

Early Years Foundation Stage (EYFS) - Assessment Tool


Physical Development

**Small Steps to: Moving and Handling
Health and Self-Care**


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Physical Development: Moving and Handling

	Unique Child	Small Steps	Observation Reference
 <p>(Birth to 11 months)</p>	<p>Turns head in response to sounds and sights</p> <p>Gradually develops ability to hold up own head</p> <p>Makes movements with arms and legs which gradually become more controlled</p> <p>Rolls over from front to back, from back to front</p> <p>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <p>Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet</p>	<p>Shows body movement, eye movements' smiles</p> <p>Makes attempts at raising head, moves head to side whilst lying on back</p> <p>Lifts and momentarily supports own head when held with head at shoulder</p> <p>Randomly stretches arms and legs</p> <p>Turns from tummy to side, maintains position for play</p> <p>Uses forearms to support when lying on tummy for short periods</p> <p>Kicks vigorously & randomly moves arms whilst on back. Control body movements with fixed eye gaze</p>	


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 <p>(Birth to 11 months)</p>	<p>Reaches out for, touches and begins to hold objects</p> <p>Explores objects with mouth, often picking up an object and holding it to the mouth</p>	<p>Closes hand firmly around objects placed in palm. Puts hand on bottle, breast, whilst feeding</p> <p>Brings hands and toes to mouth</p>	
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Physical Development: Moving and Handling

	Unique Child	Small Steps	Observation Reference
 <p>(8 to 20 months)</p>	<p>Sits unsupported on the floor</p> <p>When sitting, can lean forward to pick up small toys</p> <p>Pulls to standing, holding on to furniture or person for support</p> <p>Crawls, bottom shuffles or rolls continuously to move around</p>	<p>Controls head, upper and lower trunk in sitting position when supported firmly in pelvic area</p> <p>Firmly supported in sitting position will reach out for objects in sweeping action</p> <p>When sitting with support can make small changes in body position by leaning, rocking, bouncing etc</p> <p>Pulls to sitting position when grasping adults fingers</p> <p>Bounces up and down in standing position while being supported</p> <p>Placed on tummy will move to sitting</p> <p>Placed on tummy makes rocking movements</p> <p>Rolls from tummy to back and back to tummy</p> <p>On tummy moves backwards by pushing on forearms arms</p> <p>Placed on tummy heaves self forward one body length by using arms</p> <p>Self supports in sitting position reaching to side and front</p>	


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 <p>(8 to 20 months)</p>	<p>Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult</p> <p>Takes first few steps independently</p> <p>Passes toys from one hand to the other</p> <p>Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together</p> <p>Picks up small objects between thumb and fingers</p>	<p>Pulls self to standing position from floor</p> <p>Transfers weight from foot to foot when standing with support and will bounce Walks with both hands held, with push along toy, one hand held. Moves from leaning against person or surface to free standing Can stand alone for short period Moves to standing independently from floor</p> <p>Closes hand around object when placed in hand Reaches out and grasps object when offered and will pass back on request</p> <p>Grasps object with two hands together Will hold an object in each hand and copy and imitate banging them together</p> <p>Grasps objects by scooping with outside of hand and centre of palm</p>	
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 <p>(8 to 20 months)</p>	<p>Enjoys the sensory experience of making marks in damp sand, paste or paint</p> <p>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes</p>	<p>Picks up and releases objects on purpose using whole hand</p> <p>Picks up small objects using ends of fingers and thumb</p> <p>Imitate circular motion , will poke and point with index finger</p> <p>With adult encouragement and support will imitate and copy random movements</p>	
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Physical Development: Moving and Handling


Physical Development: Moving and Handling			
	Unique Child	Small Steps	Observation Reference
 <p>(16 to 26 months)</p>	<p>Walks upstairs holding hand of adult</p> <p>Comes downstairs backwards on knees (crawling)</p> <p>Beginning to balance blocks to build a small tower</p> <p>Makes connections between their movement and the marks they make</p>	<p>Goes to standing from kneeling position</p> <p>Maintains balance while assisting with simple dressing task e.g. lifts leg up</p> <p>Attempts to climb on child sized chair</p> <p>Steps over object placed on floor whilst holding adult hand</p> <p>Crawls upstairs turns and bottom shuffles down. May slide down backwards on tummy</p> <p>Has the control to lift and place objects with guidance using hand eye co-ordination</p> <p>Repeats actions for a response with guidance and encouragement</p>	

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Physical Development: Moving and Handling

	Unique Child	Small Steps	Observation Reference
 <p>(22 to 36 months)</p>	<p>Runs safely on whole foot</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment</p> <p>Can kick a large ball</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools</p>	<p>Walks independently across room. Uses wide based gait, unable to change direction</p> <p>Squats then uses one hand to reach out supporting balance and returns to standing</p> <p>Crawls over obstacles, goes on to one knee, using hands out in front on a higher surface and rocks in this position to push themselves up to standing</p> <p>When holding on starts to stand on one leg and gently kicks a stationary ball</p> <p>Uses whole hand swipe to turn pages</p> <p>Manipulates objects, adapting grasp to differing shape, size and weight of object. Picks up and drops objects on purpose Passes objects from one hand to other. Changes position of object in hand without use of body or surface</p>	


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 <p>(22 to 36 months)</p>	<p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines</p> <p>Walks up or downstairs holding on to a rail two feet to a step</p> <p>May begin to show preference for dominant hand</p>	<p>Confidently mark making using palmer grip Releases objects into container from claw grip</p> <p>Uses mark making resources to make deliberate marks such as dots and dashes</p> <p>Holding hands of adult will walk up and downstairs two feet to a step</p>	
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Physical Development: Moving and Handling

	Unique Child	Small Steps	Observation Reference
 <p>(30 to 50 months)</p>	<p>Moves freely and with pleasure and confidence in a range of ways, e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Mounts stairs, steps or climbing equipment using alternate feet</p> <p>Walks downstairs, two feet to each step while carrying a small object</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Can stand momentarily on one foot when shown</p>	<p>Begins to have confidence to move away from adult often checking in for reassurance</p> <p>Will attempt to go upstairs or use climbing equipment whilst using one hand on available surface to support</p> <p>Supple walking movement with controlled stepping. Tucks toy under arm and carries around</p> <p>Increases momentum when walking and stops at obstacles. Moves in between obstacles without bumping into them. Runs short distances with co-ordinated alternating arm movements</p> <p>Kicks a large ball when rolled to them. Can walk backwards. Whilst sitting on floor catch a large rolled ball. Throw a ball in line of an adult</p>	

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 <p>(30 to 50 months)</p>	<p>Can catch a large ball</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Can copy some letters, e.g. letters from their name</p>	<p>Rolling malleable materials between both hands to produce ball-shapes</p> <p>Child to be encourage to use whole arm movement</p> <p>Begins to establish consistent hand preference, one hand leading, and the other stabilizing.</p> <p>Places brick cube on top of brick cube</p> <p>Pulls toy with a string one handed while walking</p> <p>Scoops with spoon or shovel Turns pages several at a time. Twist jar tops, removes small pegs from board, picking things up with tweezers</p> <p>Begins to make straight scribble, followed by circular Draw single circle and line with purpose</p>	
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Physical Development: Moving and Handling

	Unique Child	Small Steps	Observation Reference
 <p>(40 to 60+ months)</p>	<p>Experiments with different ways of moving</p> <p>Jumps off an object and lands appropriately</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	<p>Squats and returns to standing, moves in between objects without bumping Selects choice of position for play, sitting, kneeling, squatting, and lying on belly or side</p> <p>Makes jumping action lifting heels off floor Jumps lifting two feet off the floor whilst holding adults hand</p> <p>Walks independently across indoor or outdoor area able to change direction</p> <p>With adult to facilitate and encourage will attempt to take appropriate risks</p> <p>Once the above small steps have all been achieved the children will have acquired the skills and abilities to achieve the remaining statements</p>	


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Physical Development: Health and Self-Care

	Unique Child	Small steps	Observation reference
 <p>(Birth to 11 months)</p>	<p>Responds to and thrives on warm, sensitive physical contact and care</p> <p>Expresses discomfort, hunger or thirst</p> <p>Anticipates food routines with interest</p>	<p>Smiles and responds to attention from adult</p> <p>Vocalises in response to attention</p> <p>Responds to being in family circle by smiling vocalising or ceasing to cry</p> <p>Cries differently due to needs. Rigid body movements</p> <p>Coos and gurgles with flexible body movements Reaches for bottle</p>	


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	Unique Child	Small steps	Observation reference
 <p>(8 to 20 months)</p>	<p>Opens mouth for spoon</p> <p>Holds own bottle or cup</p> <p>Grasps finger foods and brings them to mouth</p> <p>Attempts to use spoon: can guide towards mouth but food often falls off</p> <p>Can actively cooperate with nappy changing (lies still, helps hold legs up)</p> <p>Starts to communicate urination, bowel movement</p>	<p>Turns head if cheek stroked and opens mouth. Fixed eye gaze and attention on adult. Imitates and responds to mouth movements</p> <p>Reach, grasp or guide bottle. May hold bottle independently for short periods</p> <p>Brings hands to mouth. Puts fingers in mouth. Grasps objects and takes to mouth</p> <p>Places own hand on adults and guides loaded spoon to mouth Whilst being fed will hold own spoon</p> <p>Holds out arms and legs whilst being changed</p> <p>Body and facial expressions</p>	


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Physical Development: Health and Self-Care

	Unique Child	Small steps	Observation reference
 <p>(16 to 26 months)</p>	<p>Develops own likes and dislikes in food and drink Willing to try new food textures and tastes</p> <p>Holds cup with both hands and drinks without much spilling</p> <p>Clearly communicates wet or soiled nappy or pants</p> <p>Shows some awareness of bladder and bowel urges Shows awareness of what a potty or toilet is used for</p> <p>Shows a desire to help with dressing/undressing and hygiene routines</p>	<p>Body movements and gestures Reaches out and touches, may lick various foods</p> <p>Will hold the cup and be guided to mouth by adult</p> <p>Gestures, facial expression and body language indicating discomfort</p> <p>Will sit on potty for short period when nappy is taken off</p> <p>Holds out arms and legs whilst being changed. Pushes arms through sleeves and legs through trousers Will take cloth and wipe face</p>	


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 (22 to 36 months)	<p>Feeds self competently with spoon</p> <p>Drinks well without spilling</p> <p>Clearly communicates their need for potty or toilet</p> <p>Beginning to recognise danger and seeks support of significant adults for help</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt</p> <p>Beginning to be independent in self-care, but still often needs adult support</p>	<p>Takes spoon to mouth , twists spoon over to remove the food</p> <p>Holds cup and takes to mouth, or will hold cup and drink from straw</p> <p>Indicates discomfort makes some form of request to be changed by pulling at pants or gesture</p> <p>Showing signs of taking risk but in close proximity of adult facilitating and guiding</p> <p>Adult hand on hand guiding</p> <p>Co-operates in hygiene routines with adult guidance e.g. Washing hands for snack</p>	


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 <p>(30 to 50 months)</p>	<p>Can tell adults when hungry or tired or when they want to rest or play</p> <p>Observes the effects of activity on their bodies</p> <p>Understands that equipment and tools have to be used safely</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</p> <p>Can usually manage washing and drying hands</p> <p>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</p>	<p>Demonstrate changes in behaviour by facial expression and body language. May seek or withdraw from adults</p> <p>Will go to find area to rest or sleep can help themselves to a drink or snack</p> <p>Listens and reacts appropriately to adults</p> <p>Beginning to co-operate and follow toilet routine as appropriate to individual child</p> <p>May need reminders to complete task. Verbal or visual prompts</p> <p>May need adult to support and guide</p>	

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Physical Development: Health and Self-Care

	Unique Child	Small steps	Observation reference
 <p>(40 to 60+ months)</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Usually dry and clean during the day</p>	<p>Develops own likes and dislikes in food and drink Willing to try new food textures and tastes</p> <p>Uses toilet when prompted or taken routinely throughout the day</p> <p>Once the above small steps have all been achieved the children will have acquired the skills and abilities to achieve the remaining statements</p>	

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Physical Development: Moving and Handling

Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p>Do you have:</p> <p>Consistent Key Person</p> <p>Quiet cosy area's away from high traffic</p> <p>Treasure baskets containing a variety of natural objects</p> <p>Space to allow movement A wide range of bean bags, cushions or mattresses to position children</p> <p>Provide opportunities for multi-sensory experiences indoors and outdoors Tables, sand and water trays of different heights</p> <p>Large balls, noise making toys, cause and effect toys, mirrors of various sizes. Push and pull along toys</p> <p>Small ramps and slides. Stepping stones benches and platforms Sit and rides, bikes and scooters</p>	<p>Have you tried:</p> <p>1:1 tummy time</p> <p>A variety of different mats, rugs and blankets to explore</p> <p>Sensory 'touchy feely,' soft and hard textures, bottles, containers, large and small object. Could be fixed on wall or hanging on a frame</p> <p>Clearly identified area for physical activity</p> <p>Using a range of materials from food items to natural textures e.g. cereals, spaghetti, bark, soil, snow etc. Builders trays on the floor for sensory play</p> <p>Using mirrors to observe self in physical movement In sight out of reach play with cause and effect toys to encourage movement</p> <p>Obstacle courses inside and out with tunnels, boxes to climb in and out</p>	<p>Do you do:</p> <p>Face to face interactions copying movements</p> <p>Get down on child's level</p> <p>Engage in exploratory play with child</p> <p>Planned developmental movement play sessions (DMP)</p> <p>Modell and extend their experiences by giving instructions and actions for them to try e.g. squash, squeeze, pull.</p> <p>Use language and actions to facilitate movement and encourage exploration.</p> <p>Modell actions and rhymes in front of the mirror Use fabrics e.g. parachute, lycra, ribbon sticks etc. to encourage and facilitate extended movements</p> <p>Encourage and give confidence by supporting with hand on hand or guide to enable them to take a risk</p>

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Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p>Do you have:</p> <p>Consistent key person</p> <p>Suitable area's for feeding e.g. quieter area's for babies and more sociable areas for the older child.</p> <p>Private area's for changing</p> <p>Accessible potty area's</p> <p>Accessible hand washing facilities</p> <p>Role play resources e.g. dolls , teddies, clothing, brushes, bowls, nappies etc.</p>	<p>Have you tried:</p> <p>Using laminated photographs of toilet area's and everyday objects</p> <p>Planned activities with dolls and teddies to develop understanding of hygiene and dressing</p> <p>Providing a wide selection of clothes, shoes, wellies etc. in the role play area</p> <p>Planning activities for sensory needs and to encourage tasting various foods.</p>	<p>Do you do:</p> <p>Planned allocated time for key person to support individual child showing sensitivity to child's needs</p> <p>Get down to child's level Recognise and praise any attempts child makes to help themselves</p> <p>Engage in helping and encouraging child to help themselves with dressing or undressing e.g. Hand over hand guiding</p> <p>Allow child time to feed themselves providing them with their own cutlery to use whilst being fed</p> <p>Allow child to be independent at toilet times encouraging and supporting where appropriate</p> <p>Role model at mealtimes by sitting and eating with the children, washing hands with children etc.</p>

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