



# Welcome to our EYFS Physical Development Parent Workshop



# Why Physical development?



Physical Development is one of the three prime areas of learning in the EYFS framework, the other two being Personal, Social and Emotional Development and Communication and Language. These three areas are recognised as prime because they form the basis of all other aspects of young children's learning and development. The three prime areas are regarded as particularly important for inspiring young children's curiosity and enthusiasm, laying the foundations for future success in all aspects of life and education.

# Other links with Moving and Handling in the curriculum



# The importance of Physical Development

To help young children to develop their moving and handling skills, practitioners and parents should provide lots of opportunities for them to use large muscle movements to explore their immediate environment and develop fine motor control through manipulating materials and using tools and equipment.



# The importance of Physical Development

Being physically active not only strengthens muscles and develops the heart and lungs, it also supports the development of the brain.

Physical development also develops shoulder stability, hand strength, and coordination - important for later movement skills including writing.

Large muscle control develops before fine motor control, so children need lots of opportunities to make big movements with their arms before they can develop the fine motor control needed for holding a pencil.

Writing requires a combination of fine motor control and hand eye coordination; skills which need lots of practise indoors and out of doors.

# Squiggle whilst you wiggle!

<https://www.youtube.com/watch?v=ptFAL-eSvxU>

**Here is a demo of a typical Squiggle session –  
this can take place in both Nursery and  
Reception depending on the children's level of  
development!**














# What does Physical Development look like at Kingsfield?



We also deliver :-

- Dough disco
- Squiggle
- Doodle (handwriting)
- Weekly P.E sessions
- Forest School sessions

# How do you hold yours?

<input type="checkbox"/>  Four Finger Grasp	<input type="checkbox"/>  Static Quadropod Grasp	<input type="checkbox"/>  Static Tripod Grasp	<input type="checkbox"/>  Dynamic Tripod Grasp	<input type="checkbox"/>  Thumb Wrap Grasp
<input type="checkbox"/>  Thumb Tuck Grasp	<input type="checkbox"/>  Transpalmar Grasp	<input type="checkbox"/>  Index Grasp	<input type="checkbox"/>  Interdigital Brace Grasp	<input type="checkbox"/> Other

Which one do you think is typical of a 3 or 4 year old?

Handout available for more information



# Typical Expectations

## 2 to 3 Years Old: Digital Pronate Grasp



- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

## 3 to 4 Years Old: Four-Finger Grasp



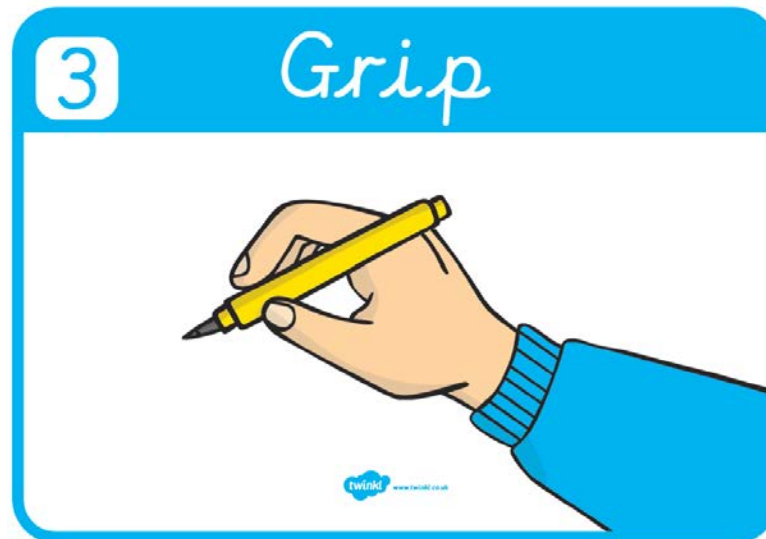
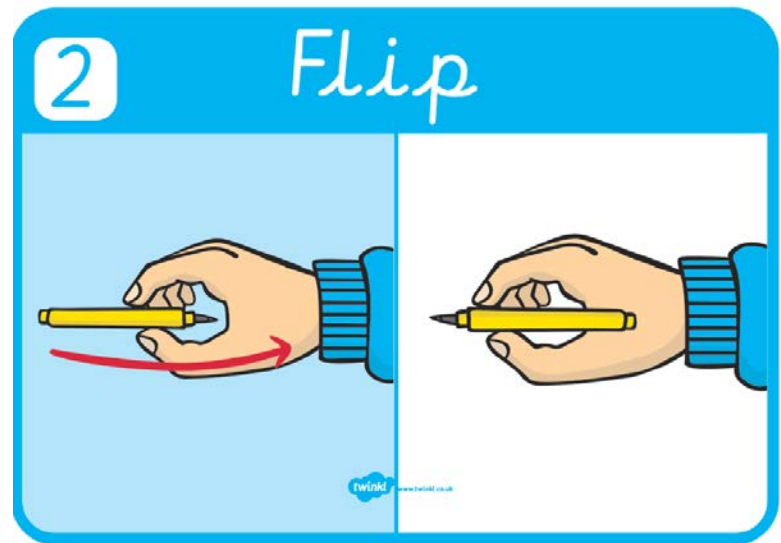
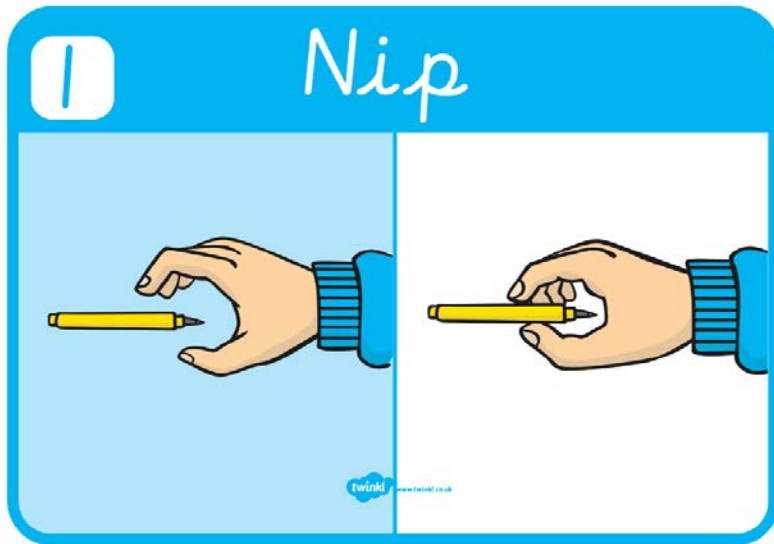
- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

## 4 to 6 Years Old: Static Tripod Grasp or Static Quadropod Grasp



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.



























# Tips and tricks!



Have a go!

# Handwriting in EYFS

The mat shown below is what we use to teach children how to form each letter. Each letter has its own rhyme to help with formation. It is equally as important that children form numbers correctly too.

a 	b 	c 	d 	e 	f 	g 
h 	i 	j 	k 	l 	m 	n 
o 	p 	q 	r 	s 	t 	u 
v 	w 	x 	y 	z 	Sound Mat 1	



Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
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All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
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Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side
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Each letter starts with a ..  
Whooooshhh!

# Handwriting in EYFS

**If you would like a copy of the letter rhymes to use at home please ask us at the end of the session.**



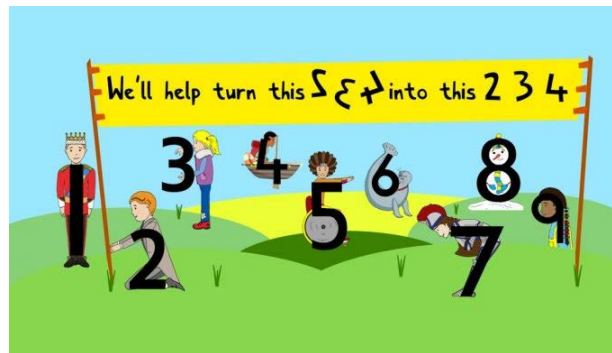




## Number formation in the EYFS

We use a new programme called Ten Town which you can sign up for at home if you wish. The programme supports children to recognise, form and master numbers 1-20, by each number having its own character and story. We are hoping to get every child in RECEPTION a log in to use at home!

<https://www.tentown.co.uk/>



## End of nursery expectations:-

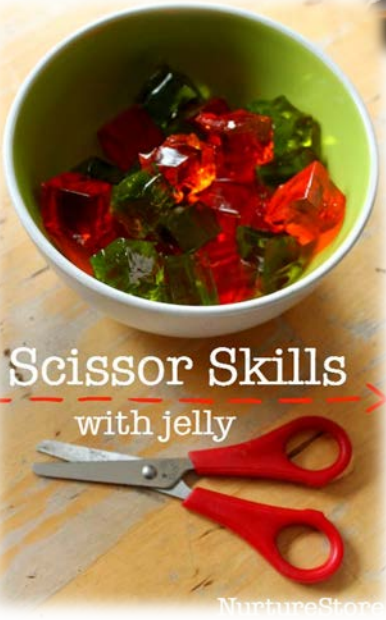
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

## End of Reception expectations:-

**Moving & Handling ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

# Ideas for Home!





Any Questions?





Enjoy all the activities  
with your child!  
Thank you for coming  
along today!

