



Physical Development - Moving and Handling		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>22-36 months</u>  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> <p><u>30-50 months</u>  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 skillfully 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.</p>	<p><b><i>Children will be able.....</i></b></p> <ul style="list-style-type: none"> <li>• To run confidently</li> <li>• To squat or stand up without using hands</li> <li>• To climb confidently and pull themselves up</li> <li>• To kick a large ball</li> <li>• To turn pages in a book</li> <li>• To show control by using jugs to pour, hammers and mark making tools</li> <li>• To begin to hold pencil between thumb and fingers</li> <li>• To draw simple shapes</li> <li>• To use stairs holding onto a rail</li> <li>• To begin to show preference for a dominant hand</li> </ul> <ul style="list-style-type: none"> <li>• To move with confidence in a range of ways</li> <li>• To skip, jump and hop confidently</li> <li>• To move forwards, backwards and sideways</li> <li>• To climb using alternate feet</li> <li>• To walk downstairs carrying a small object</li> <li>• To demonstrate the ability to move at various speeds and change direction</li> <li>• To balance on one foot when shown</li> <li>• To catch a large ball</li> <li>• To be aware of own body size and able to determine the space needed</li> <li>• To persevere when developing new skills</li> <li>• To develop good hand-eye coordination</li> <li>• To draw lines and circles using gross motor skills</li> <li>• To use one handed tools and equipment</li> </ul>	<p>Children to decide nursery rules and adults to support children to implement them.  Separate areas in outdoor area to ensure safety  Hall time for large scale movements and large apparatus  Blocks and construction toys  Variety of mark making equipment  Threading  Different malleable materials  Timers  Introduce vocabulary related to speed  Racing games with adult to support initially  Adults to model the correct use of small equipment  Adults to encourage children to persevere when learning new skills  Provide time and space to enjoy energetic play daily  Introduce boundaries for some games so the children can regulate their own play  Play collaborative games to encourage the children to play with one another</p>

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<p>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> <p><u>40-60 months</u></p> <p>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>	<ul style="list-style-type: none"> <li>• To hold a pencil without using whole hand grasp</li> <li>• To hold pencil near the point and use good control</li> <li>• To copy some letters from their name</li> </ul> <ul style="list-style-type: none"> <li>• To experiment with different ways of moving</li> <li>• To play racing and chasing games with other children</li> <li>• To travel with confidence on climbing equipment, over, through, under</li> <li>• To jump and land with competence</li> <li>• To be aware of personal abilities and able to assess risk</li> <li>• To move spontaneously, showing some control and coordination</li> <li>• To show increasing control over an object, throwing, kicking, catching</li> <li>• To become more competent in using objects such as balls, bean bags, hoops in a variety of ways</li> <li>• To show a preference for a dominant hand</li> <li>• To explore and investigate malleable materials in a variety of ways</li> <li>• To use anticlockwise movement and retrace vertical lines</li> <li>• To begin to form recognisable letters</li> <li>• To hold a pencil using a effective pincer grip</li> <li>• To form recognisable letters most of which are correctly formed</li> </ul>	<p>Adults to use vocabulary that explains what they are doing, squeezing, prodding Remind children of safe use of tools and equipment</p>
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Physical Development - Health and Self-Care		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>22-36 months</u>                      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.</p> <p><u>30-50 months</u>                      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> <p><u>40-60 months</u>                      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</p>	<p><b><i>Children will be able;</i></b></p> <ul style="list-style-type: none"> <li>• To feed self using a spoon</li> <li>• To drink without spilling</li> <li>• To communicate need for toilet</li> <li>• To recognise danger and know who to go to for help</li> <li>• To help with clothing</li> <li>• To be keen to meet their personal needs with reassurance from adults</li> </ul> <ul style="list-style-type: none"> <li>• To know when they are hungry or tired</li> <li>• To begin to understand healthy practices, such as, blowing noses,</li> <li>• To wash and dry hands</li> <li>• To have control of their bladder and bowel with additional support if required</li> <li>• To dress and undress with support if required</li> <li>• To remember to go to the toilet regularly</li> </ul> <ul style="list-style-type: none"> <li>• To eat a healthy range of food stuffs</li> <li>• To understand the need for variety in food</li> <li>• To be clean and dry during the day</li> <li>• To begin to understand healthy practices with regard to exercise, hygiene and sleeping</li> </ul>	<p>All adults to encourage independent dressing/undressing                      Adults to give children time to complete tasks                      Establish routines that enable children to look after themselves                      Adults to discuss options so that children can make healthy choices                      Independent use of snack table                      Provide quiet areas and activities for children who are tired or unwell                      Read stories that highlight the consequences of choices                      Be aware of cultural differences regarding food, e.g. using fingers                      Encourage all children to be active and energetic by providing a range of activities                      Encourage children to take risks while ensuring their safety.</p>

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<p>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>	<ul style="list-style-type: none"><li>• To dress and undress independently</li><li>• To recognise their personal needs when hungry or tired</li><li>• To consider and manage risks when tackling new challenges</li><li>• To transport and store equipment safely</li><li>• To follow some appropriate safety measures without direct supervision</li></ul>	
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