

Tracking Gross Motor Development

www.developmentalgym.com

Name	
Date of birth	
Assessment date	
Age at assessment	

Notes and goals

Pathways, stepping stones and milestones

Gross motor development can be seen as a journey along four different paths, each one with several stepping stones leading to the major milestones of rolling, sitting independently, crawling and walking.

Learning to pay attention, communicate and use the hands for fine motor skills is another pathway. Progress along this pathway is strongly influenced by the social and physical environment and is particularly vulnerable in premature infants, infants with global developmental delay and infants at risk for autism.

Each infant travels along these different pathways at their own particular pace, negotiating his or her way over and around the stepping stones to complete the journey.

It is important to know that some infants may travel rapidly along one pathway and be slower on another pathway. An infant may start to crawl quite early but be slow to learn to walk. Some infants will start to stand and cruise before they learn to crawl.

Tracking your infant's progress

The tables in this booklet provide a convenient way to track your infant's progress along the different developmental pathways.

If your infant has not yet reached a particular major milestone, you can check how far along the road he/she has progressed.

Shaded blocks and age ranges

The shaded blocks in the tables indicate the age range at which infants achieve each of the motor skills.

These ranges are based on the Alberta Infant Motor Scales. The first shaded block for each skill indicates the age at which 50% of children will usually achieve the skill. The last block is the age at which most children have done so.

Milestones, premature and hypermobile infants


Premature infants tend to be a little slower at learning to sit, crawl and walk, often being 1-2 months slower than most typically developing infants even when using the corrected age. Hypermobile infants, especially those with a cautious nature also tend to take longer to learn to crawl and walk.


Early action in supine: newborn to rolling


Notes and goals

Progress

0-3 month: the asymmetrical stage

	<p>Curled up and ready to learn about the world</p> <p>The newborn lies with the hips and arms bent and close to the body. This flexed position helps the infant to lift the legs and arms to reach and kick.</p> <p>The head is usually turned to one side.</p>	1	2	3	4	5	6	7	8	9	10		
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> </tr> </table>										

	<p>Premature infants lie with their limbs more extended and flat on the mattress</p> <p>Premature newborn infant's muscles do not have the same muscle recoil.</p> <p>This means that premature infants need to work harder to initiate movements of the limbs for kicking and reaching.</p>	1	2	3	4	5	6	7	8	9	10		
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	<p>Head turned, looking and watching</p> <p>Hands lightly fisted when lying quietly</p> <p>Looks intently at interesting objects - this is sometimes called visual reaching.</p> <p>Attention is captured by brightly coloured slowly moving objects.</p>	1	2	3	4	5	6	7	8	9	10		
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> <td style="width: 3%;"></td> </tr> </table>										



Swipes at toys within reaching distance

Fingers extend – hand opens.

Sometimes manages to grasp toy.

1	2	3	4	5	6	7	8	9	10



Pays attention to carer's face

Infants pay special attention to faces and maintain their focused attention as long as the social partner keeps making interesting sounds and movements.

Supporting the head in the mid-line makes it easier for the infant to focus on your face.

1	2	3	4	5	6	7	8	9	10



Imitates social partner

Infants will imitate a social partner's mouth movements during periods of face-to-face engagement.

1	2	3	4	5	6	7	8	9	10



Stretching out a little bit







Head mostly turned to one side
 Infant kicks actively - the arms and the trunk move together.


Watches own hands as they come into view.


Regards interesting object intently.


1	2	3	4	5	6	7	8	9	10


3 months plus: head in middle, trunk steady


	<p>Head and trunk steady Kicks one leg repeatedly or alternates between legs.</p> <p>Keeps trunk steady when kicking. Head in the middle most of the time</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Makes small fidgety movements with the hands and feet Spontaneous movements change from larger whole limb movement to small hand and foot movements.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Hands together The infant has more control over the position of the head - can hold it in the mid-line.</p> <p>Holds toys in the mid-line.</p> <p>Lifts both feet up off the surface.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Reaches towards and touches caregiver's face Infants find faces very interesting.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Looks at own hands with great interest Holds head steady in the mid-line, brings hands together and pays sustained attention to hands.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Hands to mouth Brings both hands to the mouth.</p> <p>This is possible when the infant is able to keep the head steady in the mid-line.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Controls head when tipped back from sitting Keeps head in line with the trunk most of the way to lying down.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Lifts head actively when pulled up by arms Starts to actively lift head and legs and tighten the arms when pulled into the sitting position from lying.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Reaches for, feels and grasps suspended toys with two hands At first the hand is not shaped to match the toy. But this improves with practice.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Uses fingers to explore a toy Opens and closes hands in preparation for grasping. Starting to position and shape fingers in readiness for grasping. Watches own actions carefully.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Hold a toy in one hand briefly Will hold and shake a rattle when it is placed in the hand. Grip is not secure. Drops toy quickly. Looks at the toy with great interest.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Trunk steady, feet up Turns head easily to left and right Lifts both legs up. Brings hands to knees. Chin tucked in and abdominal muscles working to keep the trunk steady.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Pushes down on feet and extends the spine May lift pelvis up off the surface.</p> <p>Explores surface with feet.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Hands to feet Starts to lift pelvis up as abdominal muscles become stronger</p> <p>May tip over onto side .</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Rolls onto side</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Lies on side to play Lifts head up.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Rolls onto tummy</p>	1	2	3	4	5	6	7	8	9	10
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Tummy time and up onto hands and knees


Notes and goals


Progress


	<p>Newborn flexion Lies with arms and legs flexed and close to the body and head turned to one side.</p> <p>Can lift the head very briefly and turn it to the side.</p>	1	2	3	4	5	6	7	8	9	10


	<p>Premature infants adopt a more extended posture Premature infants tend to lie with their arms and legs more extended.</p>	1	2	3	4	5	6	7	8	9	10


	<p>Early forearm prop position Supports on forearms and start to lift chest</p> <p>Elbows now slightly in front of the shoulders.</p> <p>Lifts head past 45 degrees.</p>	1	2	3	4	5	6	7	8	9	10


	<p>Active forearm support Supports self on forearms and can play in this position.</p> <p>Chest is lifted up off the support. Hips and knees flexed.</p>	1	2	3	4	5	6	7	8	9	10


	<p>Starting to push up on straight arms Hips are less wide apart (abducted). Knees may be bent or straight. Chest is lifted off the surface.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Swimming Lifts chest and sometimes the legs up with arms lifted sideways. Infants who do not spend time on the tummy do not develop the strength to get into this position.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Supports self on one arm and lifts the other to reach for a toy. The hips and knees are fairly straight and less far apart than earlier with the the thighs more or less parallel.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Pivoting around Infant turns around on the spot. To do this the infant needs to coordinate the movements of the arms and legs. Pivoting also stretches the back and hip muscles.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Propped on forearm lying on the side Lies on side supporting self on one arm.</p>	1	2	3	4	5	6	7	8	9	10
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	<p>Creeping (commando crawling) on the tummy Creeps forwards on tummy using alternating arm and leg movement. Creeping is hard work and really develops trunk strength and flexibility. Some infants do not creep</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>Pushes up onto all fours into crawling position. Legs are quite wide apart at first. Starts to rock backwards and forwards. Over time the legs move closer and the infant is able to lift one arm to reach for toys.</p>	6	7	8	9	10	11	12	13	14	15	
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	<p>Moves from all fours into sitting position The infant lowers the buttocks – as he practises this movement he is strengthening the trunk and arm muscles and learning to twist the trunk.</p>	6	7	8	9	10	11	12	13	14	15	
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	<p>Reaches up with one hand in crawling position This action requires good balance and strength in the supporting arm</p>	6	7	8	9	10	11	12	13	14	15	
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	<p>Crawling forwards It takes quite a bit of practice before infant to figure out how to coordinate the actions of the arms and legs to move forwards with a reciprocal action.</p>	6	7	8	9	10	11	12	13	14	15	
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Learning to sit







Notes and goals


Progress


	<p>The infant is able to hold the head up briefly when supported in sitting</p>	1	2	3	4	5	6	7	8	9	10


	<p>Holds head upright and looks around When held upright and supported firmly around chest.</p>	1	2	3	4	5	6	7	8	9	10

	<p>Infant sits very briefly propping on arms. Has no balance, falls sideways or forwards very quickly.</p>	1	2	3	4	5	6	7	8	9	10

	<p>Sits with trunk support Holds head and trunk erect when supported <i>around the chest</i> in sitting</p> <p>Looks around.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
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	<p>Sits with support on carer's lap Is able to hold head and trunk erect and fairly steady when sitting with support <i>around the hips</i>.</p> <p>Turns head and trunk to look around.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
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	<p>Sits with support and reaches Is able to reach for toys in different directions when sitting with support on a caregiver's lap.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
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	<p>Sits briefly without support Can sit on floor briefly without support.</p> <p>Balance is poor and easily topples sideways or backwards.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
1	2	3	4	5	6	7	8	9	10													
	<p>Learning to balance with a little support around the hips Is able to sit erect and reach in different directions if provided with a little bit of support around the hips.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
1	2	3	4	5	6	7	8	9	10													
	<p>Can sit without support Picks up and plays with toys.</p>	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10										
1	2	3	4	5	6	7	8	9	10													

	Can twist trunk to reach backwards	6	7	8	9	10	11	12	13	14	15
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>									


	Sit and reach Reaches sideways and across the body and come up straight again.	6	7	8	9	10	11	12	13	14	15
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>									


	Moves from sitting to all fours Is starting to move forwards and take weight on hands	6	7	8	9	10	11	12	13	14	15
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>									


Up into standing, cruising and walking

Notes and goals


Progress


	<p>Early standing Takes some weight on the feet when supported under the arms.</p> <p>Maintains briefly – may lift feet up again.</p> <p>Head and shoulders are in front of the hips.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	<p>Supports self on the legs when held upright Hips in line with the shoulders.</p> <p>May bounce up and down by bending and straightening the legs.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	<p>Sitting-on-air infants Some infants do not take weight on their legs when supported upright.</p> <p>Instead they lift the legs up in the air when held upright.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	<p>Stands upright on knees with support The infant is able to move from the crawling position into upright kneeling.</p>	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	<p>Stands up from sitting on a step Infants will often master this skill before they can pull themselves to standing from sitting on the floor.</p> <p>This action strengthens the leg muscles and get the infant taking weight on the feet.</p>	1	2	3	4	5	6	7	8	9	10







	<p>Early standing with support Stands at low table supporting on hands.</p> <p>Legs are wide apart and turned out.</p> <p>Balance improves with practice.</p>	7	8	9	10	11	12	13	14	15	16

	<p>Stands up easily from sitting on the floor. Kneels on two legs, puts one leg forwards and straightens the legs.</p>	7	8	9	10	11	12	13	14	15	16

	<p>Supports self with one hand. Twist the trunk.</p>	7	8	9	10	11	12	13	14	15	16

	<p>Controlled lowering from standing Stands supporting on one hand, bends knees and reaches down to retrieve a toy.</p>	7	8	9	10	11	12	13	14	15	16

	<p>Cruising Takes steps sideways supporting with hands on furniture.</p>	7	8	9	10	11	12	13	14	15	16

	<p>Steps across a gap</p> <p>Reaches across a gap and takes a step.</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
7	8	9	10	11	12	13	14	15	16													
	<p>Walks forwards pushing a chair or step</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
7	8	9	10	11	12	13	14	15	16													
	<p>Stands without support</p> <p>Infants often will stand spend a few weeks practising standing before they start to walk.</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
7	8	9	10	11	12	13	14	15	16													
	<p>Walks independently</p> <p>Newly walking infants fall a lot – this is to be expected.</p> <p>Mostly they do not hurt themselves. They usually stretched their arms forwards to break the fall and mostly do not bump their heads on the floor.</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
7	8	9	10	11	12	13	14	15	16													
	<p>Squats down and stands up again with good control</p> <p>The action is smooth and the infant can stand up without needing to push up on the hands.</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
7	8	9	10	11	12	13	14	15	16													
	<p>Gets up into standing from sitting on the floor without holding on.</p> <p>Infants push on their hands to help them to get from sitting onto their feet.</p>	<table border="1"> <thead> <tr> <th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	7	8	9	10	11	12	13	14	15	16										
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