

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/ legs  together | | | Opens mouth to feed when corner of mouth is  touched | | | Sucking is strong and rhythmic with  coordinated swallowing | | | Looks steadily at things for short  periods (5 seconds or more) | | | Presses  down foot/ straightens body when held standing on a hard surface | | |
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| Step 2 | Able to control head when  supported 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 and  body  movements | | | Uses movement and senses to focus on, reach for  and 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 chest  and support self with straight arms and flat hands when lying on  tummy | | | 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 legs  into vertical position  and 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 and  knees (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 on  the floor by wriggling | | |  | | |
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| Step 5 | Crawls, bottom shuffles or rolls continuously to move around in  different ways and  directions | | | Picks up small  objects between  thumb and fingers | | | Holds own bottle or sipper cup | | | Can actively cooperate with nappy changing, dressing/ undressing | | | Enjoys making marks in  damp sand, paste or paint | | | Throws toys or objects  deliberately | | |
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| Can let go of things – for example, to drop something or give it to  you | | | Stretches out with one hand to  grasp toy if offered | | | Opens mouth for spoon | | | Can reach and grasp a moving object by moving towards where the  object will go | | |
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| Step 6 | Pull  themselves upright and bouncing in preparation for walking | | | Walks around furniture lifting one foot and stepping sideways | | | Starts to communicate urination and bowel  movements | | | Grasps finger foods and brings them  to mouth | | | Holds an object in  each hand and brings them  together in the middle – for example, holds two blocks and  bangs them together | | | Holds pen or crayon using a whole hand (palmar)  grasp and scribbles with different strokes | | |
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| Walks with one or both hands held by adult | | |
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| Takes first few steps; feet  wide apart, uneven steps, arms raised for balance | | |
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| Get on to child’s chair without  assistance, either  backwards or sideways | | |
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| Pulls self up to standing against furniture and can lower self back  down again | | | Begin to walk independently – choosing appropriate props to support at first | | |  | | | Attempts to use spoon or other utensil; can guide  towards mouth but food often  falls off | | |
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| Step 7 | Walks with shorter  steps and legs closer  together, no longer needs to hold arms up for  balance | | | Walks up steps  holding hand of adult | | | Accepts new textures and tastes – for example, larger pieces of food and  different types | | | Shows  awareness of what a potty or toilet is  used for | | | Develops own likes  and dislikes in food and drink and may refuse disliked  food or drink | | | Builds tower of two  blocks | | |
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| Turns knobs and removes easy screw  lids | | | Comes  downstairs backwards on knees (crawling) | | | Takes off easily  removed 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 without  assistance, either  backwards or sideways | | | Holds cup with both hands and  drinks 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 | | |  | | |
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| Brushes own hair | | |
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| Comments |  | | |  | | |  | | |  | | |  | | |  | | |

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