

# PHYSICAL DEVELOPMENT

	<b>MOVING AND HANDLING</b>	<b>HEALTH AND SELF-CARE</b>
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own likes and dislikes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without much spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>
<b>22 - 36 months</b>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walking upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>
<b>30 - 50 months</b>	<ul style="list-style-type: none"> <li>• Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mount stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observe the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• 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</li> </ul>
<b>40 - 60+ months</b>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jump off an object and land appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begin to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Early Learning Goal</b> 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 pencil for writing.</p>	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal</b> 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>