

**Nelson St Philip's CE Primary School – Provision Map KS1**

AREA OF NEED	WAVE 1 : Available to all pupils Quality First Teaching	Wave 2: Catch up	Wave 3: Targeted and specific interventions
<b>Communication and Interaction</b>	Differentiated curriculum planning, activities, delivery and outcome such as simplified language and differentiated questioning. Visual aids/modelling Visual timetables Role play Toolkits Pictorial symbols Structured routines Talk partners Strategic seating and groupings	Time to talk Social interaction groups Emotional Literacy Support Elklan Programme	Speech Therapy Social interaction groups 1:1 Emotional Literacy 1:1 Counselling (Home School Link Worker)
<b>Cognition and Learning</b>	Quality First Teaching including differentiated activities, delivery and outcome. Clear learning intentions Personalised targets Peer and self- assessment Interactive displays Visual aids/modelling Visual timetables Dyslexia Friendly Classroom Access to word processor TA support in class Targeted home learning	Phonics support groups Reading support groups and one to one Writing focus groups No Nonsense Maths / Spellings /Phonics 1:4 Numicon Maths support Booster Groups 1:5 (teacher) Phonics with lower year group Phonological awareness programme Specialist Teacher advice 1:1 Apps suited to individual learning SNAP Maths intervention	1:1 support 1:1 spellings 1:2 or 1:1 Phonics Support 1:1 additional Maths support 1:1/1:2: Memory games

**Nelson St Philip's CE Primary School – Provision Map KS1**

	<p>Word banks                  Sound mats                  Toolkits                  Hands on equipment (bead strings/number lines)                  Pictorial symbols                  Structured routines                  Talk partners                  Talk for Writing                  Strategic seating and groupings</p>		
<b>Social, Mental and Emotional Health</b>	<p>Whole school behaviour policy based on code of conduct                  Team points                  Whole class charter                  Class rewards                  Circle Time                  Prayer pockets                  In class worship                  SEAL programme for PSHE</p>	<p>Outdoor Learning Programme                  1:2/3/4 Social Skills groups                  Visual/Physical learning</p>	<p>1:1 Counselling -Home School Link Worker                  1:1 Emotional Literacy Support                  Personalised behaviour programme</p>
<b>Sensory and Physical</b>	<p>Flexible teaching arrangements                  Staff aware of physical needs                  Pencil grips                  Writing slopes                  Seating cushion</p>	<p>Fizzy/Clever hands  <a href="https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/">https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/</a>                  Handwriting support (motor skills) 1:4</p>	<p>1:1 OT support                  Sensory box as appropriate</p>

**Nelson St Philip's CE Primary School - PROVISION MAP KS2**

AREA OF NEED	WAVE 1 : Available to all pupils Quality First Teaching	Wave 2: Catch up	Wave 3: Targeted and specific interventions
<b>Communication and Interaction</b>	Differentiated curriculum planning, activities, delivery and outcome such as simplified language and differentiated questioning. Visual aids/modelling Visual timetables Role play Toolkits Pictorial symbols Structured routines Talk partners Strategic seating and groupings	Social interaction groups 1:4 Emotional Literacy Support  Elklan Programme	Speech Therapy 1:1 Social interaction support 1:1 Emotional Literacy 1:1 Counselling (Home School Link Worker) 1:1 Communication/Talk support
<b>Cognition and Learning</b>	Quality First Teaching including differentiated activities, delivery and outcome. Clear learning intentions Personalised targets Peer and self- assessment Interactive displays Visual aids/modelling Visual timetables Dyslexia friendly classroom Access to word processor TA support in class Targeted home learning	1:1 Numicon Maths support 1:4 Numicon Maths support 1:6 Phonological Awareness 1:4 Phonics intervention - No Nonsense 1:5/6: Booster groups:Reading/Maths/  Writing  Touch typing programme No Nonsense Maths intervention IDL Cloud and IDL Maths	1:1: Phonics intervention 1:1: Reading catch up 1:1 support spellings (No Nonsense) 1:2 or 1:1 Phonics Support 1:1 Additional Maths support 1:1/2 Memory games IDL Cloud

**Nelson St Philip's CE Primary School - PROVISION MAP KS2**

	<p>Word banks                  Sound mats                  Toolkits                  Hands on equipment (bead strings/number lines)                  Pictorial symbols                  Structured routines                  Talk partners                  Talk for Writing                  Strategic seating and groupings</p>		
<p><b>Social, Mental and Emotional Health</b></p>	<p>Whole school behaviour policy based on school rules                  Team points                  Whole class charter                  Class rewards                  Circle Time                  Prayer Box / Prayer Wall                  In class worship                  SEAL programme for PSHE</p>	<p>1:2/3/4 Social Skills groups                  Visual/Physical learning</p>	<p>1:1 Counselling -Home School Link Worker                  1:1 Emotional Literacy Support - MHFAW                  Personalised behaviour programme</p>
<p><b>Sensory and Physical</b></p>	<p>Flexible teaching arrangements                  Staff aware of physical needs                  Pencil grips                  Writing slopes                  Seating cushion</p>	<p>1:4 Clever Hands 1:4 (motor skills)                  Handwriting support (motor skills)</p>	<p>1:1 OT programme</p>

## Fine Motor Skills

### Things to remember:

Upright working surfaces promote fine motor skills.

Examples of these are:

- Vertical chalkboards
- easels for painting; flannel boards
- lite bright; magnet boards (or fridge)
- windows and mirrors  
white boards, etc.
- Children can also make sticker
- Pictures
- do rubber ink-stamping
- use re-useable stickers to make pictures
- Complete puzzles with thick knobs
- use magna-doodle and etch-a-sketch as well.

The benefits for these include: having the child's wrist positioned to develop good thumb movements; they help develop good fine motor muscles; the child is using the arm and shoulder muscles.

## **Fine Motor Activities**

Moulding and rolling play dough into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.

Rolling play dough into tiny balls (peas) using only the finger tips.

Using pegs or toothpicks to make designs in play dough.

Cutting play dough with a plastic knife or with a pizza wheel by holding the implement in a diagonal volar grasp.

Tearing newspaper into strips and then crumpling them into balls. Use to stuff scarecrow or other art creation.

Scrunching up 1 sheet of newspaper in one hand. This is a super strength builder.

Using a plant sprayer to spray plants, (indoors, outdoors) to spray snow (mix food colouring with water so that the snow can be painted), or melt "monsters". (Draw monster pictures with markers and the colours will run when sprayed.)

## **Some ideas to try in class or at home:**

Picking up objects using large tweezers such as those found in the "Bedbugs" game. This can be adapted by picking up Cheerios, small cubes, small marshmallows, pennies, etc., in counting games.

Shaking dice by cupping the hands together, forming an empty air space between the palms.

Using small-sized screwdrivers like those found in an erector set.

Lacing and sewing activities such as stringing beads, Cheerios, macaroni, etc.

Using eye droppers to "pick up" coloured water for colour mixing or to make artistic designs on paper.

Rolling small balls out of tissue paper, then gluing the balls onto

construction paper to form pictures or designs.

Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.

Making pictures using stickers or self-sticking paper reinforcements.

Playing games with the "puppet fingers" -the thumb, index, and middle fingers. At circle time have each child's puppet fingers tell about what happened over the weekend, or use them in songs and finger plays.

Place a variety of forms (eg. blocks, felt, paper, string, yarn, cereal, cotton) on outlines

Match shapes, colour, or pictures to a page and paste them within the outlines

Primary

Self-Care Skills

Buttoning

Lacing

Tying

Fastening Snaps

Zippering

Carrying

Using a screwdriver

Locking and unlocking a door

Winding a clock

Opening and closing jars

Rolling out dough or other simple cooking activities

Washing plastic dishes

Primary

Sweeping the floor

Dressing

Scissor Activities

When scissors are held correctly, and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to manipulate a pencil in a mature tripod grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.

Cutting junk mail, particularly the kind of paper used in magazine



subscription cards.

Making fringe on the edge of a piece of construction paper.

Cutting play dough or clay with scissors.

Cutting straws or shredded paper.

Cutting

Use a thick black line to guide cutting the following:

A fringe from a piece of paper

Cut off corners of a piece of paper

Cut along curved lines

Cut lines with a variety of angles

Primary

Cut figures with curves and angles

Sensory Activities

The following activities ought to be done frequently to increase postural muscle strength and endurance. These activities also strengthen the child's awareness of his/her hands.

Wheelbarrow walking, crab walking

Clapping games (loud/quiet, on knees together, etc.)

Catching (clapping) bubbles between hands

Pulling off pieces of thera-putty with individual fingers and thumb

Drawing in a tactile medium such as wet sand, salt, rice, or "goop".

Make "goop" by adding water to cornstarch until you have a mixture similar in consistency to toothpaste. The "drag" of this mixture provides feedback to the muscle and joint receptors, thus facilitating visual motor control.

Picking out small objects like pegs, beads, coins, etc., from a tray of salt, sand, rice, or putty. Try it with eyes closed too. This helps develop sensory awareness in the hands.

#### Midline Crossing

Establishment of hand dominance is still developing at this point. The following activities will facilitate midline crossing:

Encourage reaching across the body for materials with each hand. It may be necessary to engage the other hand in an activity to prevent switching hands at midline.

#### Primary

Refrain specifically from discouraging a child from using the left hand

for any activity. Allow for the natural development of hand dominance by presenting activities at midline, and allowing the child to choose freely.

Start making the child aware of the left and right sides of his body through spontaneous comments like, "kick the ball with your right leg." Play imitation posture games like "Simon Says" with across the body movements.

When painting at easel, encourage the child to paint a continuous line across the entire paper- also from diagonal to diagonal.

Busy Finger Box in the classroom but you could easily find most things at home

#### 1. Pegs

You need pegs of different sizes, clothes pegs, small bulldog clips, stationery clips etc. Get the children to use one hand only at a time. I usually get them to peg about 10 pegs of different sizes onto the sides of a gift bag. They might put them on with their left hand and take them off with their right.

They can also try squeezing the pegs between the first finger and thumb (on each hand) then the middle finger and thumb and so on.

#### 2. Elastic bands

Elastic gymnastics! Start by putting 2 elastic bands (the same size) around the thumb, first and middle fingers, ask the child to open and close the fingers. Then add another 2 elastic bands and so on. The more you have on, the harder it is to move your fingers. These exercises help to develop the muscles which make the web space when writing.

#### 3. Beads

Get beads of different sizes and thread. Ask the children to thread some beads onto their string. The smaller the hole obviously the harder it is to thread. Develops hand/eye coordination.

#### 4. Ball bearings and tweezers

Put the ball bearings in one little box and ask the child to try and pick one ball bearing up at a time with the tweezers and place in a second small box. If this is too tricky try using Hama beads and tweezers.

#### 5. Floam / Playdough

These products are great for squeezing and rolling which provides necessary sensory feedback and helps to develop hand strength. Ask the children to squeeze the dough and roll it with the palm of their hand.

#### 6. Doodle board

The Doodleboard is just a way of children practising handwriting patterns or letters without having to commit them to paper. Provide some patterns and shapes to copy.

#### 7. Gummed Shapes

Give the children a sheet of plain paper and ask them to make patterns or pictures with the gummed shapes. Just picking up on shape at a time, licking it and then sticking it down all help to develop hand/eye coordination and the pincer grip.

#### 8. Hama Beads

Hama beads are good for pincer grip and hand/eye coordination. The children have patterned sheets to copy and peg boards to put them on.

#### 9. Lacing cards

Also good for hand/eye coordination. Just give each child one card to lace.

#### 10. Bean bags

Give a child 4-5 bean bags and place a container about 3 feet in front of them. Ask the child to try and get as many beanbags in the container as possible. (Hand/eye coordination)

#### 11. Chalk and blackboard

If you can, try and wedge the blackboard between two tables and provide the child with a piece of chalk in each hand. Ask them to draw the same pattern with both hands at the same time on both sides of the board. This helps develop bilateral movement.

Allow the children to draw patterns, shapes and letter shapes on the blackboard. The chalk gives sensory feedback and sound simultaneously.

#### 12. Stencils

Children can use the stencils to make a picture. Helps develop pencil control and spatial awareness among other things.

#### 13. Feathers

Ask the children to try and balance a feather on different parts of their body. This helps to develop balance and coordination.

#### 14. Handhugger pens

Hand hugger pens are the triangular shaped pens. These help the children to establish a better pencil grip.

#### 15. Tissue paper strips

Place the child's palm (at the wrist) on the end of a strip of tissue paper. Ask them to only use their middle finger to get the paper to scrunch up under their hand.

Repeat, but this time place the side of the child's hand on one end of the tissue strip and ask them to only use their thumb to scrunch up the paper and bring it under their hand.

These activities really help to develop the hand arch, web space and muscle tone of the hand.

#### 16. Stickers

Children love stickers. Just peeling them off provides an opportunity to develop fine motor skills and hand/eye coordination.

#### 17. Peg boards

These can be peg boards where the child has to place pegs in the holes, maybe copying patterns.

They can be the boards with plastic pegs already on where they have to stretch elastic bands between them to make patterns.

