


MARSHFIELDS HUB STRATEGY PROGRAMME

FINE MOTOR SKILLS

AIM: Develop fine motor skills to improve handwriting. Each session is designed to last 30 minutes, but can be repeated if students need over-learning or if the session has identified an area for development.












A short workout is provided at the bottom of this programme and should be used at the start of every session.


Health and safety: Sessions 1 and 2 require a knife. A plastic knife will work well, as will a very blunt dinner knife. Session 4 sewing kit, care should be given to how students use the string. They must be reminded not to put it near their necks.

| Session | Resources | Session ideas |
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| 1 | Play-dough, plastic or blunt knife. | Roll the play-dough into a sausage shape using both hands. Using the knife, cut the sausage in half. With one half try and make a snail 3D model. With the other try and make a cat 3D model. |
| 2 | Play-dough, plastic or blunt knife. | Roll the play-dough into a long, thin sausage. Gently push the sausage-shape down so it is flat. Use the knife to carefully cut the sausage to create a face. Students will need to use some for the outline, some for the eyes, etc. Take a photo to keep! |
| 3 | Plastic clothes pegs. A range of small items including cloth, paper and cardboard boxes. | Using both hands, carefully practice opening and closing the pegs. Ask students what it feels like and whether there is a difference between their dominant and non-dominant hands. Create a range of activities to encourage students to peg items together – cloth onto cardboard, a small stack of paper, etc. |
| 4 | First sewing kit. There are plenty on Amazon, for example:  | Allow the student to choose which sewing kit to use and show them how to tie a knot in the string and let them sew. For the bubbles, ask students to use the first finger on their non-dominant hand to try and pop the bubbles you will blow gently towards them. If there are several students in the class this can be a competition. If they struggle with the non-dominant hand allow them to use the dominant one. |
| | Bubbles. | |

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| 5 | Jigsaws, various sizes and pieces | <p>Allow the students to look at the jigsaw pieces and feel them with a pincer grip.</p> <p>Allow the student to choose which puzzle they will complete, and then ask them to sort the edge pieces from the middle pieces.</p> <p>If time permits, allow them to work in pairs to make the puzzle.</p> <p>(This may well extend to several sessions if the students are enjoying it.)</p> |
| 6 | Tweezers or tongs. Sellotape. A4 paper. | <p>Take students on a short nature treasure hunt. Allow them to pick up 6-10 varying items to take back to the classroom, for example leaves, feathers, twigs, pebbles.</p> <p>Once back in the classroom, put the treasure on the desk, then use the tweezers or tongs to move the items onto A4 paper, then stick them on with sellotape.</p> <p>This activity uses a whole range of fine motor skills and can be extended to include any kind of craft activity.</p> |

The following quick work-out should be delivered at the beginning of fine motor skills strategy sessions:

-  Shrug shoulders up to ears and down (10 times)
-  Put hands together at chest level and push together for a count of 5
-  Arm circles with arms out straight, 10 forward and 10 backwards
-  Circle wrists in both directions for a count of 10
-  Make a fist tightly and then spread fingers wide (5 times)
-  Put thumbs up and wiggle round in a circle and up and down
-  Make a duck beak
-  Use your duck beaks to “quack” your fingers to yourself
-  Use you duck beaks to ‘quack to your teacher’
-  Move each finger to touch your thumb one at a time
-  Make owl eyes with thumb and first finger

 Shake your hands up in the air