**Physical Development – Sequential Steps in Planning for Moving and Handling:**

For children at expected range for their age, Tots/Twos in Playgroup work through Range 3, Older Playgroup/N1s who are Rising 3s work through Range 4 and Main Nursery who are Rising 4s, work through Range 5. Some children may be working at a lower range than that expected for their age so staff will use the steps explained below to track back to where the child is at any given point in time – depending upon current achievement range.

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| **Range** | **Moving and Handling**  **Objectives by Range** | **Positive Relationships: What adults will do to ensure objectives are met** | **Enabling Environments and activities to support child to meet objectives** |
| 1 | • 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 | • 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.  • Pre Playgroup – check with that children have met milestones and received experiences mentioned – during stay and play transition visits, home visits, check with childminders and/or previous settings and use All About ME books | • 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 |
| 2 | • Sits unsupported on the floor.  • Can lean forward to pick up small toys when sitting  • 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. | • Engage babies in varied physical experiences, such as bouncing, rolling, rocking 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.  • As above in Range 1 - check with parents, other adults involved with child e.g. HV and use home visits, All about Me books and stay and play transition visits to help gather assessment information regarding milestones and experiences. IF attended previous setting, check records, feedback from previous settings. | • 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. |
| 3 | • 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. | • 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. | • 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. |
| 4 | • Run safely on whole foot.  • Squat 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  • Turn pages in a book, sometimes several at once.  • Show 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  • Imitate 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 | • 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. ‘Can you put the dolly’s arm in the coat?’ | • 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. |
| 5 | • 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  • 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. | • 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. | • 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 non-slip 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 |
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