

### Identifying the Focus – Part 1

A previous Ofsted report, noted that 'In the Early Years Foundation Stage, good teaching and careful evaluation of children's progress ensure that they do well in their learning.' A target from the report: for children to effectively use their initiative to explore their environment and to develop their skills in learning to work things out for themselves, became a key focus.

### **Developing key skills; linked to Characteristics of Effective Learning; within the Early Years Foundation Stage.**

### Intended outcomes

- To raise attainment and progress in the areas of Physical development, Literacy and Expressive Arts and Design (in the Early Years Foundation Stage (EYFS) Curriculum)
- Children in EYFS have further developed skills in fine motor control

### Identifying the Focus – Part 2

Analysis of data – on entry to the Reception class and through observation of the children in the setting showed that the area of Physical Development (in the EYFS curriculum) were lower than expected, therefore this became a whole key stage area of focus.

### Identified issues:

- Why were the pupils not making sufficient progress in physical development?
- Why are children unable to hold a pencil or tool (paintbrush, glue stick, playdough tool) correctly?
- Why are children unable to use a pencil or tool (paintbrush, glue stick, playdough tool) effectively?
- Why were children unable to write their name or numbers to 10 correctly?
- Are there differences between girls and boys?
- Why were the Characteristics of Effective Learning (C of EL) not a specific focus in EYFS?

### Reflecting on personal and professional development:

Children entering Key Stage One will do so with developed fine motor control skills.  
EYFS team worked together to develop activities and support individuals.  
Introduction of a variety of Funky Fingers activities developed muscles in fingers and hands.  
Ensure that different activities are used in both the Nursery and Reception class to support fine motor skills.  
Continue to develop activities to support the individual needs of the children to support their skill development.

### Impact:

- Children were given more opportunities to access a range of activities which helped to develop their fine motor control
- Development of fine motor control through varied writing activities including a variety of resources eg, sand, shaving foam
- Children leave the Reception class with developed skills that they will use more effectively in Key Stage One

### Next Steps:

- Ensure all children are supported in the development of fine motor skills in a variety of different ways
- Develop the Funky Fingers program in the whole setting

### Actions:

- To carry out observations in Early Years Foundation Stage
- To monitor planning in relation to the teaching of Physical development and the opportunities for C of EL
- Regular discussions in Early Years team meetings relating to how progression of skills is being taught and evaluated
- Change of timetable to support development of skills
- Introduction of Funky Fingers/ play dough gym
- To implement more opportunities for core skills to be practiced
- Encourage children to practice their key skill targets
- Support from Occupational Therapy for ideas to develop motor skills particularly in boys.

### Impact on Pupils' progress and attainment:

Area of development	Attainment on entry	Attainment on exit in Reception class
Moving and Handling	61% ARE 39% Below ARE	Em – 2 children 9% Exp – 7 children 30% Exc – 14 children 61%

### Expected Outcomes:

Higher attainment in the Physical development areas of the EYFS curriculum.

