

Physical development

Moving and handling

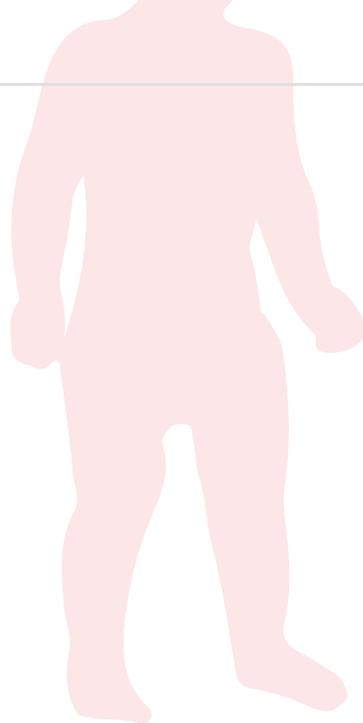
	22–36 months	30–50 months	40–60+ months
Show good coordination (large and small scale)	<ul style="list-style-type: none"> • Run safely on whole foot. • Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. 	<ul style="list-style-type: none"> • Mount stairs, steps or climbing equipment using alternate feet. • Walk downstairs, two feet to each step, whilst carrying a small object. • Can stand momentarily on one foot when shown. • Can catch a large ball. 	<ul style="list-style-type: none"> • Jump off an object and land appropriately. • Show increasing control over an object when pushing, patting, throwing, catching or kicking it.
Move confidently	<ul style="list-style-type: none"> • Walk upstairs or downstairs holding onto a rail. 	<ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping sliding and hopping. 	<ul style="list-style-type: none"> • Experiment with different ways of moving. • Travel with confidence and skill around, under, over and through balancing and climbing equipment.
Negotiate space	<ul style="list-style-type: none"> • Climb confidently and begin to pull themselves up on climbing equipment. • Can kick a large ball. 	<ul style="list-style-type: none"> • Run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 	<ul style="list-style-type: none"> • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Moving and handling

Handle
equipment and
tools

22–36
months

- Turn pages in a book, sometimes several at once.
- Show control in holding and using jugs, hammers, books and mark-making tools.
- Begin to use three fingers (tripod grip) to hold writing tools.
- Imitate drawing simple shapes such as circles and lines.
- May be beginning to show preference for dominant hand.



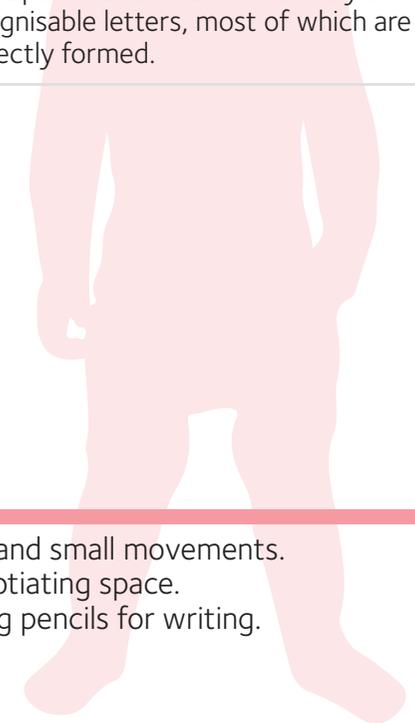
30–50
months

- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold pencil near point between first two fingers and thumb and use it with good control.
- Can copy some letters.



40–60+
months

- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.



Early Learning Goal

Children show good control and coordination 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.

Health and self-care

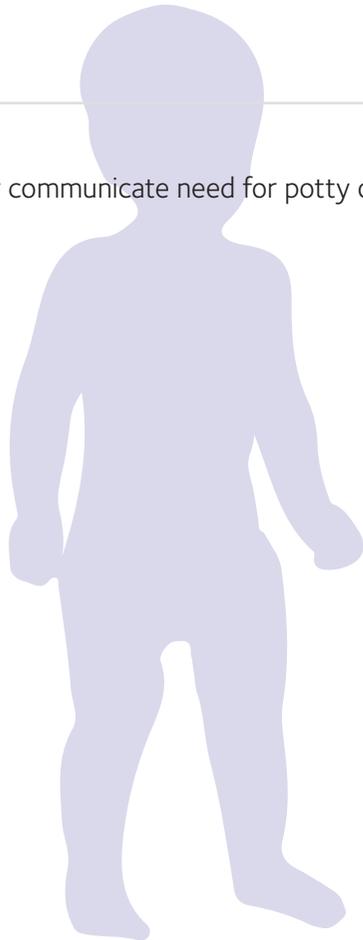
	22–36 months	30–50 months	40–60+ months
Understand the importance of exercise and diet for good health	<ul style="list-style-type: none">• Feed themselves competently with spoon.• Drink well without spilling.	<ul style="list-style-type: none">• Can tell adults when hungry or tired or when they want to rest or play.• Observe the effects of activity on their bodies.	<ul style="list-style-type: none">• Eat a healthy range of foodstuffs and understand the need for variety in food.• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Talk about ways to keep healthy and safe	<ul style="list-style-type: none">• Begin to recognise danger and seek support of significant adults for help.	<ul style="list-style-type: none">• Understand that equipment and tools have to be used safely.	<ul style="list-style-type: none">• Show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.• Practise some appropriate safety measures without direct supervision.• Show understanding of how to transport and store equipment safely.
Dress independently	<ul style="list-style-type: none">• Help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.	<ul style="list-style-type: none">• Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, pull up zipper once it is fastened at the bottom.	<ul style="list-style-type: none">• Dress independently.

Health and self-care

- Wash independently
- Go to the toilet independently

22–36 months

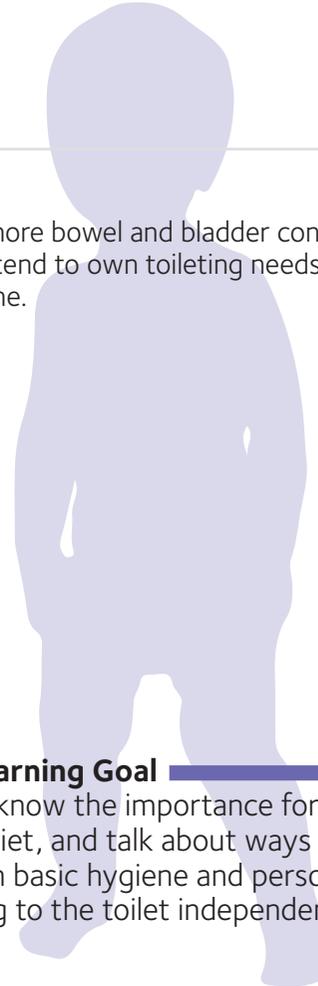
- Begin to be independent in self-care, but still often need adult support.



- Clearly communicate need for potty or toilet.

30–50 months

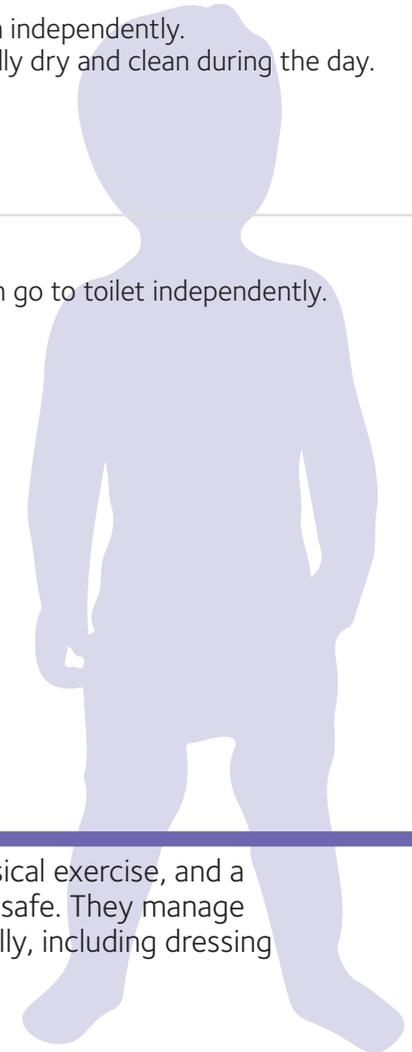
- Can usually manage washing and drying hands.



- Gain more bowel and bladder control and can attend to own toileting needs most of the time.

40–60+ months

- Wash independently.
- Usually dry and clean during the day.



- Can go to toilet independently.

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.