**Physical Development – Fine Motor**

**Nursery**

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| **Pupils will be taught to:** | **Activities**  **Adults will:** |
| **Use one-handed tools and equipment.** | \* Provide a range of tools and equipment that the children can use with one hand.  \* Support them by helping them hold the tools at first, using a hand-over-hand technique, then invite them to do it independently.  \* Provide daily activities which help the children practise using these one-handed tools with directed tasks and finger gym provision.  \* Set up opportunities to use one-handed tools and equipment in all areas of play, such as scissors with the malleable materials and hammers and nails in the construction area. |
| **Use a comfortable grip with good control when holding pens and pencils.** | \* Provide a wide range of mark making implements for the children to use each session.  \* Demonstrate how to pick up a pen or pencil (picking it up from the tip and swinging it over) and hold it in a tripod grip.  \* Provide adult-directed activities and opportunities in provision to use a range or different mark making implements. |
| **Show a preference for a dominant hand.** | \* Provide a range of fine motor activities that are offered each session, so the children have the opportunity to practise using tools, equipment and writing implement and develop a sense of which hand is more comfortable and easier to control. |
| **Be increasingly independent as they get dressed and undressed.** | \* Support children to put on their coat independently, using the ‘inverted floor’ method.  \* Show children how to fasten a zip, initially by fixing the zip in place and holding it while they pull it up, then inviting them to do it independently.  \* Demonstrate how to fasten a button.  \* Provide toys with zip, buttons and fastenings for the children to practise with.  \* Provide dolls and soft toys for the children to dress in dolls’ clothes.  \* Provide rewards for dressing and undressing independently.  \* Allow plenty of time for the children to dress/undress for activities so that they can do it independently. |

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| **Curriculum Intent:**  By the end of nursery, pupils will be able to:   * Use scissors to snip paper. * Use some one-handed tools, such as a hammer. * Hold a pen or pencil in a tripod grip. * Know which is their dominant hand. * How to fasten a zip. | |
| **Skills:**  \* Snipping  \* Handling tools  \* Early writing  \* Independence  **Knowledge:**  The children will know:  \* How to make snips with scissors  \* How to hold a hammer and use it with nails  \* How to hold a pencil in a tripod grip  \* How to dress and undress independently  \* How to fasten a zip independently | **Continuous provision:**  Pens, pencils, chalk, markers, highlighter pens, paper clips, split pins, treasury tags, elastic bands, staplers, hole punches, cotton buds with paint, pipe-cleaners, scissors, malleable materials and tools, Pin-a-Shape sets, Fuzzy Felt sets, hammers and nails, glue spreaders, sticky tape, blue tak, threading and lacing activities, beads and elastic to make bracelets and necklaces, pompoms, jumbo tweezers, pipettes, clothes pegs, peg boards |