**Reception - Physical Development**

**Moving and Handling**

| Key:  
| 30-50months  
| 40-60months  
| ELG  
| Exceeding |

<table>
<thead>
<tr>
<th>30-50months</th>
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</thead>
<tbody>
<tr>
<td>I can copy some letters, e.g. letters from my name.</td>
</tr>
<tr>
<td>I can handle equipment and tools effectively, including pencils for writing.</td>
</tr>
<tr>
<td>I can hold a pencil near the point, between my first two fingers and thumb. I have good control.</td>
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<tr>
<td>I show good control and coordination in large and small movements.</td>
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<table>
<thead>
<tr>
<th>40-60months</th>
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<tbody>
<tr>
<td>I can walk downstairs, two feet to each step while carrying a small object.</td>
</tr>
<tr>
<td>I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</td>
</tr>
<tr>
<td>I move confidently in a range of ways, safely negotiating space.</td>
</tr>
<tr>
<td>I can hop confidently.</td>
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<tr>
<td>I can hold paper in position and use my preferred hand for writing, using a correct pencil grip.</td>
</tr>
<tr>
<td>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</td>
</tr>
<tr>
<td>I am beginning to be able to write on lines and control the size of my letters.</td>
</tr>
<tr>
<td>I can skip in time to music.</td>
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<tr>
<td>I can move freely and with pleasure and confidence in a range of ways, including: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping.</td>
</tr>
<tr>
<td>I can use simple tools to change materials.</td>
</tr>
<tr>
<td>I am beginning to form recognisable letters.</td>
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</table>

- **I** can copy some letters, e.g. letters from my name.
- **I** can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- **I** can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- **I** can use simple tools to change materials.
- **I** am beginning to form recognisable letters.
- **I** can handle tools, objects, construction and malleable materials safely and with increasing control.
- **I** show a preference for a dominant hand.

- **I** show a preference for a dominant hand.
- **I** can use simple tools to change materials.
- **I** am beginning to form recognisable letters.

- **I** run skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles.
- **I** can stand momentarily on one foot when shown.
- **I** can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- **I** have increasing control over an object when pushing, patting, throwing, catching and kicking it.
- **I** can retrace vertical lines.

- **I** can walk downstairs, two feet to each step while carrying a small object.
- **I** can catch a large ball.
- **I** can jump off an object and land appropriately.
- **I** can jump off an object and land appropriately.
- **I** can jump off an object and land appropriately.

- **I** mount stairs, steps or climbing equipment with alternate feet.
- **I** can stand momentarily on one foot when shown.
- **I** can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- **I** have increasing control over an object when pushing, patting, throwing, catching and kicking it.
- **I** can retrace vertical lines.

- **I** experiment with different ways of moving.
- **I** can walk downstairs, two feet to each step while carrying a small object.
- **I** can catch a large ball.
- **I** can jump off an object and land appropriately.
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- **I** run skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles.
- **I** can stand momentarily on one foot when shown.
- **I** can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- **I** have increasing control over an object when pushing, patting, throwing, catching and kicking it.
- **I** can retrace vertical lines.

- **I** can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- **I** travel with confidence and skill around, under, over and through balancing and climbing equipment.
- **I** can handle tools, objects, construction and malleable materials safely and with increasing control.
- **I** show a preference for a dominant hand.
- **I** can handle tools, objects, construction and malleable materials safely and with increasing control.

- **I** move confidently in a range of ways, safely negotiating space.
- **I** can hold a pencil near the point, between my first two fingers and thumb. I have good control.
- **I** can hold paper in position and use my preferred hand for writing, using a correct pencil grip.
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