

Reception EYFS: Autumn Term: Foundations & Confidence (Fine and Gross Motor)	Reception EYFS: Spring Term Coordination & Control (Fine and Gross Motor)	Reception EYFS: Independence & Mastery (Fine and Gross Motor)
Term Focus: To build the foundations of physical development by developing core strength, coordination, spatial awareness , and fine motor control through structured activities and continuous provision.	Term Focus: To strengthen coordination, stamina, and control in both fine and gross motor tasks. Children will develop increased confidence using tools, navigating space, and combining movement sequences.	Term Focus: To consolidate strength, coordination, and precision in gross and fine motor skills, ensuring children are confident, independent movers and tool users. Children refine their skills through purposeful, imaginative, and challenging activities, supporting Year 1 readiness.
Aims: • Build strength and confidence in large and small movements. • Establish control, coordination, and awareness of space. • Introduce basic tool use and grip.	Aims: • Improve coordination, stamina, and rhythm in movement. • Refine tool use with increased accuracy. • Strengthen fine motor muscles through varied activities.	Aims: • Consolidate control and precision in gross and fine motor movements. • Promote independence in self-care and writing readiness. • Prepare children physically for Year 1 routines.
Key Vocabulary: Grip, stretch, throw, catch, move, balance, hop, snip, hold, push, pull, jump	Key Vocabulary: Balance, control, rhythm, steady, fast, slow, squeeze, cut, stir, grip, rotate	Key Vocabulary: Fast, slow, steady, precision, posture, movement, grip, fluid, sequence, repeat
Activities & Resources: Gross Motor: • Obstacle courses using cones, hoops, tunnels • Movement games: "Simon Says", musical statues, animal walks • Throwing and catching large balls • Outdoor trike/bike use, climbing frames Fine Motor: • Peg boards, threading, posting boxes	Activities & Resources: Gross Motor: • Dance routines to music (e.g. Just Dance) • Ball skills with beanbags, soft balls, rackets • Skipping ropes, balance bikes, scooters • Partner games (e.g., mirroring movements) Fine Motor: • Using smaller tweezers and tools	Activities & Resources: Gross Motor: • Relay races, climbing challenges, balance courses • Sports Day practice: jumping, racing, throwing • Group games: parachute, team-building obstacle courses • Practising crossing midline with dance and gym-style routines

• Dough disco and finger gym • Mark making with chunky chalks, crayons, water brushes • Snipping paper, tearing strips, using tweezers •	• Cutting along lines, using hole punches, peeling stickers • Tracing patterns, letter shapes in sand or salt trays • Building with smaller loose parts or Lego	Fine Motor: • Pencil control activities: drawing, writing, copying shapes • Cutting out detailed shapes, folding paper • Using fastenings (zips, buttons, poppers) • Constructing more complex models using nuts, bolts, or clip materials
Enhancements for Continuous Provision: • Outdoor physical circuit (balance beams, tyres, planks) • Tuff trays with fine motor tasks (buttons, pasta, pegs) • Vertical mark-making surfaces (chalkboards, easels) • Scissor and tool trays with large paper and materials	Enhancements for Continuous Provision: • Outdoor chalk tracks for movement tracing • Water walls with jugs and funnels • Fine motor challenge cards (build, thread, squeeze) • Small construction kits (linking cubes)	Enhancements for Continuous Provision: • School readiness station (buttons, laces, cutlery use) • Fine motor toolboxes (elastic bands, hammers, string, small pegs) • Outdoor den building with ropes, tarps, and pegs • Writing provocations linked to physical challenges (e.g., "Draw a map of your race")
Assessment Opportunities: • Can they move safely around others and obstacles? • Do they show strength and balance during climbing or jumping? • Can they use hands together (e.g., threading, pouring)? • Are they beginning to use tools with intention (scissors, crayons)?	Assessment Opportunities: • Are movements more coordinated and purposeful? • Can they use tools like scissors, tweezers, and pencils with control? • Do they maintain a consistent pencil grip? • Are they developing stamina and focus during physical activity?	Assessment Opportunities: • Can they move with control and confidence across different equipment? • Do they manage tools and materials effectively? • Are they showing independence with zips, fastenings, and writing tools? • Can they sustain fine motor activities with increasing precision?
EYFS Areas of Learning Covered:		

Gross Motor Skills

- Negotiate space and obstacles safely, with control and coordination.
- Demonstrate strength, balance, and coordination during movement.
- Move energetically (e.g., running, jumping, dancing, hopping, skipping).

Fine Motor Skills

- Hold and use tools competently (e.g., pencils, scissors, paintbrushes).
- Develop precision and control in drawing, writing, and manipulating small objects.

Prompts and Questions for Adults During Fine and Gross Motor Skills EYFS

General Fine & Gross Motor Prompts

- “Can you show me how you move your body when you do that?”
- “What part of your body is helping you do this?”
- “Can you try using your left hand/right hand?”
- “How does it feel when you move that way?”
- “Can you make that movement slower/faster?”
- “Can you show me how to move smoothly like this?”
- “What happens when you press harder/softer?”

Prompts for Gross Motor Activities (e.g., Running, Jumping, Climbing)

Encouraging Exploration

- “Can you jump over the rope/hoop?”
- “What happens if you move your arms while you jump?”
- “How many times can you hop on one foot?”
- “Can you run from here to there as fast as you can?”
- “Can you balance on this line and count how many seconds you stay?”
- “What shapes can your body make when you roll across the mat?”
- “Can you try crawling like an animal (e.g., bear, crab, frog)?”

Promoting Coordination & Balance

- “How can you make sure you land safely when you jump?”
- “Can you hold your balance while standing on one foot?”
- “Which part of your body is helping you balance when you climb?”
- “Can you stretch your arms wide to help you stay balanced?”
- “Can you walk across the beam without wobbling?”

Movement Reflection & Problem Solving

- “What did you find easy about that movement?”
- “What made it harder? How can we fix that?”
- “Can you show me a new way to move around the obstacle?”
- “How can you make your movement even smoother?”

During Climbing, Jumping, or Balancing:

- “How can you get across safely?”
- “Where will you put your foot next?”
- “Can you try it slowly first?”
- “What do you need to do to keep your balance?”

Fine Motor Skills

During Drawing, Mark-Making or Writing:

- “Can you show me how you’re holding your pencil?”
- “What shape or letter are you making?”
- “Can you draw it slowly and carefully?”
- “How does it feel when you press lightly/hard?”

During Cutting and Tool Use:

- “Where should your fingers go on the scissors?”
- “Can you turn the paper as you cut?”
- “What shape are you cutting out?”
- “What could you do if it’s tricky to hold?”

During Threading, Building, or Manipulative Play:

- “Which finger are you using to pinch or squeeze?”
- “Can you use both hands together?”
- “What will you build next?”
- “How can you make that stronger/more stable?”

Encouraging Reflection and Description:

- “Which part was the hardest to do?”
- “What made that easier for you?”
- “What would you like to try next?”
- “Can you tell me how you did that?”

Prompts for Fine Motor Activities (e.g., Cutting, Drawing, Threading)

Encouraging Tool Use & Grip

- “Can you show me how you hold the scissors?”

During Throwing, Catching, or Kicking:

- “Can you aim for the target?”
- “How do you hold the ball?”
- “What happens if you throw gently/hard?”
- “Can you try with one hand/two hands?”

During Movement or Dance:

- “How is your body moving?”
- “Can you move like an animal?”
- “Can you stop and start on a signal?”
- “How do you feel after lots of moving?”

Encouraging Thinking and Challenge:

- “What could you do to make that trickier?”
- “Can you think of another way to move across?”
- “What would happen if you added... (a jump/spin/change of direction)?”
- “How could you help a friend who finds this hard?”

Supporting Thinking & Problem-Solving in Physical Activities

- “What happens if you move your hands like this when you throw the ball?”
- “Can you find a way to make it easier to reach that high spot?”
- “How could you use your body to help you roll the ball straight?”
- “Can you balance something while you walk across the mat?”
- “If you’re building with blocks, how can you make sure your tower doesn’t fall?”

- “What happens when you press harder/softer with the scissors?”
- “Can you make a small cut, or a big cut?”
- “Can you hold the pencil like this and try drawing a circle?”
- “How do you hold the paintbrush when you’re making a line?”

Promoting Precision & Control

- “Can you cut along the line without going off the edge?”
- “Can you make a straight line with the crayon/pen?”
- “How many beads can you thread on the string?”
- “Can you pinch the small pieces of playdough and roll them into balls?”
- “Can you place these shapes neatly in the pattern?”

Reflection & Encouragement

- “What happens when you press too hard?”
- “How do you know where to start cutting?”
- “What happens if you hold the paper steady while you cut?”
- “Can you colour in between the lines?”
- “How can you fix it if you cut the wrong part?”

Promoting Fine Motor Skills in Creative Play

- “Can you make a pattern with these buttons and beads?”
- “What will happen if you press the dough down like this?”
- “Can you use your fingers to squish and roll the clay?”
- “What happens if you paint with the brush like this?”
- “Can you use your finger to draw in the sand or on the paper?”

<u>Supporting Social Interaction in Group Gross Motor Activities</u> • “Can you work together to build the tallest tower with the blocks?” • “How can you share the space so everyone can move around safely?” • “Who wants to go next? Can we take turns?” • “How can we help each other when we are jumping or running?” • “Can you show your friend how to do that movement?” <u>Developing Strength & Stamina in Physical Play</u> • “Can you carry that bag of blocks all the way to the other side?” • “How many times can you jump in a row without stopping?” • “Can you lift this object with both hands and hold it for 5 seconds?” • “Can you bend your knees and jump up high?”	
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