





East Sussex Early Years Physical Development Monitoring Tool

	<p align="center">Developmental stages of Co-ordination and Balance, Fine & Gross Motor Skills ( = monitor and support. Guidance available) ( = refer if)</p>
<p>Birth - 6 months</p>	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • At rest, tends to keep hands closed but gradually spends more time with hands open. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth.
<p>From 6 months</p>	<ul style="list-style-type: none"> • Can roll over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Starting to manipulate objects and holding closely to face • Uses two hands to reach for and grasp small toys • Uses whole hand (palmar) grasp • Drops one object when another is offered • Bears weight on feet and bounces up and down actively when held in supported standing
<p>By 9 months</p>	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Looks in correct direction for falling or fallen objects over side of chair/cot • Can release toys by dropping or pressing against a firm surface • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p> Unable to sit independently</p> <p> Unable to pick up or hold objects with whole hand grasp</p>

Provided by

Kent Community Health 
NHS Foundation Trust



Unable to roll from front to back or from back to front

By 12 months	<ul style="list-style-type: none"> • Uses both hands freely but may show preference for one • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Shows understanding of things that are connected, e.g. plays with cause and effect toys and pulls on a string to get the connected toy • Walks around furniture lifting one foot and stepping sideways(cruising), • Walks with one or both hands held by adult. • Sits or sometimes stands while dressed by carer <p>ⓘ Unable to bear weight in standing position, e.g. when holding onto furniture</p> <p>☒ Is unable to sit independently</p>
By 15 months	<p>ⓘ Is unable to pick up small objects between thumb and fingers.</p> <p>☒ Is unable to pull up to stand</p>
By 18 months	<ul style="list-style-type: none"> • Takes first few steps independently. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. <p>ⓘ Is reluctant to try different food textures</p> <p>ⓘ Is not moving independently (cruising, crawling, shuffling etc)</p> <p>☒ Is unable to bear weight in standing position. Not cruising round furniture</p>
By 24 months	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling) • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. • Pushes and pulls large toys or boxes along the floor. • Enjoys climbing from 18 months • Kneels upright on flat surface without support. • Squats to pick up toy • Beginning to show preference for one hand • Picks small objects up with pincer grip • Holds pencil in mid or upper-shaft in whole hand • No longer takes toys to mouth • Assists with dressing and undressing, taking off shoes, hat but seldom able to replace

	<ul style="list-style-type: none"> • Beginning to give notice of urgent toilet needs by restlessness and vocalise ① Reluctance to explore with hands impacts on fine motor co-ordination ① Is unable to bring objects together at midline or use both hands together to manipulate objects ☒ Not moving independently
By 36 months	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. ① Is unable to co-ordinate both sides of body (e.g. ride a push-a-long bike) ☒ there is evidence that development of fine motor skills and/or access to play are affected by tactile sensitivity ☒ Is unable to bring objects together at midline or use both hands together to manipulate objects
By 48 months	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Can copy some letters, e.g. letters from their name.• is be able to make smooth, fluid gross motor movements,• has developed pencil grip, pincer grip• is able to navigate around objects.
<input checked="" type="checkbox"/> Not able to jump<input checked="" type="checkbox"/> climbing stairs (up and down) holding hand or rail, usually 2 feet per step |
|--|---|

By 60 months	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters and pre-requisite shapes for mastering handwriting: -,l,/, +,x,triangle, square and circle • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
--------------	---

Developmental Stages of Self-care and Independence Skills (i = monitor and support. Guidance available) (☒ = refer if)	
By 6 months	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
By 12 months	<ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth. • Is able to take smooth semi-solids. • Initially spits out food using back and forth tongue movements. • Gradually learns to suck food from spoon.
By 18 months	<ul style="list-style-type: none"> • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up).

- | | |
|--|---|
| | <ul style="list-style-type: none">• Holds own bottle or cup.• Holds spoon and gets food safely to mouth although may play with food <p>① Is reluctant to try different food textures</p> |
|--|---|

By 24 months	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Holds cup with both hands and drinks without much spilling. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.
By 36 months	<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks from cup or beaker without spout without spilling. • Can communicate their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.
By 48 months	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Clearly communicates wet or soiled nappy or pants. • Can usually manage washing and drying hands. • 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>ⓘ Unable to help by moving arms/legs when being dressed</p> <p><input checked="" type="checkbox"/> They are unaware of when they have soiled or wet themselves</p>
By 60 months	<p>ⓘ Cannot manage own hygiene needs, toileting, handwashing independently</p> <p><input checked="" type="checkbox"/> Cannot dress and undress independently if fastenings are not complex</p>