**Assignment D1 Part Two EXAMPLE of Physical Development Table**

**Physical Development:**

 

Children’s physical development follows a natural pattern. Physical development is how babies and children learn to move their bodies with control and how they learn skills as their muscles strengthen and develop. The muscular movements (like crawling, sitting, drawing) are also known as motor movements. Motor movements are divided into gross motor skills and fine motor skills.

**Gross motor skills –** These are whole body movements – like rolling, sitting, crawling, standing, walking, running, jumping. They all need movement of the body that improves strength of muscles, balance and co-ordination.

**Fine motor skills –** These are skills using the hands in co-ordination with the eyes – like picking up an object, holding a pencil, doing a puzzle, drawing, writing, threading beads, playing with dough or lifting lego blocks.

**Physical Development**

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| **Age** | **Expected pattern of** **Fine Motor Skills** | **Expected pattern of** **Gross Motor Skills** |
| 0-3 monthsImage result for baby 3 months | Baby is able to gaze at faces when being fed and spoken toBaby can grasp a finger or objects placed in their handThey clasp and unclasp their handsTheir hands are closed tightlyStarting to explore their fingers holding them close to their face  | Baby are able to lie face down or on their back and turn their from side to sideAble to lift their head when placed on their tummySome movements of arms and legs; Able to wave their arms aroundBring hands together over the body |
| 3-6 monthsImage result for baby at 4 months | Their finger play increases, able to follow their hands around in front of their faceBaby holds a rattle/other objects for a short time if placed in handWaves rattle or object around then drops itBabies are more alert of what is going on around them | Baby can lift up their head and chest and chest and look around They are starting to sit with supportWhen held in a sitting position there is no head lag and back is less curvedIf held in standing position the baby sags at the kneesMay roll from tummy to back |
| 6-9 monthsImage result for baby sitting | Able to look around at people and follow voices and movementsBaby can reach for objects nearby if in a sitting positonAble to move toys from one hand to the otherExplores toys putting them in mouth | Starting to sit up supported or unsupported for a few minutesBaby might lift their head to look at feet or lift arms to be heldIf pulled to sit the baby grabs adult’s handsWill bounce up and down with enjoyment when held to stand |
| 9-12 monthsImage result for baby 11 months | Baby grasps objects, and looks for fallen toys and objects Moves toys between hands May bang objects/toys togetherBaby likes to point and look at picture booksPoints to familiar objectsPicking up toys/objects using a pincer grasp (thumb and fingers) | Sits and rocks forwards and backwardsBaby is learning to crawl and may pull themselves up to stand Baby stretches out arms to be held and reaches for toysBaby may stand alone or with adult support, taking steps to walk with adult support Able to hold a bottle and feed  |
| 1-2 yearsImage result for baby 11 months | Will be able to use a spoon and hold a cup while drinking from itAble to look for and throw toys/objects on purpose to watch them fallPointing and reaching for familiar objectsUsing a pincer grasp – thumb and first two fingers to hold a spoonUses a palmar grasp to hold crayons/chalk/ pencilsScribbling on paperBuilding a tower of 2-3 bricks | Can sit alone for longer Sits up from lying down More confident to crawl, pull to stand and walking around holding furnitureBaby may stand for longer and walk alone, feet wide apartCrawls upstairs and sits from standingStarting to walk upstairs with adult support, kicks a ball and throws |
| 2-3 yearsImage result for baby running and playing outdoors | Holds a pencil, attempts to draw circles, lines and dotsUses a fine pincer grasp to build a tower using blocksPouring water or sand and filling up containers Can turn the pages of a bookHolding and using cutlery | Runs confidently and safelyWalks up and down stairs holding on – two feet per stepRiding a tricycle, throwing and kicking a ball more accuratelyFeeding themselves Jumping, throwing a ball more accuratelyBuilding, lifting and carrying objects |
| 3-4 yearsImage result for baby running and playing outdoors | Able to thread large wooden beads onto a laceCan control a pencil in preferred hand – mature graspUses scissors with more confidence to cut paperCopies shapes onto paper using a pencil, builds a tower of bricks Beginning to do up buttons and fasten zipThreads small beads on a lace | Can stand, run and walk confidently. Run on tiptoesCan walk backwards, sideways and moves with co-ordinationRides bicycle with pedals Walks up and down the stairs one foot on each stepAble to climb some play equipmentAble to catch, throw, bounce and kick a ball/bean bag |
| 4-5 yearsImage result for children running | Can draw a person with head, trunk and legsGood control of pencils and paintbrushesWriting and drawing in more detail and accuracy | Hopping, running, skipping and jumpingLikes to do yoga and movements to exercise the body and stretchUsing a variety of play equipment – swings, climbing frame, slide, scooters, bikes and balancing equipment |

**How can an early years worker support children’s physical development? Give one example.**

**Early years workers can give babies and children space to move and explore their environment such as balls to throw, blocks to build with and paintbrushes to improve their hand eye co-ordination when painting.**

**Babies need to be able to lie on their bellies to develop their neck muscles as they lift their heads. Early years workers can give them soft blocks to reach for and talk to them or lie beside them and sing songs and rhymes**

**Being a good role model and showing children how to feed and dress themselves**

**Bibliography:**

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Mary Sheridan (2014) From Birth to Five Years

Godalming Online PowerPoints

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