

My Physical

Gross Motor Skills

Learning Intentions

All the following skills are in approximate developmental order, it is important to remember that our pupils will not necessarily follow this order or may have gaps/spikey profiles.
Pupils will: Have primitive reflexes still evident i.e. startle reflex; lies supine; head midline; kick legs; wave arms; bring arms midline; pull to sit with head control or lag; supine can lift head; kick legs alternately; can take weight through legs with support; can commando crawl; can rotate supine position 360 degree; can cruise around furniture; can access activity supported by pelvis/trunk/leaning on furniture; sit/stand; walk with two/one handed support or walker; can walk for increasing distances with support; can stand independently for moments; can take a few independent steps; walk for increasing distances; use furniture to get up and down from floor; can high kneel and pull legs through to standing; access slopes and uneven ground; can ascend and descend stairs holding a hand or rails; stairs using alternative steps; can begin to negotiate large obstacles; can start to tentatively run; pick items up from floor from standing or squat to retrieve; stands to kick a ball; runs with increasing control and stop/start; can scoot on a bike; throw a ball overhand; can jump with two feet from low step; can imitate tip toe; pedal a trike; catch a large ball; walks and runs navigating turns and pathways; begin to use a bat for ball play; can hop; negotiate a raised platform with confidence ;walk along a narrow line; move rhythmically to music.
Programmes to also support the individual planning for this include MOVE; physiotherapy and postural management programmes. Other aspects to consider are body awareness feeling/knowing/identifying our different body parts; spatial awareness and understanding how our bodies relate to the immediate space around us; developing stillness. Sensory processing needs to develop the vestibular system: balance and motion, equilibrium, spatial orientation.

Fine Motor Skills

All the following skills are in approximate developmental order.
Pupils will: Have fingers closed and thumb tucked it to palm; palmar grasp; fingers open; engage in finger play; bring hands to face and midline; clasp and unclasp hands; grasps an item in palm momentarily; uses two and sometimes one hand in a scooping action; reaches out to grasp at an item; will pass item from hand to hand; will take item to mouth to orally explore; reaches to grasp for items in front and to the sides; can release an item; develop an opposing thumb/finger grasp; drop and throw an item purposefully; pick up a small item using thumb/finger in a pincer grip; has finger isolation; manipulates small items to explore; uses crayon to hold in palmar grasp to scribble to and fro; pincer grip more precise; can build tower of 3 items; can turn page of a book; hold tripod pencil/tool to mark make freely; hand preference developing; put small items in and out of containers; draw a mandala; remove paper from a sweet; weave a ribbon in and out of grid; build tower 6-7 bricks; spontaneous circular mark making; copy vertical and V shaped lines; point to items in a book; use a tripod grip with pencil/tool; imitate horizontal and circular patterns; use scissors to snip and follow line; thread large beads onto rod or string; copy a cross shape; draw a figure 2-3 features; pick up and replace items accurately; thread a large darning needle an sew a basic in/out stitch; begin to copy some letter shapes, perhaps using dots to follow; use basic clothes fastenings.
Programmes from the OT can support individualised learning intentions.

Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits

Gross Motor/Physical//PE sessions

Physio Programmes and Equipment: stretches, standing frames, walkers, wedge, side lyer; MATP; Functional MOVE programme; Rebound Therapy; Swimming/Hydro; RDA; TacPac; Massage; Kinaesthetic/Sensory integration sessions- lycra, hammock, swings, rockers, spinners, treepee; Adapted bikes and trikes; Sensory circuits; Gym equipment; Dance; Jabadao; Games: bats/raquets, balls, nets, bean bags, skittles, Boccia etc. Intensive interaction. Action games- see saw, heads shoulder knees and toes.

Sensory exploration using hands/fingers- tactile objects/activities: messy; wet; dry; spikey; smooth; ridged; lumpy; malleable; water; sand etc. Mark making sessions with fingers, finger isolation and tools/pencils in different sensory materials i.e. paint, sand, foam, glitter. Pencil control using pattern books and mark making/writing activities for vertical, horizontal, irregular, shape and letter formations. Threading and weaving activities- laces, beads, rods and beads, lacing boards, weaving frames, hessian sewing frames, kebabs and skewers. Clothing fasteners practice- own items of clothing, fastener cubes and waistcoats. Containers- opening and discovering, problem solving lids and tops, posting in and out. Posting/Placing items- posting boxes, tubes and balls, inset puzzles, peg men, peg boards, bricks and construction toys/kits, nesting objects. Scissors- easy snips, double handles and standard.

Fine Motor sessions