

## What are Gross Motor Skills?

Gross motor skills involve the large muscle groups, such as the movement of legs and arms. Fine motor skills are those skills that deal with the accomplished use of the hands.

Stages of development are stepping-stones; one leading to another, therefore the sequence of events in most children is usually the same, though rate of progress may vary.

**Here is a checklist for typical motor development to see if your child is progressing on track.**



### Birth to 11 months

1. extends both legs when lying on stomach
2. kicks reciprocally (e.g. one leg, then the other) when lying on back
3. rolls from side to back
4. when held upright, will bear some weight on legs
5. when lying on stomach, lifts head with support of forearms
6. when pulling to sitting, holds head with support of forearms
7. brings hands together when lying on back
8. props on elbows and pushes upon hands when lying on stomach
9. attends to objects while manipulating it
10. sits with support
11. rolls from back to stomach
12. when on stomach, reaches with one hand while bearing weight on other forearm
13. when on back, brings feet to mouth
14. bounce in standing when supported
15. rolls in both directions
16. pivots on stomach
17. sits alone for 30 seconds while playing with a toy
18. pulls self to sitting while grasping adult fingers
19. sits alone steadily, initially with wide base of support
20. stands alone by holding on to object
21. pulls self to standing position

### 12 months to 23 months

1. moves from back to sitting without assistance
2. pushes toy down incline
3. uses string to get visible object
4. intentionally releases item in container
5. picks up small object using thumb and forefinger
6. moves from standing to sitting in controlled fashion
7. winds simple handle toys
8. places round and square forms in a form board when they are simultaneously presented
9. Pushes a toy while walking

### 24 months to 35 months

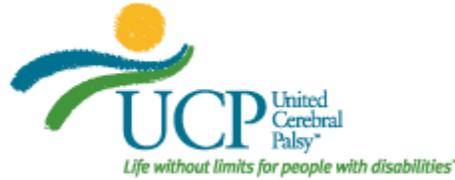
1. when standing, stoops, then stands again without losing balance
2. strings beads
3. folds, tears and unwraps paper
4. builds tower
5. places pegs (round and square)
6. squats during play
7. creeps backward down steps
8. scribbles spontaneously
9. unscrews and replaces top
10. makes ball, cake and snake with clay

### 36 to 47 months

1. walks backwards
2. walks up stairs one foot to a step
3. stands on one foot momentarily
4. rides tricycle
5. climbs on low play equipment
6. cuts between the lines
7. draws in path maze
8. draws geometric shapes
9. walks swinging arms and legs freely in cross pattern similar to an adult pattern
10. catches ball from straight arm position, trapping ball against chest
11. draws human figure or face with features
12. holds pencil between first 2 fingers and thumb (i.e. adult grasp)

## 48 months to 71 months

1. walks up and down stairs, one foot per step
2. hops on one foot
3. turns somersault
4. walks forward heel to toe without losing balance
5. balances on one foot for 5 to 10 seconds without support
6. jumps over objects up to 6 inches high; lands with both feet together
7. squeezes a tube (toothpaste)
8. coordinates finger-thumb movement
9. completes eight piece non-form puzzle
10. gallops, leading with one foot and transferring weight smoothly and evenly
11. colors within lines
12. draws body parts (eight)
13. swings on swing maintaining own momentum, uses legs to propel
14. cuts and pastes
15. cuts out simple geometric shapes with scissors
16. carries liquids without spilling
17. drops a ball and kicks it forward before it hits the floor
18. jumps rope by self



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**United Cerebral Palsy**

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# Stages of Motor Development



There is a considerable range in the ages at which children learn fine and gross motor skills. As caregivers, we try not to compare children, but encourage each child at his or her own pace.

However, knowledge of the typical pattern/rate of development in infants and young children is essential. We need to be able to recognize when a child's progress/performance is outside the normal range so we can refer them for a more precise evaluation. The earlier a child receives intervention, the better the outlook.

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