

Gross Motor			
	Little Owls	Eagle Owls	Reception Owls
Locomotor Skills: Running, jumping, crawling	Foundational Movement Walking: Walks well, easily managing even surfaces, and begins to master inclines. Running: Runs with a wide stance, but falls frequently as they cannot yet control sudden stops or sharp turns. Jumping: Can jump in place with both feet off the ground and jump down from a low step. Stairs: Can walk up and down stairs alone by placing both feet on each step before moving to the next.	Emerging Coordination & Control Fluidity and Control: Movement becomes much more automatic, allowing the child to change speeds and directions effortlessly. Climbing: Climbs playground equipment, ladders, and trees smoothly. Hopping: Hops proficiently on one foot for several yards. Galloping: Begins to gallop (leading with one foot and bringing the other to meet it). Skipping: Just beginning to attempt the step-hop motion of skipping. Jumping: Can jump forward with both feet (typically between 10 to	Skill Mastery Skipping: Skips confidently on alternating feet. Jumping Rope: Can perform basic jump roping. Advanced Coordination: Can jump forward, backward, and sideways, and begins to figure out more advanced movements like basic ice-skating, roller-skating, or riding a balance bike using asymmetrical movements. Running & Agility: Runs smoothly, navigates corners, and can stop and start with more control. Hopping: Can balance on one foot for a few seconds and hop a few times on their dominant leg.

		24 inches) and jump over small obstacles.	Stairs: Learns to walk upstairs alternating feet, though they may still use the railing or put two feet on a step when descending.
Object Control Skills: Throwing, catching, kicking:	The Initial Stage Throwing: Begins as messy, underarm tosses using the whole body. The child faces forward with the ball and pushes it out using both hands. Catching: Relies entirely on trapping the ball against the chest using large, straight arms. Kicking: The child typically "walks into" the ball rather than drawing their leg back. Striking: Focuses on pushing or sweeping a ball along the ground with a bat or hands.	The Transition Stage Throwing: Starts to shift to overarm throws. The child begins to step with the opposite foot of their throwing arm. Catching: Children learn to reach out with their hands and bend their elbows to absorb the force of the ball, rather than letting it hit their chest. Kicking: Leg backswing develops, and the child can make contact with a slowly rolling ball. Dribbling: Usually stationary, practicing pushing and catching a bouncing ball with two hands.	The Advanced Stage Throwing: Mature throwing forms are established. Children transfer their weight from their back foot to their front foot, rotate their torso, and follow through with their arm across the body. Catching: Children can track smaller moving objects and catch them cleanly with two hands without relying on the body for support. Kicking: Children take a short running approach, kick with force using their dominant foot, and follow through. Striking: Can properly hold a bat with hands aligned, face the ball, and strike a stationary target (such as off a tee) with controlled rotation.
Spatial	Basic Body and Object Boundaries	Navigating Space, Layouts and Directions	Mental Manipulation and Left/Right Basics

Awareness/ Proprioception: Understanding where your body is in space without looking	Body Mapping: Identifies major body parts on themselves. Basic Positioning: Understands simple spatial terms like "up" and "down." Object Permanence: Looks for hidden objects where they were last seen. Size Differences: Distinguishes between very large and very small items. Container Play: Enjoys filling and emptying containers with toys. Navigation: Learn to walk around furniture and climb without bumping into things as often. Body Awareness: Begin to understand personal boundaries, though sharing and taking turns are still being learned.	Preposition Mastery: Understands "in," "on," "under," and "next to." Personal Space: Begins avoiding obstacles while running or walking. Advanced Prepositions: Understands "behind," "in front of," and "between." Proximity Control: Respects the physical personal space of others better. Patterning: Begin to successfully replicate patterns, build taller, more intricate block structures, and construct basic dens. Directional Commands: Able to follow instructions like "put your hands behind your back" or replicate directional movements. Spatial Tracking: Can track moving objects (like popping bubbles) and coordinate their bodies to make contact at the right moment.	Mental Mapping: Follows simple verbal directions to find a hidden item. Body Perspective: Tells their own left hand from their right hand. Complex Construction: Builds elaborate structures with Legos or blocks. Paper Space: Colours mostly inside lines and draws recognizable shapes. Orientation: Develop the ability to understand <i>left vs. right</i> and top/bottom orientation. Complex Puzzles: Complete more intricate, multi-piece puzzles and understand how shapes rotate in space. Social Boundaries: Master understanding personal space, sharing, and group participation.
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Vestibular System: Sense of balance and head control	The Budding Balancer Static Balance: Can briefly stand on one foot with support or assistance. Dynamic Balance: Walks upstairs holding a rail. Runs stiffly and falls frequently as they figure out their centre of gravity. Action Skill: Can walk along straight lines or curbs with a wide stance.	The Dynamic Explorer Static Balance: Can balance on one foot for 1-3 seconds. Dynamic Balance: May walk upstairs alternating feet without holding a handrail. Pedals a tricycle and begins to jump in place with both feet. Action Skill: Walks heel-to-toe along a curved or straight line for short distances. Dynamic Balance: Hops on one foot and walks backwards with confidence. Action Skill: Navigates small outdoor obstacles, playground equipment, and balance beams.	The Agile Navigator Static Balance: Stays balanced while standing on one foot with eyes closed. Can perform complex stationary tasks (e.g., throwing and catching a ball while balancing). Dynamic Balance: Skips, gallops, and jumps with good, natural posture. Action Skill: Navigates agility ladders, jumps rope, and catches a ball while running Static Balance: Stands on one foot without losing balance for an extended period of time.
Motor Planning (Praxis): The ability to think about, organize, and execute an unfamiliar physical movement.	Emerging Praxis Ideation: The child begins to develop simple play ideas. They can imitate a basic action, like waving goodbye or feeding a doll.	Building Praxis Ideation: Can come up with their own simple play scenarios, like pretending to stir a pot or mimicking animal movements.	Refining Praxis Ideation: Highly creative; can plan and execute extended pretend-play scenarios involving multiple props (e.g., setting up a tea party).

	Planning: Struggles to navigate around obstacles or figure out how to climb over a couch cushion. They need to see a movement performed first (parallel demonstration) before trying it. Execution: Movements are often clumsy or poorly graded. They can walk and run but have difficulty stopping, turning, or navigating uneven terrain without tripping.	Planning: Can follow 2-3 step motor instructions. They understand where their body is in space (body awareness) and can imitate more complex body movements, like jumping jacks or simple yoga poses. Execution: Better bilateral coordination. They can ride a tricycle, string large beads, and copy simple shapes like a cross or circle. [	Planning: Can sequence multi-step tasks independently. They can map out an obstacle course, judge distances accurately, and adapt to feedback from their body and environment. Execution: Highly refined control. They can catch and throw a ball with good directional accuracy, hop on one foot, cut paper with scissors, and write some letters
Core Strength & Stability: The trunk strength that provides a stable base for the arms and legs to move.	Foundational Stability Squat to play: Lowers centre of gravity and stands up without tipping over. Climb furniture: Uses abdominal muscles to pull the lower body upward. Kick a ball: Stabilizes the torso on one leg to swing the opposite leg. Carry large items: Hugs toys or pillows to the chest while walking forward.	Dynamic Balance Stand on one leg: Holds a single-leg balance for 1 to 3 seconds. Jump with two feet: Clears the ground and lands safely without falling. Pedal a tricycle: Uses deep core muscles to stabilize the pelvis while legs push. Walk upstairs: Steps up using alternating feet without holding a railing continuously.	Advanced Control Pedal on Balance Bike: Coordinates forward and backward leaning torso movements to drive momentum. Sit upright easily: Maintains a cross-legged sitting posture during school circle time without slouching. Walk a balance beam: Executes precise, micro-adjustments in the trunk to stay on narrow surfaces. Jump rope: Combines timing, vertical jumping, and total-body stabilization.

		Galloping and skipping: Coordinates rhythmic, asymmetrical movements using rotational core strength. Hop on one foot: Maintains balance through multiple successive hops on a single leg.	Hang from bars: Sustains a grip while using abdominal muscles to lift the knees. Somersaults: Tucks the chin and rolls, requiring strong abdominal flexion.
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Fine Motor			
	Little Owls	Eagle Owls	Reception Owls
Grip and Pinch Strength: The force applied to hold and manipulate objects, ranging from a full-hand power grip to a precise fingertip (pincer) grasp.	The Power and Pronation Phase Grip Type: Palmer Grasp. The child holds tools with all fingers wrapped around the object, but the palm faces downward toward the surface rather than wrapped like a dagger. Pinch Type: Lateral Pinch (Key Pinch). The child presses the pad of the thumb against the lateral side of the index finger. Functional Milestones: Squeezing, pounding, and rolling playdough into thick snakes. Turning single pages of a book. Making basic cuts with child-	The Static Precision Phase Grip Type: Static Tripod Grasp. Tools are held using the precision digits—the thumb, index, and middle fingers. However, the fingers remain locked and rigid; the child moves their entire hand from the wrist to draw or trace. Pinch Type: Pad-to-Pad Pincer Grasp. The child uses the flat pads of the thumb and index finger to pick up objects, displaying a more open thumb web space.	The Dynamic Mastery Phase Grip Type: Dynamic Tripod Grasp. The pencil or tool rests comfortably in the web space between the thumb and index finger, supported by the middle finger. The ring and pinky fingers curl into the palm to provide an anchored foundation. Pinch Type: Tip-to-Tip Pincer Grasp. The child pinches tiny objects using the exact tips of the thumb and index finger, forming a perfect circle shape. Functional Milestones: Cutting along complex, curved lines with scissors. Manipulating small clothing fasteners

	safe scissors using a whole-hand squeeze.	Functional Milestones: Operating clothes pegs or basic tongs. Threading large beads onto a rigid lace. Building vertical block towers up to 9 blocks high without toppling them.	like standard buttons, zippers, and snaps. Using a spray bottle with an isolated finger trigger pull.
Hand Manipulation: The ability to move an object within one hand, such as adjusting a coin in your palm to drop it into a slot, or walking your fingers up a pencil to the correct writing position.	The Foundations of Translation Finger-to-palm translation: Using their thumb and fingertips to pick up a small item (like a Cheerio or a pebble) and moves it into the hollow of their palm. Palm-to-finger translation: Reverses the movement. They take a small object secured in their palm and wiggle it up to their fingertips using only that hand, usually to place it into a tight container or slot. Simple rotation: The ability to roll a small object between the thumb pads and fingertips. This is commonly observed when a toddler unscrews or twists a small bottle lid or spins a tiny top.	Linear Adjustments and Simple Shifts Simple shift: Moving all their fingers together as a single unit to slide an object forward or backward. An everyday example is threading a piece of yarn through a lacing card or pushing a button through a slot. Reciprocal shift: Using fingers and thumb begin moving in opposite, alternating directions. This pattern is essential for separating a single playing card from a deck or turning the pages of a book one by one. Complex Rotation and Tool Readiness: Control moves from basic manipulation to complex, 180-degree flipping actions required for preschool and early school activities.	Manipulation with Stabilization Two functional halves: the "power side": (pinky and ring fingers tucked into the palm for stability) and the "precision side" (thumb, index, and middle fingers for moving objects). Translation with stabilization: Can pick up multiple coins one at a time, hiding and holding three or four coins securely against their palm with their pinky and ring fingers, while simultaneously using their thumb and index finger to pick up or feed a coin into a piggy bank slot Complex rotation: To rotate an object end-over-end using independent finger movements. A classic marker of this skill is a child flipping a pencil around 180 degrees

			to switch from the writing tip to the eraser. Advanced shifting: Using refined shifts to "inch" their fingers up and down the shaft of a pencil to find the perfect comfortable grip without using their second hand for help.
Bilateral Coordination: Using both hands simultaneously to complete a task, where one hand might hold a piece of paper steady while the other uses scissors to cut along a line	Symmetrical & Initial Asymmetrical Movements Symmetrical Actions: Clapping hands, jumping in place with both feet, and catching a large ball against the chest. Asymmetrical Stabilizing: Holding a piece of paper with one hand while scribbling with the dominant hand. Bilateral Manipulation: Pulling large pop beads apart, unscrewing large jar lids, and using a fork or spoon effectively. Gross Motor: Stringing large beads onto a stiff cord and pushing wheeled toys with both hands.	Reciprocal Movements & Crossing Midline Reciprocal Motion: Pedalling a tricycle, climbing stairs using alternating feet, and swinging arms while walking. Midline Crossing: Reaching across the body with the right hand to grab a toy on the left side without turning the torso. Lead-Assist Hand Roles: Snipping paper with scissors (one hand cuts, the other holds the paper) and threading large beads onto a flexible string. Self-Care: Pulling pants up and down, unbuttoning large buttons,	Refined Asymmetrical Coordination & Sequencing Advanced Cutting: Cutting out complex shapes and straight lines (the non-dominant hand actively rotates the paper while the dominant hand cuts). Dynamic Stabilization: Holding a ruler still with one hand while drawing a line with the other, or stencilling. Gross Motor Sync: Skipping (requires complex alternating rhythm), hopping on one foot, and catching a bounced ball with hands only. Complex Manipulation: Opening zippers, managing snaps, rolling

		and putting on shoes (without tying).	playdough into balls between two hands, and starting to track text from left to right.
Crossing the Midline: The ability to reach across the imaginary line running down the centre of the body.	Early Experimental Reaching Reaching for Objects: A child will reach across their body to grab a desired toy placed on their opposite side, though they still prefer using the hand closest to the object. Bilateral Play: They can use both hands together at the centre of their chest, such as clapping or pulling apart Body Rotation: Rather than cleanly reaching across their midline, a 2-year-old will often pivot or rotate their entire trunk to avoid a true cross. Hand Switching: They frequently switch hands during tasks like scribbling or eating depending on which side of the paper or plate they are working on.	Emerging Hand Dominance and Functional Consolidation Pre-Writing and Scribbling: Children begin to draw large horizontal lines or circular scribbles that cross over the middle of a paper without them needing to switch hands. Container Manipulation: They can comfortably scoop materials (like sand) with one hand while holding a bucket with the opposite hand at their centre. Tracking Visuals: Their eyes can track a slow-moving object, like a floating balloon, horizontally from left to right without moving their entire head. Gross Motor Reciprocity: They start to coordinate opposing sides of the body for activities like kicking a ball straight ahead or pedalling a tricycle.	Advanced Coordination & Readiness Writing Across a Page: The child can write or colour across an entire horizontal sheet of paper from left to right smoothly, without changing hands or shifting their body position. Complex Gross Motor Patterns: They can perform coordinated, fluid movements like jumping jacks, skipping. Rotational Sports Skills: Their throwing pattern matures to include a trunk rotation, where they step forward with the opposite foot and swing their throwing arm fully across their body. Scissors and Crafting: They can use one hand to cut with scissors while the other hand actively holds, rotates, and stabilizes the paper across the midline.

		Consistent Hand Dominance: The child will routinely use their dominant hand to reach all the way across their body to pick up items on the non-dominant side.	Dressing Independence: Children can comfortably cross their arms to pull a shirt over their head, put on socks, or pull up pants. Dynamic Chores: They can complete tasks requiring large, crossing motions, such as wiping down a table.
Finger Isolation: The ability to move individual fingers independently of the others, which is strictly required for tasks like typing, playing musical instruments, or pointing	Isolated Pointing & Static Hand Separation Isolated Index Pressing: Pressing single buttons on toys, doorbells, or electronic screens with a deliberate, isolated index finger. Palm Stabilization: Holding a small object in the palm using the pinky and ring fingers while simultaneously using the thumb and index finger to pick up something else. Single Page Turning: Turning individual pages of a book one at a time using a coordinated pinch	Dynamic Pincer & Complex Mimicry Finger Mimicry (Simple): Imitating basic hand shapes and nursery rhyme actions, such as isolating the thumb and index finger for "Itsy Bitsy Spider". Dynamic Pincer Manipulation: Moving small items from the palm to the fingertips (palm-to-finger translation) using only the thumb and index finger pads. Targeted Poking: Actively poking deep holes into playdough or clay using individual fingers (index, middle, and thumb) rather than the whole hand.	Sequential Isolation & Motor Planning Sequential Finger Tapping: Tapping each finger to the thumb one after another (thumb opposition) or drumming individual fingers sequentially on a flat tabletop. Static Tripod Grasp: Holding a pencil or crayon using three isolated fingers (thumb, index, and middle finger) while the ring and pinky fingers rest on the table for stabilization. In-Hand Shift: Creeping or "walking" the fingers up and down the shaft of a pencil or paintbrush without using the opposite hand for help.

	rather than grabbing the whole page with a fist grasp. Unintentional Mirroring: Attempting to move one finger often causes the same finger on the opposite hand to mirror the movement, as neuro-motor pathways are still maturing.	Independent Thumb Opposition: Touching the tip of the thumb to the tip of the index finger reliably without the other three fingers curling inward completely.	Advanced Finger Play: Moving specific fingers on demand during complex finger games like "Where is Thumbkin?" or while operating puppet strings.
Hand-Eye Coordination: The visual processing required to guide the hands and control the amount of pressure or speed needed for a task	The Controlled Explorer Milestones: Stacks a tower of 6 to 8 blocks. Copies a simple vertical line. Removes screw-top lids. Turns book pages one at a time. Strings large beads. Throws a ball overhand with one hand. Catches a large rolled ball using their entire chest and arms. Self-Care: Feeds themselves with a spoon or fork with minimal spilling. Drinks easily from an open cup.	The Precise Creator Milestones: Cuts paper using child-safe scissors. Copies circles and intersecting lines. Builds complex towers or bridges out of blocks. Threads smaller beads through a string. Catches a bounced ball using only their hands and arms, away from the chest. Self-Care: Unbuttons large buttons. Pulls zippers up and down. Puts on socks and shoes.	The Advanced Achiever Milestones: Copies squares, triangles, and some capital letters. Colours neatly within defined borders. Tracks and catches a small tennis ball from a short distance. Hits a stationary ball with a bat or stick. Uses a dominant hand consistently for tasks. Self-Care: Uses a butter knife for spreading. Dresses and undresses completely independently. Starts learning to tie shoelaces.