

Sensory and physical

My name is:

My key person is:

My communication method:

My date of birth is:

	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
	E S I	E S I	E S I	E S I	E S I	E S I
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
	E S I	E S I	E S I	E S I	E S I	E S I
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	
	E S I	E S I	E S I	E S I	E S I	

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	
	E S I	E S I	E S I	E S I	E S I	
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
	E S I	E S I	E S I			E S I
	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
	E S I	E S I	E S I	E S I	E S I	E S I

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
		E S I				
		Walks with one or both hands held by adult				
		E S I				
		Takes first few steps; feet wide apart, uneven steps, arms raised for balance				
		E S I				
		Get on to child's chair without assistance, either backwards or sideways				
	E S I	E S I	E S I	E S I	E S I	E S I
	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		
	E S I	E S I		E S I		

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
	E S I	E S I	E S I	E S I	E S I	E S I
	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		
	E S I	E S I	E S I	E S I		
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	
			E S I			
			Brushes own hair			
	E S I	E S I	E S I	E S I	E S I	E S I
Comments						

E Emerging, S Supported and I Independent