

MOTOR SKILLS (Gross and fine)

By the end of reception year most children should be able to:

“MOVE DIFFERENT PARTS OF THE BODY IN A CONTROLLED WAY”

LEARNING OBJECTIVES (Children should learn...)	TEACHING STRATEGIES (What the practitioner can do)
<ul style="list-style-type: none"> ● to move independently different named parts of their bodies. ● to make different shapes with their bodies (<i>more detail in spatial awareness objectives</i>). ● to know, understand and use the following terms e.g. BEND, CURL SWING BALANCE STRETCH “TALL” “WIDE” TWIST SWAY ROCK ● to move in the above ways with confidence and control. ● to talk about the movements they are doing, using the correct terminology. describe what they see, using the correct terminology. 	<ul style="list-style-type: none"> ● Play games imitating the practitioner e.g. “Simon Says”. ● Engage in action songs. ● Provide sufficient space to allow for safe movement. ● Interact with children and model their movements as they work in indoor/outdoor areas . ● Informally comment on their movements and demonstrate the movements indicated and introduce and demonstrate any new or different ones. ● Encourage children to imitate movements and to explore new and different ones. ● Play circle games and engage in chanting activities. ● Encourage children to respond to movement instructions e.g. “Lets all curl up small” “Can we all twist our bodies?” etc. ● Provide opportunities and time for children to practise, develop and control their movements. ● Invite children to demonstrate movements doing and describe what other children for others to watch. Encourage children to are

ACTION KIDS activities which can be used to develop these objectives:

Warm-up activities 1, 2, 3, 5, 6, 7, 9, 11, 12, 13, 15, 17, 18

Activities leading to Gymnastics - Section 1 – G3, G4, G5, G6, G7, G8, G9

Calming Down activities 1, 4, 7, 16, 22