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| PD Fine motor  | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies  | Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “hold a pencil effectively in preparation for writing (nearly always with tripod grip)”“use a range of small tools”“begin to show accuracy when drawing” | Develop control when holding and moving a range of materials  | Appropriate tools and equipment – different sizes, playdough and tools, threading, scissors , paint, sand, water tools, shaving foam, clay etc Construction play as way to balance, stack and move materials Finger strength activities such as dough gym, threading Opportunities to explore sensory play with hands/fingers and markmaking Model way to hold and move tools – positioning fingers etc using range of equipment such as tweezers, scissors, spades etc Modelling zips and buttons/poppers etc on child’s clothing Modelling lines, circles and simple shapes such as faces / houses / flowers step by step Safety made explicit - how to hold use tools etc  | Tune into spoken language (EAL consideration) and particular vocabulary finger, thumb, up, down, round etc Confidence to explore tools and materials Awareness of using tools safely such as scissors, spades etc - know what safety rules are and why they are needed Resilience to try again if not immediately achieved How to draw a face / house etc - spacial awareness, shape and size  | Manipulate smaller objects with control showing preference for dominant hand  |
| Pencil / pen / chalk will be held using whole hand grasp and movements are from shoulders rather than wrist  | Use a comfortable grip with some control – pencil held in fingers and movement comes from the wrist rather than shoulder |
| Use some tools to achieve things independently (eg scissors may be used as shears to snip edges / spoon in dish / sand tools)  | Use one handed tools and equipment safely  |
| Begin mark making leading to circles and lines using a range of tools  | Draw with increasing complexity and include some detail  |
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