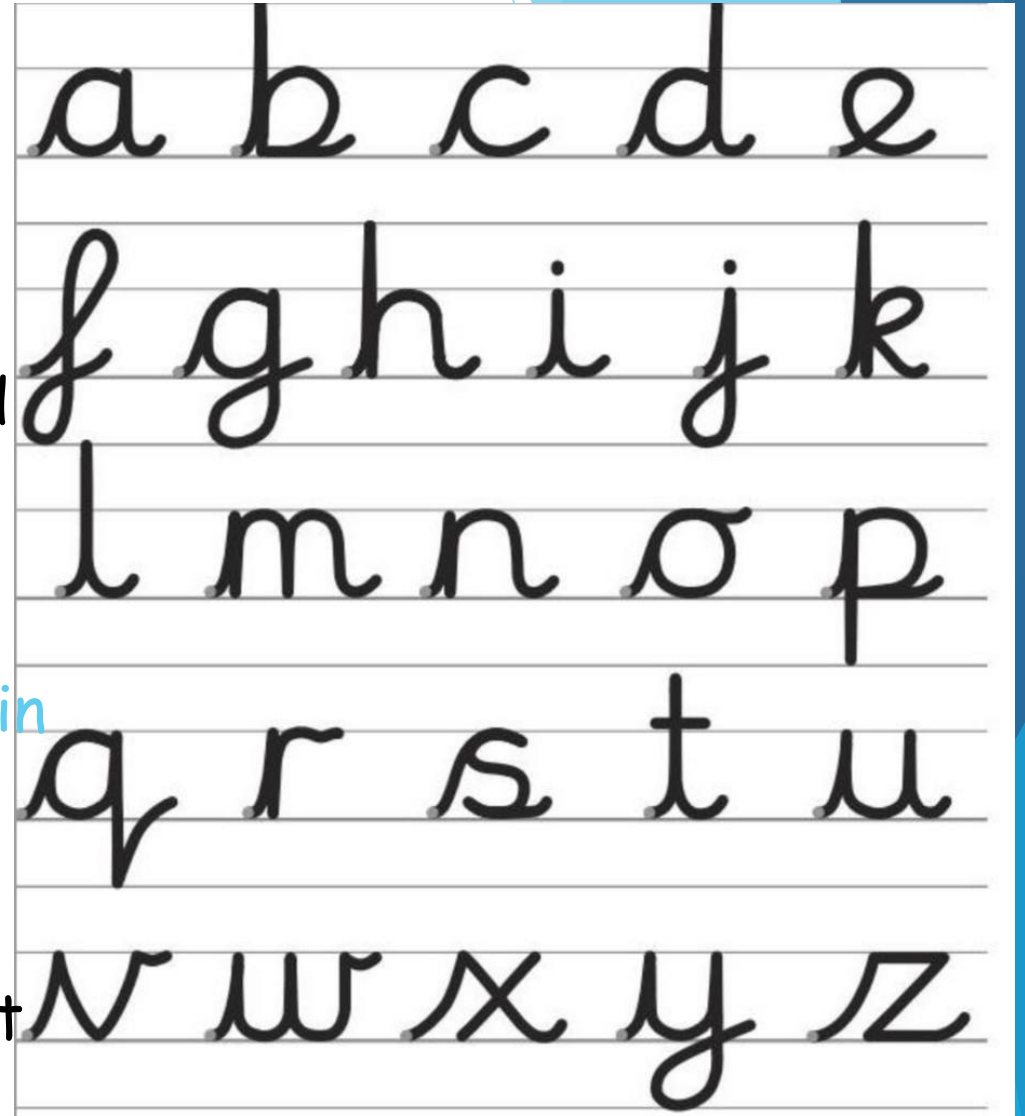


12. You are an independent writer.







Why no pre-cursive?

The DfE's Reading Framework says schools "should consider the advantages to children of delaying the teaching of joined handwriting". The report cites Ofsted's [Bold Beginnings](#), in which highly regarded schools did not teach cursive or pre-cursive in Reception. Research found that..."... it slowed down children's writing, at a point when they already found manual dexterity tricky and the muscles in their shoulders, arms and hands were still developing."

At St Vincent's the children will begin to look at pre-cursive handwriting as they move through Year 1 with a view to join as they move into Year 2.



Little Wandle Letter formations

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.

Important Dates

- ▶ Artis Performance today at 3pm in School Hall
- ▶ World Book Day - Thursday 7th March
- ▶ Forest School - Monday 11th March
- ▶ Whole School Mass - Tuesday 12th March
- ▶ Show and Tell on Fridays this half term
- ▶ PTA Disco - Friday 15th March
- ▶ Parents Evening - Wednesday 20th March
- ▶ Break up for Easter - Wednesday 27th March

Time to play...
all of today's activities are based on
Fine and Gross Motor Development.

Please leave us some feedback as
you leave today.
Thank you!