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| --- | --- | --- | --- |
|  | In place | Comments | Actions |
| There is a shared understanding amongst all staff about the importance of encouraging physicality, and this is shared with parents |  |  |  |
| There are daily opportunities planned for physical activity and staff are aware of children’s strengths and interests |  |  |  |
| Staff are comfortable joining in and modelling physical activities |  |  |  |
| There is a good understanding by all staff about children’s development of physical skills at the appropriate age and stage |  |  |  |
| Staff have opportunities to enhance their knowledge and skills in children’s physical development through training |  |  |  |
| The environment both inside and outside supports children to choose physical activities |  |  |  |
| A wide range of activities are on offer to develop specific skills |  |  |  |
| Equipment is well maintained and there is enough available for a group of children to use |  |  |  |
| Staff encourage children to challenge themselves and differentiate activities to support progress |  |  |  |
| Open-ended resources are available for children to develop and plan for themselves |  |  |  |
| Skills and techniques are demonstrated by staff to ensure safety |  |  |  |
| Children are given time to practice and work at their own pace |  |  |  |
| Gross and fine motor skills are developed daily |  |  |  |
| Children are made aware of the importance of healthy living, rest, and exercise, and staff model these behaviours |  |  |  |
| Children have opportunities to work collaboratively and individually on activities eg block building, water and sand play, obstacle courses |  |  |  |
| Physical play (gross motor) covers: rolling, walking, crawling, running, skipping, jumping, climbing, hopping, pulling and pushing, throwing and catching and kicking, spinning, swinging, balancing, rough and tumble, hanging upside down |  |  |  |
| Physical (Fine motor ) play covers:, open and close fingers, make a fist, picking up and placing (pegs, puzzle pieces), palmer and pincer grasps, screw and unscrew threaded objects (nuts, bolts, screws), threading objects (laces and beads), manipulate malleable materials (dough, clay), build (blocks, interlocking equipment – duplo, lego, k-nex, train set), dress/undress, use scissors, use writing/painting/gluing equipment |  |  |  |
| Adults provide time and opportunities for children with physical disabilities or motor impairments to develop physical skills, working in partnership with relevant specialists. |  |  |  |
| Adults give children sufficient time to use a range of equipment and to persist in activities, practising new and existing skills and learning from their mistakes. |  |  |  |
| Adults introduce appropriate vocabulary to children, alongside their actions. |  |  |  |
| Adults treat meal times as an opportunity to promote children’s social development, whilst encouraging independent eating, enjoying food, and highlighting the importance of making healthy choices. |  |  |  |
| Adults support children to improve their skills of coordination, control, manipulation and movement. |  |  |  |
| Adults motivate children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance. |  |  |  |
| Adults notice and value children’s natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance. |  |  |  |
| Adults provide time to support children’s understanding of how exercising, eating, sleeping, and hygiene, promote good health. |  |  |  |
| Adults have an ethos of supporting individuals and encouraging increased independence in physical activities |  |  |  |
| **Moving and Handling** | In place | Comments | Actions |
| **Babies**  **Birth – 11 months** |  |  |  |
| • 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 both 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. |  |  |  |
| **8 – 20 months**  Provide novelty in the environment that encourages babies to use all of their senses and move (both indoors and outdoors).  • Offer low-level equipment so that babies can pull up to a standing position, shuffle or walk, ensuring that they are always safe, 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) and other sensory resources in small trays, so that babies can enjoy putting fingers into it and lifting them out |  |  |  |
| **Toddlers**  **16 – 26 months** |  |  |  |
| 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. |  |  |  |
| **22- 36 months**  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. |  |  |  |
| **30 – 50 months**  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 enough 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.  **40 – 60+ months**  • 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 these skills.  • Provide a range of left-handed tools, especially left-handed scissors, as needed.  • Support children with physical difficulties with nonslip 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.  **ELG**  **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.** |  |  |  |
|  | In place | Comments | Actions |
| **Health and Self-care** |  |  |  |
| **Babies**  **Birth – 11 months** |  |  |  |
| • Plan to take account of the individual cultural and feeding needs of young babies in your group.  • Have consideration for the variation in the way parents feed their children at home and ensure you respect this at mealtimes. Remember that some parents may need interpreter support.  • Trained staff can introduce baby massage sessions that make young babies feel nurtured and promote a sense of well-being. Involving parents helps them to use this approach at home. |  |  |  |
| **8- 20 months**  • Provide a comfortable, accessible place where babies can rest or sleep when they want to.  • Plan alternative activities for babies who do not need sleep at the same time as others do.  • Ensure mealtime seating allows young children to have feet firmly on the floor or foot rest. This aids stability and upper trunk control, supporting hand-to-mouth coordination.  • Provide safe surroundings in which young children have freedom to move as they want, while being kept safe by watchful adults. |  |  |  |
| **Toddlers**  **16 – 26 months**  • Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.  • Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks, or washing themselves.  • Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk.  • Place water containers where children can find them easily and get a drink when they need one. |  |  |  |
| **22 – 36 months**  • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant.  • Offer choices for children in terms of potties, trainer seats or steps.  • Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach.  • Provide pictures or objects representing options to support children in making and expressing choices.  • Choose some stories that highlight the consequences of choices.  • Ensure children’s safety, while not unduly inhibiting their risk-taking.  • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, e.g. remind them that they tried something previously and might like to try it again or encouraging them to try something new.  • Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. |  |  |  |
| **30 – 50 months**  • Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.  • Plan so that children can be active in a range of ways, including while using a wheelchair.  • Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. |  |  |  |
| **40 – 60+ months**  **•** Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.  • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.  **ELG**  **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.** |  |  |  |