

## Physical Development – Prime Area

### Observational Check Point for Nursery

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
Observations of outdoor play and PE lessons Can children use the bikes and scooters? Can children hop, jump, skip, stand and walk up and down stairs when instructed – playing a game of Simon Says	I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability.  I can balance and ride a scooter, trike or a bike.	I can balance on different equipment such as a balance beam or a stepping-stone with support from my key worker or a friend and attempt to have a go on my own.	I can balance on one foot or in a squat momentarily, shifting body weight to improve stability independently.
Fine motor skills activities available– peg boards, scissor skills, threading, playdough etc. Observations of sand and water play– hierarchy of play skills	I can throw and release a large ball, beanbag or object into the air.	I can catch a large ball, beanbag or object when someone is a distance away from me with my two hands.	I can grasp & release with two hands to throw & catch a large ball, beanbag or object
Can the children hold their pencil correctly?	I can run around different objects and not bump into my friends.	I can change direction when running and not bump into my friends.	I can runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles.
	I can crawl on differ equipment and place my hands and knees in the correct position.	I can show the difference between walking and running and do this across equipment.	I am beginning to match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

			I have an awareness of safety and manage own risks
	I can use the correct actions and link them to nursery rhymes.	I am starting to make gross movements to music independently and dance along to music without bumping into my friends	I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm and perform it to my friends or key worker.

Fine motor and Health and Self Care.

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	<p>I show a preference for a dominant hand and start to use pencils, crayons and other mark making tools.</p>	<p>I use a comfortable grip with good control when holding pens and pencils.</p>	<p>I am starting to write recognisable letters.</p> <p>I can write my own name, which can be read by others and myself.</p> <p>I know how to hold a pen or pencil in a tripod grip.</p>
	<p>I begin to use a fork to hold objects in place so they do not move. I can start to eat with a fork or spoon using my dominate hand.</p>	<p>I can use a knife to cut objects. I do this showing control and precision.</p>	<p>I can start to eat independently with a knife and fork.</p>
	<p>I can talk about foods that I like and dislike.</p>	<p>I can talk about and identify healthy fruit and vegetables and why they are healthy.</p>	<p>I can make healthy choices about what food and drink I would like and why.</p>
	<p>I can put my coat on independently (without doing the zip/buttons)</p>	<p>I can put my socks and shoes on independently.</p> <p>I can put dressing up clothes on and off independently.</p>	<p>I can get dressed and undressed independently.</p>
	<p>I can use the toilet independently including wiping my own bottom and wash my hands when I finish.</p>	<p>I know how to brush my teeth and why it is important to brush them twice a day.</p>	<p>I can talk about why it is important to meet my health and care needs</p>