**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 |
| Link to GM Moving Poster Handouts: <https://www.gmmoving.co.u/media/4476/early-years-leaflet-toddler-four-languages.pdf> | | | | | |