**Development Matters (2012)**

**Physical Development Outcomes**

**Birth-11 Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * Responds to and thrives on warm, sensitive physical contact and care. * Expresses discomfort, hunger or thirst. * Anticipates food routines with interest. |

**8-20 Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * 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. |

**16-26 Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * 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. |

**22-36 Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * 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. |

**30-50 Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * 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. |

**40-60+ Months**

|  |  |
| --- | --- |
| **Moving & Handling**   * 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. | **Health & Self-Care**   * 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. |

**Early Learning Goals – Physical development**

|  |  |
| --- | --- |
| **Moving & Handling**    **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.** | **Health & Self-Care**    **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.** |