

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Adult Interactions • 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 aware that children need to practise walking, climbing and jumping on a range of different surfaces • Provide a range of wheeled toys to encourage children's balance such as toys to pedal, scooters, toys to sit astride. • Provide safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders. • Agree acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities. • Encourage children in their efforts, such as to pour a drink from an appropriately sized jug and to manipulate objects in their play: Can you put the dolly's arm in the coat? • Provide an easily accessible range of tools, loose parts and construction equipment to encourage children's emerging manipulative skills	Environment • 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 opportunities for children to hang upside down, balance, swing backwards and forwards, roll down slopes, and spin round and round, allowing children to help understand their sense of space and self. • Explain the importance of being outdoors and providing challenge in a safe environment to parents. Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. • Use action rhymes, songs and games like "follow my leader" to encourage all children to be active • Provide recorded music, 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.	

Moving and Handling - Aspiring Athlete, Talented Tool User



Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • 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 • Uses simple tools to effect changes to materials • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and coordination when playing Moves energetically, such as running, jumping , dancing, hopping and skipping ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
Adult Interactions Encourage children to move with controlled effort, and model use of vocabulary in context such as strong, firm, gentle, heavy, stretch, reach, tense and floppy . • Use music of different tempo, 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 group games, action songs and singing • Talk about why children should take care when moving freely. Notice children who frequently bump into obstacles or fall over and talk with parents/carers about how they move at home. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Be aware of children who may not have had these experiences at home and talk with parents/ carers about increasing opportunities at home. • Encourage children to use the vocabulary of movement, e.g. gallop, slither; of instruction e.g. follow, lead and copy by modelling and using the vocabulary in context. • 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. • Value and support children's own judgments of risk, encouraging them to think about what to be aware of and how they can stay safe. • Explain benefits of outdoor learning to parents/carers so that children come dressed appropriately for different weathers and seasons. Notice a child who moves repetitively in a particular way e.g. spinning around, flapping hands or using a throwing action. Talk to parents/carers about schemas and find constructive ways for the child to move safely. These kinds of movements may require investigation in the future if they continue. • Notice a child who lacks strength in limbs to push, pull or move safely over climbing equipment. Find out what opportunities the child has at home for outdoor adventure and risk and adapt routines to increase outdoor physical play.		Environment Provide time and space to enjoy energetic play outdoors 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 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. Provide access to waterproofs, wellington boots and a changing area where children can dress/ undress independently. • Provide equipment that supports different kinds of schemas, so that children have an opportunity to build on natural patterns of movement. • Agree acceptable levels of risk and challenge, identify hazards and actions needed to maximise opportunities indoors and outdoors. • Adapt or create spaces to ensure that children with limited physical mobility can move safely and with confidence. • Teach children how to access, use and store resources safely to build independence and autonomy. • Provide materials to create enclosed spaces and dens such as fabric, poles and pegs.