**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 months  Image result for baby 3 months | Baby is able to gaze at faces when being fed and spoken to  Baby can grasp a finger or objects placed in their hand  They clasp and unclasp their hands  Their hands are closed tightly  Starting 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 side  Able to lift their head when placed on their tummy  Some movements of arms and legs; Able to wave their arms around  Bring hands together over the body |
| 3-6 months  Image result for baby at 4 months | Their finger play increases, able to follow their hands around in front of their face  Baby holds a rattle/other objects for a short time if placed in hand  Waves rattle or object around then drops it  Babies 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 support  When held in a sitting position there is no head lag and back is less curved  If held in standing position the baby sags at the knees  May roll from tummy to back |
| 6-9 months  Image result for baby sitting | Able to look around at people and follow voices and movements  Baby can reach for objects nearby if in a sitting positon  Able to move toys from one hand to the other  Explores toys putting them in mouth | Starting to sit up supported or unsupported for a few minutes  Baby might lift their head to look at feet or lift arms to be held  If pulled to sit the baby grabs adult’s hands  Will bounce up and down with enjoyment when held to stand |
| 9-12 months  Image result for baby 11 months | Baby grasps objects, and looks for fallen toys and objects  Moves toys between hands  May bang objects/toys together  Baby likes to point and look at picture books  Points to familiar objects  Picking up toys/objects using a pincer grasp (thumb and fingers) | Sits and rocks forwards and backwards  Baby is learning to crawl and may pull themselves up to stand  Baby stretches out arms to be held and reaches for toys  Baby may stand alone or with adult support, taking steps to walk with adult support  Able to hold a bottle and feed |
| 1-2 years  Image result for baby 11 months | Will be able to use a spoon and hold a cup while drinking from it  Able to look for and throw toys/objects on purpose to watch them fall  Pointing and reaching for familiar objects  Using a pincer grasp – thumb and first two fingers to hold a spoon  Uses a palmar grasp to hold crayons/chalk/ pencils  Scribbling on paper  Building 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 furniture  Baby may stand for longer and walk alone, feet wide apart  Crawls upstairs and sits from standing  Starting to walk upstairs with adult support, kicks a ball and throws |
| 2-3 years  Image result for baby running and playing outdoors | Holds a pencil, attempts to draw circles, lines and dots  Uses a fine pincer grasp to build a tower using blocks  Pouring water or sand and filling up containers  Can turn the pages of a book  Holding and using cutlery | Runs confidently and safely  Walks up and down stairs holding on – two feet per step  Riding a tricycle, throwing and kicking a ball more accurately  Feeding themselves  Jumping, throwing a ball more accurately  Building, lifting and carrying objects |
| 3-4 years  Image result for baby running and playing outdoors | Able to thread large wooden beads onto a lace  Can control a pencil in preferred hand – mature grasp  Uses scissors with more confidence to cut paper  Copies shapes onto paper using a pencil, builds a tower of bricks  Beginning to do up buttons and fasten zip  Threads small beads on a lace | Can stand, run and walk confidently. Run on tiptoes  Can walk backwards, sideways and moves with co-ordination  Rides bicycle with pedals  Walks up and down the stairs one foot on each step  Able to climb some play equipment  Able to catch, throw, bounce and kick a ball/bean bag |
| 4-5 years  Image result for children running | Can draw a person with head, trunk and legs  Good control of pencils and paintbrushes  Writing and drawing in more detail and accuracy | Hopping, running, skipping and jumping  Likes to do yoga and movements to exercise the body and stretch  Using 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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Godalming Online PowerPoints

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