

EYFS/Primary Pre-Formal and Semi-Formal Curriculum
Scheme of Work: Cycle C- Down on the Farm

My Physical

Gross Motor Skills

Pre-formal - Semi-formal +

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.

MAPP PLTs Physical

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.

Cherry Garden Physical/MOVE

*Cherry Garden- **Gross Motor:** Pupils will be able to actively explore their immediate environment in order to make choices. Pupils will be aware of their bodies and some of the different movements they can make. Pupils will be able to move across different levels to explore their environment. Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc Pupils will be able to throw and catch a range of different sized balls or objects. Pupils will be able to apply a range of movements to different contexts. Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using. Pupils will be able to ride a tricycle with confidence and begin to learn to ride a bike. Pupils will use a range of gross motor skills and apply them to different contexts. Pupils will understand the rules of and take part in simple team games. **Swimming:** Pupils will be able to feel confident in the water when supported by an adult. Pupils will be aware of the different body movements they can make in the water. Pupils will be able to kick and pull to propel themselves in the water. Pupils understand how to stay afloat in the water and use their body movements to help them stay safe in the water. Pupils will be able to swim independently on front and back. Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.*

Fine Motor Skills

Pre-formal - Semi-formal +

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 and 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.
*Cherry Garden- **Fine Motor:** Pupils will be able to use a range of grasps and actions in order to explore objects. Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon. Pupils will be able to use fine motor skills as part of construction activities. Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. Pupils will be able to use simple tools such as scissors and mark making tools with increasing control. Pupils can use fine motor skills to*

complete all aspects of dressing and undressing independently. Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) Pupils can handle a range of tools with increasing independence.

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. *OldMcDonald/Mini Beasts/Spring: Farmyard exploration e.g. Monk Park Farm adventure barn; Spring Festival Chinese New Year- Lion Dance, joint Primary session linking together to move in unison as a Chinese lion or dragon; Forest School basic orienteering and caching.*

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. *OldMcDonald/Mini Beasts/Spring: craft sessions; dressing skills for outdoor clothing- sequence, orientate and develop fastenings skills.*

Fine Motor sessions