

PHYSICAL DEVELOPMENT: Moving and handling		
	<u>What a child is learning</u>	<u>What adults could do and/or provide</u>
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 	<ul style="list-style-type: none"> • Uses of mobiles for babies to turn their heads to. • Use of action songs encouraging babies to move body parts. • Uses mirrors with heros around the outside. • Treasure baskets to link in with Handas surprise, Christmas. • Use of bubbles to burst through.
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 	<ul style="list-style-type: none"> • As above. • Encourage crawling by using topic related items such as animals, fruit. • Using blocks to build superhero buildings-banging them together. • Body painting, feet painting to make superhero sign. • Sensory bags colours and textures linked with heros.
16 – 26 months	<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 	<ul style="list-style-type: none"> • As above. • Different size and different texture blocks to build. • Fruit printing Handas surprise, footprints in flour Santa, splatter painting for Diwali picture, making fire pictures for Bonfire night.
22 – 36 months	<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. 	<ul style="list-style-type: none"> • Role play/dressing up as superheros. • Superhero obstacle course, balance moving around items. • Working out how to solve saving a teddy from the climbing frame. • Sharing topic books and role modelling how to use appropriately. • Making Christmas/Diwali cards with a range of media. • Playing football-football heros, gaining ball control.

<p>30 – 50 months</p>	<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. 	<ul style="list-style-type: none"> • Action songs and dancing to different hero songs. • Hero obstacle courses and races. • Writing their names in Christmas/Diwali cards. • Writing Christmas lists to Santa. • Uses Chalk outside to make fireworks pictures. • Making pumpkin lanterns, using appropriate equipment, making pumpkin soup. • Helping to prepare food for different festivals, or linking to books-food from Hungary caterpillar, gingerbread man.
<p>40 – 60 months</p>	<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 correctly formed. <p>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.</p>	<ul style="list-style-type: none"> • PE sessions to encourage different ways of moving. • Using LTN time to link in with stories-Jack and the beanstalk, Stickman, bonfire, hibernation. • Obstacle course for different characters/animals seeing how they move. • Using play dough clay, salt dough to make diva lamps and Christmas decs. • Baking mince pies, gingerbread using appropriate utensils. • Paintbrushes and water on outside walls to make firework pictures/signs for Santa. • Using pencils pencils to write name, label work, letters to Santa, writing letters to Goldilocks reminding her of safety not going to others houses she doesn't know.

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. 	<ul style="list-style-type: none"> • Building relationships with keyworkers and staff to provide comfort and security. • Staff to be aware of children’s individual needs. • Staff to work with parents and celebrate childrens individual cultures-Diwali, Christmas etc.
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. 	<ul style="list-style-type: none"> • Singing action/hero songs whilst changing nappies. • Providing food linked to topics for feeding- Handa’s surprise, Hungary Caterpillar, Pumpkin soup, Oliver’s Vegetables. Using finger food and using spoons.
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 	<ul style="list-style-type: none"> • Offer a variety of foods to try linked to topic books as above. • Use of superhero pants/princess knickers when starting toilet training. • Singing songs/reading books to introduce use of toilet/potty. • Encouraging dressing up/role play cultural costumes, emergency services costumes, superhero costumes to develop awareness of dressing/undressing.
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 shirt. • Beginning to be independent in self-care, but still often needs adult support. 	<ul style="list-style-type: none"> • Variety of food to encourage self feeding linked to topics. • Superhero drinks in cups with superpowers to encourage use of cup. • Pictures of foods so that children are aware of what they are eating. • 999 song developing awareness of who to ask when they need help. • Role play and dressing up, emergency services role play area, vets.
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. 	<ul style="list-style-type: none"> • When doing superheros challenges aware if they are hot/cold and what they need to do. • Harvesting uses spades, using knives to prepare food ensuring equipment is uses safely. • Serving up food, not too hot thinking of others cross contamination, any allergies. • Washing hands songs.

<p>40 – 60 months</p>	<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 independently.</p>	<ul style="list-style-type: none"> • Roleplay and dressing up as different characters. • Linking food to topic books, group time discussions about what our bodies need, what do superhero need-encouraging healthy eating and activity. • Discussions about safety and boundaries-cat stuck in a tree which superhero/emergency service would you call. • Tidying up time, thinking about safety and linking with superheros use of muscles.
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