

PHYSICAL DEVELOPMENT: Moving and handling		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it up to the mouth 	<p>Tummy time in the woods with different textures – learning through nature</p> <p>Body painting to different music (related to topic)</p> <p>Putting toys out of reach</p> <p>Irish dancing to Irish music</p> <p>Clapping hands and moving to themed songs e.g. kangaroo song for Australia.</p> <p>Give the children topic related objects to explore and feel e.g. noodles, red things and flowers, Sand/water play</p>
8-20 months	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes 	<p>As above</p> <p>Chop stick painting</p> <p>Dragon head sticking/dancing</p> <p>Sensory bottles e.g. red bottles for Chinese new year</p> <p>Explore Woodside</p> <p>Potato printing</p> <p>Using a variety of textured substances such as pasta, paint jelly, fruits from themes.</p> <p>Using musical instruments to play along with themed music.</p> <p>Outside -making environments for hibernation for children to hunt animals. Digging and planting for Easter watching growth and taking pictures.</p> <p>LTN trips to parks and woodland.</p> <p>Obstacle course encouraging, challenging children to extend their physical abilities.</p> <p>Easter egg hunt</p> <p>Egg rolling day with learning through nature.</p> <p>Reading 'that's my mum'</p> <p>Tadpoles</p> <p>Mud kitchen</p>

<p>16 – 26 months</p>	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make 	<p>Making Chinese lanterns Chinese dancing with dressing up Cooking (pancake day) Pancake race Role play Building up trust with adults going on LTN Observational drawing of themed objects and cards for occasions. Chinese new year writing. Build great wall of china with different blocks also using stone and natural materials when on LTN Loft play/ soft play Wooden blocks/ foam blocks Body painting Music with musical instruments Story trails in garden Climbing frame, forwards/backwards Make musical instruments using natural materials Action themed songs</p>
<p>22 – 36 months</p>	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. 	<p>Valentines ball Playing cricket – Australia day Gaelic football – Ireland Outdoor cooking for Chinese new year (stir fry) Story books based on topics Copy Chinese writing Draw flowers on Mother’s Day cards Obstacle course Provide role play opportunities Music and movement Cooking Den building (LTN Woodside) Tools like chopsticks linked to themes and cooking traditional foods from countries.</p>

		<p>Outside camp fire cooking traditional foods, BBQ, growing and planting, drawing in the sand, observational drawing.</p> <p>Dragon dance, other themed music and movement opportunities.</p> <p>Making welsh cakes</p> <p>Making leek and potato soup</p>
30 – 50 months	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<p>Parental involvement in cooking traditional dishes</p> <p>Look into the responsibilities for looking after the tadpols and the environment</p> <p>Home corners to relate to the different countries</p> <p>Making different country flags</p> <p>Copy Chinese words/letters</p> <p>Cut paper to stick on dragon head/ cut clovers</p> <p>Explore Woodside</p> <p>Chinese new year animal race</p> <p>Make animal mask for the race</p> <p>Inside obstacle course using large blocks then making one outside to explore the differences.</p> <p>Dancing to themed music.</p> <p>Using tools linked to themes with increased skill.</p>
40 – 60 months	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are 	<p>As above</p> <p>Traditional dancing from different countries</p> <p>Recognising countries flags</p> <p>Looking at the world map</p> <p>Talking about the different countires</p> <p>Sign language for different counties</p> <p>LTN climbing jumping using ropes and climbing on roots, trees.</p> <p>Making homes for animals in the woods.</p> <p>Work together to make tents, shelters for whole team snack etc.</p>

	correctly formed. Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Role play linked to themes such as going on a Kangaroo hunt, role play BBQ, making pancakes outside and pancake races. Chinese new year race with obstacle course and dressing up. Drawing of objects inside and outside and using different Textures to recreate objects.
PHYSICAL DEVELOPMENT: Health and Self Care		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest. 	<p>Welsh cakes</p> <p>Baby sign language</p> <p>Songs and movement linked to themes holding and supporting babies.</p> <p>Trying different foods from cultures, hot and cold foods to express likes and dislikes.</p> <p>Encouraging babies to look at books and help turn pages with a cuddle</p> <p>Speak about the routine in calming voice</p>
8 – 20 months	<ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement. 	<p>As above</p> <p>Encouraging them to feed themselves</p> <p>Different music for nappy changing to keep them focused</p> <p>Explore food to do with topic e.g. potatoes, noodles, vegemite</p>
16 – 26 months	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines 	<p>Comparing different types of food</p> <p>Dressing up in different countries costumes</p> <p>Finding their own coat and attempting to put on their coat</p> <p>Dressing up linked to themes</p> <p>Role play using babies to dress and do routines.</p> <p>Communicate toileting needs by using sand timers and story books.</p>
22 – 36 months	<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned 	<p>As above</p> <p>Dressing themselves e.g. after sleep. Also when messy or wet clothing</p> <p>Help set up for meals</p>

	<p>shirt.</p> <ul style="list-style-type: none"> • Beginning to be independent in self-care, but still often needs adult support. 	<p>Help tidying up from snack, lunch and tea LTN appropriate road safety and understanding danger. Dressing up linked to themes and dressing for outdoor play. Normal self help routines and routines from other countries.</p>
30 – 50 months	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Encourage to eating and try new foods Taking care of pets e.g tadpoles, butterflies Hygiene – washing hands etc Use tools in Woodside to build simple structures Inside obstacle course using large blocks then making one outside to explore the differences. Dancing to themed music. Using tools linked to themes with increased skill. Making cards for occasions signing with emergent signature. Planting, gardening watching plants develop over time recording by drawing in small journals. Going out in different weathers for the tactile experiences. Activities linked to themes both very active and quiet such as music and movement or reading a story. LTN active learning and exploring. Talk about the effects of the activities on their bodies. Dressing up linked to themes and dressing to go outside.</p>
40 – 60 months	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet</p>	<p>Encourage children to help tidy up Holding equipment appropriately and looking after their toys Team building games Food from other countries linked to themes. Cooking outside as well as inside using different types of equipment eg BBQ open fire. Stories about routines and how to look after yourself and linked to other countries. Children involved in risk assessing for themselves both with activities and carrying equipment. Tools in Woodside</p>

	independently.	Children to choose what ingredients to put in stir fry Make a fire in Woodside – children to explain the risks to the adults/ younger children Obstacle courses Children designing their own meal plans Washing hands before cooking after outside play.
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