

St John's Church of England Primary School

JOY of the Lord is Your Strength (Nehemiah 8:10)
Headteacher: Mr Phil Thomson



Long Term Progression Map St John's Primary Reception Class (focusing on age 4-5 Sefton progression steps)

Area of Learning:

Physical

Aspect of Learning:

Fine Motor

Intent

Curriculum intent for Fine Motor

To encourage all children to hold a pencil correctly in preparation for writing and build up the strength in little hands for writing fluency and stamina into Y1.

To be introduced to a variety of tools throughout the year of increasing difficulty which they will be able to use independently by the end of Reception in preparation for Y1.

For children to have the confidence to try to draw simple things with some likeness to the real thing eg a house, a person a cat

Implementation across the year

Adults to model holding a pencil correctly and to use grips and supports when ready if needed.

Adults providing lots of opportunities continuous provision for developing manipulative skills, modelling their use when needed.

Adults to introduce new tools and techniques each half term which can be used with support and then independently in continuous provision.

Adults to teach simple drawings and provide opportunities to practise in provision.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goal</u>
<ul style="list-style-type: none"> *Holds pencil in mature tripod grasp (thumb and two fingers). *Draws simple shapes and lines with control. *Begins to form some letters with intention (often from own name). *Builds more complex models using construction materials. 	<ul style="list-style-type: none"> *Copies and writes first name with correct letter order (may still be uneven in size). *Starts forming some upper and lower case letters. *Holds and controls writing tools for drawing pictures with recognisable features. *Imitates simple words and symbols in pretend writing. 	<ul style="list-style-type: none"> *Cuts along curved lines and around shapes with scissors. *Traces simple shapes or letters with accuracy. *Draws people with detail (head, body, limbs, facial features). *Demonstrates control colouring within lines. 	<ul style="list-style-type: none"> *Fastens and unfastens clothing independently (buttons, zips). *Uses cutlery correctly and confidently. *Brushes teeth washed hands and combs hair with less support. *Handles glues, pens, and tools without spilling or breaking. 	<ul style="list-style-type: none"> *Threads small beads or needles with accuracy. *Manipulates small objects like coins, pegs and clips confidently. *Folds paper or fabric along lines. *Begins tying knots or laces with support. 	<ul style="list-style-type: none"> *Writes name clearly and consistently. *Begins to write short words or CVC patterns. *Uses correct hand positioning and pressure when writing. *Independently selects and uses fine motor tools in creative play and learning. 	<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.
Intentional Teaching						
<p>Model correct grasp of pencil and use aids such as bluetack balls/ grips.</p> <p>Model how to draw simple shapes on different writing surfaces eg whiteboard, large paper etc</p> <p>Use children’s models as an example both in construction and found materials.</p>	<p>Teaching uppercase letters starting at the top.</p> <p>Adults supporting cursive lettering through small group handwriting and correcting where needed.</p> <p>Modelling how to draw shapes and simple drawings eg house</p> <p>Encouraging opportunities for pretend writing and then modelling correctly if needed with formation.</p>	<p>Daily tracing of cursive name, practising individual letters as well as writing on own with adult support.</p> <p>Modelling how to draw people, characters eg a friend, a troll</p> <p>Model how to colour within lines and go around the edges first.</p>	<p>Adults model using cutlery when sitting with the children.</p> <p>Encourage them to cut their own food with support.</p> <p>Demonstration by health team of how to brush teeth correctly – parents to support at home.</p> <p>Children given a toothbrush to practise in school.</p> <p>Continued modelling of using tools safely- see below</p>	<p>Modelling how to thread smaller beads to create a colourful caterpillar, and needle to thread wool in and out around a shape, tying a knot in the end.</p> <p>Folding paper to make simple shapes eg a boat sail,</p>	<p>Continue to write name daily. Use of peer support for those who may struggle with incorrect formation.</p> <p>Model writing short sentences.</p> <p>Gently remodelling errors in formation.</p>	

Tools: Model use of glue stick, sellotape dispenser and scissors, squeezey and normal. Left / right hand.	Tools: Model use of glue spatula, drawing around a template, cutting around a simple shape	Tools: Model use of hole punch, using wooden hammer and nails and using rulers to draw lines.	Begin to demonstrate folding in half when making lanterns Tools: Model use of hole punch and paper fastener to join two pieces together. Modelling how to use a printing tool effectively	Tools: Model use of plastic needle, Folding paper Wool to tie knots	Tools: Using scissors for simple 'inside cutting'	
Enabling Environments						
Variety of different writing implements and surfaces eg thicker whiteboard pens, felt tips, crayons pencils, large paper. Tracing cards made with shapes and uppercase letters. Variety of larger construction toys eg duplo and mobile	Opportunities to practise taught letters in writing area, chalk board outside, large chalk board. Simple colouring in writing area. Clipboards and writing implements put in different areas eg construction design, shopping list in role play area. Opportunities to paint and draw different things eg firework patterns, pumpkins, Christmas tree, Santa.	In writing area, simple drawing and colouring sheets. Examples of good drawings of people, simple animals Opportunities for painting with different brush sizes eg troll	Putting cutlery in playdough area to practice. Using cutlery in role play areas. Eg Chinese restaurant. Continue to add things to the writing area eg use of letter formation cards and mats.	Variety of smaller beads to thread in the fine motor area. Simple pictures of how to tie a knot and sections of wool provided to practise with. Simple origami shapes to copy Continue to add things to the writing area eg tricky word cards, sentence starters	Lined paper in writing area and on clipboards as well as plain. Pictures put on stations to write the correct word for. Message box for writing notes to friends with suggested sentence starters.	

<p>Playdough area Rolling into sausage shapes</p> <p>Fine motor area Threading large beads Copy letters in sand Magnetic sticks and balls Tweezers with large poms</p> <p>New tools (see above) added to making area</p>	<p>Playdough area Rolling, flat using cutters</p> <p>Fine motor area Stretching elastic bands to make shapes Tweezers with smaller poms.</p> <p>New tools (see above) added to making area</p>	<p>Playdough area Making balls to make creatures eg cat, dog</p> <p>Fine motor area Nuts and bolts, twisting turning Tap a shape Tweezers with smaller items eg seeds</p> <p>New tools (see above) added to making area</p>	<p>Playdough area Cutlery – using correctly</p> <p>Fine motor area Practising with split pins on paper. Continuing with tap a shape Smaller tweezers with rice granules</p> <p>New tools (see above) added to making area</p>	<p>Playdough area – using plasticine</p> <p>Fine motor area Small beads to thread, plastic needles, wool to tie, ribbons to tie, Threading in and out</p> <p>New tools (see above) added to making area</p>	<p>Playdough area Using clay to create own models.</p> <p>Fine motor are Inside cutting practise, Continuing with threading practise</p> <p>New tools (see above) added to making area</p>	
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