**Physical Development Training – Ravensbury Primary School Developmental Milestones Train the Trainer**

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| **Gross Motor Developmental Milestones 9-18 months** | **Fine Motor Developmental Milestones 9-18 months** |
| What should we expect to see?  | Which leads to: | What can we do?  | What should we expect to see?  | Which leads to: | What can we do?  |
| **Gross Motor Milestones*** Standing
* Cruising
* Walking
* Running
* Attempts stairs

**Standing** The child begins by pulling to standing, holding on to furniture for support and adopts a static position at a surface first; this progresses onto free standing and standing up from the floor without pulling up on a surface. **Cruising and Walking** This is when baby refines the skills already mentioned. Walking is often seen as the final goal – however play on the floor is just as important, **including crawling**! | **All of these gross motor milestones involve the following skills**:* Sensory systems (vestibular, proprioception, tactile and visual)
* Strength and range of movement
* Trunk and pelvic stability
* Upper & lower limb
* Head control
* Confidence
* Motivation!

Which leads to * Co-ordination, including hand-eye / foot-eye
* Strength and flexibility
* Safety awareness
* Balance and body awareness
* Visual spatial awareness
* Self confidence
* Independence skills
* Social skills
* Etc, etc, etc…….!
 | * Encourage by providing different height surfaces to pull up to and cruise along
* Bare feet (not slippery socks!!)
* Offer lots of practice and variation of movement (the child tries, fails, adapts how they do it and tries again).
* Climbing over, under and planning how to get around obstacles
* Pushing and pulling large toys or boxes along floor
* Action songs

Try to avoid:* Baby bouncers
* Jumparoos
* Baby walkers
* Car seats (used when not in the car)

Over use of the above equipment could lead to a delay in development. | **Fine Motor Milestones*** Develop a precise pincer grasp
* Able to manipulate small items in their hands
* Grasps crayons with whole hand
* Finger isolation
* Emerging hand preference

**Finger isolation*** Pointing at people, toys, pictures in books
* Pressing buttons or poking fingers into holes

**Pincer grip**Getting the thumb and index finger together to pick up all the tiny bits off the carpet! **Intentional release:**Dropping an object when asked or when they choose to**Clapping:** extending to get both hands together with ‘flat hands’ is a challenge. **Immature tripod grip**The start of a pencil grip; a firm grasp to control what’s happening; or to stabilise item with one hand so you can ‘do’ something to it with the other.  | * More refined fine motor control for using tools such as pencils and scissors, toothbrushes or spoons
* Hand eye co-ordination for puzzles, dressing
* Grasp strength
* In hand manipulation for hand writing
* The ability to fasten zips and buttons
* To manipulate cutlery to feed independently
* To fasten / unfasten, or open /close
* To play!
 | * Messy play explore different textures, shapes with hands (wet, dry, sticky and slimy!)
* Filling and emptying
* Using tools
* Mark making
* Shape sorters
* Dressing up
* Action songs
* Building a small tower of items
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| Link to GM Moving Poster Handouts: <https://www.gmmoving.co.u/media/4476/early-years-leaflet-toddler-four-languages.pdf>  |