

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons • Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling	• Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate-to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions	Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why it is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 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
Adult Interactions Provide quiet spaces for children to rest or nap and regular access to the outdoors or other spaces where children can be energetic • Respond to how child communicates need for food, drinks, toileting and when uncomfortable. • Support parents' routines with young children's self-care including toileting by having flexible routines and by encouraging children's efforts at independence. • Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, handwashing, recognising differing parental expectations. • Involve young children in preparing food. • Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. • Remember that children who have limited opportunity to play outdoors may lack a sense of danger. • Provide clothing or access to clothing and footwear to enable children to be outdoors in all weathers.		Environment Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. • Provide support and advice for parents on healthy eating, oral hygiene and sleep expectations for their children • Offer choices for children in terms of potties, trainer seats or steps. • Create opportunities for moving towards independence, for example by using visual clues for the sequence of routines such as hand-washing. • 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. • Talk to children about simple rules for their safety such as holding on to handrails when walking downstairs • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, • 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. • Encourage children to select and attempt to put on suitable clothing for outdoor play.



Health and Self care - Independent Individual



Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why it is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • 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	• Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience	Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<u>Adult Interactions</u> Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. • Talk with children about the importance of hand-washing and infection control. • Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. • Do up zips on coats etc. from behind and over child's shoulder so they can view the process from their perspective. • Use social stories to support a child who is struggling to understand a new routine. • Notice when a child is always hungry, takes food from others or needs more food than their peers. This may be an indicator of dietary imbalance, an emotional or safeguarding need. Talk with parents/carers to find out eating patterns at home. • Notice when a child is often tired or sleepy during the day and find out from parents/carers how they are sleeping at night. • Notice when a child holds their breath to control the reactions of others. Talk with the child and parents/carers to encourage the child to express emotion in other ways. • Notice children who are unable to mirror the actions of others. • Maintain an open dialogue with parents/carers about a child's bowel and bladder control. Offer advice, support and reassurance. Make a referral to health and family support if needed. Be aware that some children may have sensory issues around food texture, taste, smell, or colour. Talk with parents and monitor. Find out what steps might be appropriate to build the child's confidence and broaden their food repertoire, supporting their sensory integration. • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Highlight the importance of physical activity and active play within the home setting, and the mutual pleasure and benefits for both adults and children from shared physical games and activities. • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. • Understand that regression in self-care can occur as children consolidate development or in response to anxiety or traumatic event. Find ways of supporting the child to return to previous level of development without judgement or disapproval.		<u>Environment</u> • 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. • Remove obstacles and furniture that could restrict mobility. Ensure accessibility especially for children with a physical disability. • Use visual support to sequence routines such as toileting, handwashing and dressing. • Establish regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day • Consider accessibility of resources and make sure all children are able to make choices about what they can use and what they want to do. • Use a visual timetable to support children's understanding of routines during the day. • Consider opportunities to move up, down and through spaces and equipment. • Use mirrors, reflective materials and a range of multi-sensory materials to stimulate curiosity and active investigation. • Ensure indoor/outdoor areas are fully accessible to all children, making reasonable adjustments to layout, organisation and resources to meet individual needs safely. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Review enabling environments for adventure and challenge, identifying areas where children are encouraged to take physical risks. • Develop and make use of a variety of natural landscapes including slopes, woodland and natural dens in the undergrowth. • Provide outdoor resources which complement indoor provision, with an opportunity for children to play and explore on a larger scale. • Find ways to involve children so that they are all able to be active inside and outside in ways that interest them and match their stage of development, health and ability. • Use mobility aids, adapted equipment and clothing to ensure the outdoor area is fully accessible to all children; use portable fencing and zoned areas to change the size of the space to meet children's needs.



Health and Self care - Independent Individual

