

Sensory and physical

My name is:

My key person is:

My communication method: My date of birth is:

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|  | Mobility | Life skills | Sensory |
| Step 1 | Lifts/turns head to the side when placed on tummy | Makes movements with arms and legs which gradually become more controlled - moves hands together/ legstogether | Opens mouth to feed when corner of mouth istouched | Sucking is strong and rhythmic withcoordinated swallowing | Looks steadily at things for shortperiods (5 seconds or more) | Pressesdown foot/ straightens body when held standing on a hard surface |
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| Step 2 | Able to control head whensupported in an upright position;head does not flop forwards or backwards | Sits with support | Closes hand firmly around objects placed in palm | Makes needs known through crying andbodymovements | Uses movement and senses to focus on, reach forand grasp objects | Explores hands and fingers – for example, watches them, presses hands together,clasps and unclasps hands |
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| Step 3 | Roll over: from front to back, then back to front. | Can lift head and chestand support self with straight arms and flat hands when lying ontummy | Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp | Anticipates food routines with interest | When lying on back, lifts legsinto vertical positionand grasps feet |  |
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| Step 4 | Pulls to standing,holding on to furniture or person for support | Can move from a sitting position to hands andknees (crawl position) | Passes toys from one hand to the other | Sits unsupported on the floor,leaving hands free to manipulate objects with both hands | Moves around onthe floor by wriggling |  |
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| Step 5 | Crawls, bottom shuffles or rolls continuously to move around indifferent ways anddirections | Picks up smallobjects betweenthumb and fingers | Holds own bottle or sipper cup | Can actively cooperate with nappy changing, dressing/ undressing | Enjoys making marks indamp sand, paste or paint | Throws toys or objectsdeliberately |
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| Can let go of things – for example, to drop something or give it toyou | Stretches out with one hand tograsp toy if offered | Opens mouth for spoon | Can reach and grasp a moving object by moving towards where theobject will go |
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| Step 6 | Pullthemselves upright and bouncing in preparation for walking | Walks around furniture lifting one foot and stepping sideways | Starts to communicate urination and bowelmovements | Grasps finger foods and brings themto mouth | Holds an object ineach hand and brings themtogether in the middle – for example, holds two blocks andbangs them together | Holds pen or crayon using a whole hand (palmar)grasp and scribbles with different strokes |
| E | S | I |
| Walks with one or both hands held by adult |
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| Takes first few steps; feetwide apart, uneven steps, arms raised for balance |
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| Get on to child’s chair withoutassistance, eitherbackwards or sideways |
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| Pulls self up to standing against furniture and can lower self backdown again | Begin to walk independently – choosing appropriate props to support at first |  | Attempts to use spoon or other utensil; can guidetowards mouth but food oftenfalls off |
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| Step 7 | Walks with shortersteps and legs closertogether, no longer needs to hold arms up forbalance | Walks up stepsholding hand of adult | Accepts new textures and tastes – for example, larger pieces of food anddifferent types | Showsawareness of what a potty or toilet isused for | Develops own likesand dislikes in food and drink and may refuse dislikedfood or drink | Builds tower of twoblocks |
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| Turns knobs and removes easy screwlids | Comesdownstairs backwards on knees (crawling) | Takes off easilyremoved clothes – for example,socks | Signals wet or soiled nappy or pants |  |  |
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| Step 8 | Can kick a large ball | Gets onto child’s chair withoutassistance, eitherbackwards or sideways | Holds cup with both hands anddrinks without much spilling | Is aware of where clothes are kept – for example,outdoor coat and shoes by the door | Starts to help with dress and hygiene routines |  |
| E | S | I |
| Brushes own hair |
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| Comments |  |  |  |  |  |  |

E Emerging, S Supported and I Independent