

Physical Development: Moving and Handling

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could 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 to the mouth. 	<ul style="list-style-type: none"> Help babies to become aware of their own bodies through touch and movement, e.g. clapping the baby's hands together, gently shaking baby's foot. Play games, such as offering a small toy and taking it again to rattle, or sail through the air. Encourage young babies in their efforts to gradually share control of the bottle with you. 	<ul style="list-style-type: none"> Encourage babies to explore the space near them by putting interesting things beside them, such as crinkly paper, or light, soft material. Let babies kick and stretch freely on their tummies and backs. Have well-planned areas that allow babies maximum space to move, roll, stretch and explore in safety indoors and outdoors. Provide resources that move or make a noise when touched to stimulate babies to reach out with their arms and legs. Provide objects to be sucked, pulled, squeezed and held, to encourage the development of fine motor skills.
 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"> Engage babies in varied physical experiences, such as bouncing, rolling and splashing, both indoors and outdoors. Encourage babies to use resources they can grasp, squeeze and throw. Encourage babies to notice other babies and children coming and going near to them. Support and encourage babies' drive to stand and walk. Be aware that babies have little sense of danger when their interests are focused on getting something they want. Use feeding, changing and bathing times to share finger plays, such as 'Round and Round the Garden'. Show babies different ways to make marks in dough or paint by swirling, poking or patting it. 	<ul style="list-style-type: none"> Provide novelty in the environment that encourages babies to use all of their senses and move indoors and outdoors. Offer low-level equipment so that babies can pull up to a standing position, shuffle or walk, ensuring that they are safe at all times, while not restricting their explorations. Provide tunnels, slopes and low-level steps to stimulate and challenge toddlers. Provide push-along toys and trundle trikes indoors and out. Make toys easily accessible for children to reach and fetch. Plan space to encourage free movement. Provide resources that stimulate babies to handle and manipulate things, e.g. toys with buttons to press or books with flaps to open. Use gloop (cornflour and water) in small trays so that babies can enjoy putting fingers into it and lifting them out.

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 <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. 	<ul style="list-style-type: none"> • Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas. • Tell stories that encourage children to think about the way they move. • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. • Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner. 	<ul style="list-style-type: none"> • Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements. • Use music to stimulate exploration with rhythmic movements. • Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing. • Provide a range of wheeled toys indoors and outdoors, such as trundle trikes, buggies for dolls, push carts. • Provide items for filling, emptying and carrying, such as small paper carrier bags, baskets and buckets. • Provide materials that enable children to help with chores such as sweeping, pouring, digging or feeding pets. • Provide sticks, rollers and moulds for young children to use in dough, clay or sand.
 <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. 	<ul style="list-style-type: none"> • Be aware that children can be very energetic for short bursts and need periods of rest and relaxation. • Value the ways children choose to move. • Give as much opportunity as possible for children to move freely between indoors and outdoors. • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. • Encourage body tension activities such as stretching, reaching, curling, twisting and turning. • Be alert to the safety of children, particularly those who might overstretch themselves. • Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. <i>'Can you put the dolly's arm in the coat?'</i> 	<ul style="list-style-type: none"> • Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. • Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels. • Plan time for children to experiment with equipment and to practise movements they choose. • Provide safe spaces and explain safety to children and parents. • Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. • Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music. • Plan activities that involve moving and stopping, such as musical bumps. • Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.

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	<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. 	<ul style="list-style-type: none"> • Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. • Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. • Motivate children to be active through games such as follow the leader. • Talk about why children should take care when moving freely. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. • Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. • Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' • Talk with children about the need to match their actions to the space they are in. • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. • Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod'. • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. 	<ul style="list-style-type: none"> • Provide time and space to enjoy energetic play daily. • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. • Practise movement skills through games with beanbags, cones, balls and hoops. • Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. • Provide play resources including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.
30-50 months	<ul style="list-style-type: none"> • 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"> • 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. 		
40-60+ months	<p>Early Learning Goal</p> <p>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>		

Physical Development: Health and self-care

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>Birth - 11 months</p>	<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"> • Encourage babies gradually to share control of food and drink. • Talk to parents about the feeding patterns of young babies. • Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe. • Notice individual baby cues when spending special one-to-one time with them to ensure they are ready to engage. • Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all children are met appropriately and that parents' wishes are respected. • Be aware of specific health difficulties among the babies in the group. 	<ul style="list-style-type: none"> • Plan to take account of the individual cultural and feeding needs of young babies in your group. • There may be considerable variation in the way parents feed their children at home. Remember that some parents may need interpreter support. • Trained staff can introduce baby massage sessions that make young babies feel nurtured and promote a sense of well-being. Involving parents helps them to use this approach at home.
 <p>8-20 months</p>	<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"> • Talk to parents about how their baby communicates needs. Ensure that parents and carers who speak languages other than English are able to share their views. • Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures.. • Be aware that babies have little sense of danger when their interests are focused on getting something they want. 	<ul style="list-style-type: none"> • Provide a comfortable, accessible place where babies can rest or sleep when they want to. • Plan alternative activities for babies who do not need sleep at the same time as others do. • Ensure mealtime seating allows young children to have feet firmly on the floor or foot rest. This aids stability and upper trunk control supporting hand-to-mouth coordination. • Provide safe surroundings in which young children have freedom to move as they want, while being kept safe by watchful adults.
 <p>16-26 months</p>	<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"> • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet. • Value children's choices and encourage them to try something new and healthy. 	<ul style="list-style-type: none"> • Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes. • Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks or washing themselves. • Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk. • Place water containers where children can find them easily and get a drink when they need one.

Physical Development: Health and self-care

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <div style="background-color: yellow; padding: 2px; text-align: center;">22-36 months</div>	<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"> Respond to how child communicates need for food, drinks, toileting and when uncomfortable. Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence. Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations. Involve young children in preparing food. Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. Remember that children who have limited opportunity to play outdoors may lack a sense of danger. 	<ul style="list-style-type: none"> Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. Offer choices for children in terms of potties, trainer seats or steps. Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach. Provide pictures or objects representing options to support children in making and expressing choices. Choose some stories that highlight the consequences of choices. Ensure children's safety, while not unduly inhibiting their risk-taking. Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new. Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery.
 <div style="background-color: yellow; padding: 2px; text-align: center;">30-50 months</div>	<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"> Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. Talk with children about the importance of hand-washing. Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. 	<ul style="list-style-type: none"> Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. Plan so that children can be active in a range of ways, including while using a wheelchair. Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

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 <p data-bbox="98 536 192 592">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 data-bbox="237 746 465 770">Early Learning Goal</p> <p data-bbox="237 778 898 927">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"> • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<ul style="list-style-type: none"> • Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.