Fine motor tools Vocabulary And Facts Colouring Page

EYFS / Nursery - Physical Development

Colour the picture and name three shapes or objects you can see.

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Parent & Teacher Guidance

Curriculum focus

Topic: Fine motor tools. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: EYFS learning and development: purposeful play, communication, physical development and expressive learning.

Before you begin

Review the picture together and ask the learner what they already notice about Fine motor tools. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Fine motor tools. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Fine motor tools can you explain using the picture?

Answers and checking

Accept any three clearly visible objects or shapes that the learner can point to and name. Prompt with: fine motor tools, feature, evidence, function, process. Do not require specialist spelling at this stage.

Learning record and next steps

- ☐ Completed the colouring
- ☐ Explained key vocabulary
- ☐ Completed the activity
- ☐ Used visible evidence

Evidence noticed / vocabulary used

_____

_____

_____

_____

_____

Next step: _____

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