

## Every Child a Mover (ECaM) Assessment Tool (2024)

This assessment tool is based on the previous Physical Development Monitoring Tool (PDMT) with additional examples, priorities and info from Development Matters 2021, SEND and other health professional sources. The reflective questions and developmental milestones within the ECaM Assessment Tool are intended to provide assessment guidance for practitioners to identify a child's level of physical development and determine whether intervention is required.

Please use Development Matters or other developmental checkpoints **before this tool**, to help decide if further assessment is needed.

**NB: The ECaM Assessment Tool is designed to be used with children whose Physical development is identified as displaying emerging difficulties and is unsuitable for children with a physical impairment, medical condition, or disability.**

Child's Name:	Child's Date of Birth:

### **“Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations” – Development Matters 2021**

When observing a child's physical development, it is important to therefore consider a child's sensory responses as these may have an impact upon a child's gross and fine motor development. Two key aspects of sensory and physical development are the vestibular (sense of balance) and proprioceptive (sense of space) systems.

The questions below are designed to support and assist you to reflect upon a child's sensory responses in relation to their physical development, and they may help you identify if a child requires more support physically.

NB: When reflecting upon the questions below ensure that you consider if the sensory response is developmentally appropriate for the age of the child e.g. it would not be developmentally appropriate to expect a 24 month old child to pick up and hold a milk carton without squashing and/or spilling the milk.

Age Band	Vestibular (Sense of Balance) and Proprioceptive (Sense of Space) Explorations - Reflective Questions
<p><b>Between 0-24 months</b></p>	<p><b>Does the baby/toddler...</b></p> <ul style="list-style-type: none"> <li>• respond to and thrive on warm, sensitive physical contact and care, e.g. bathing and caring routines?</li> <li>• calm in response to rocking, touching, and gentle sounds?</li> <li>• watch and explore their hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet?</li> <li>• enjoy a variety of movement e.g. rocking back and forth, bouncing up and down etc?</li> <li>• pick up objects and experiment with different amounts of force needed?</li> <li>• explore a variety of textures with mouth, hands, feet and/or the whole body?</li> <li>• notice messy play materials on their face, hands, feet, or body?</li> <li>• crawl safely avoiding obstacles?</li> <li>• <b>move with ease and enjoyment?</b></li> </ul>
<p><b>Between 24-60 months</b></p>	<p><b>Does the toddler/child...</b></p> <ul style="list-style-type: none"> <li>• appear to over or under respond to warm, sensitive physical contact and care e.g. receiving a hug when upset?</li> <li>• show an awareness of their own body parts e.g. points to nose when asked?</li> <li>• show a sense of where or how their body is relative to others or equipment they are using?</li> <li>• move at an appropriate speed and with control?</li> <li>• move with confidence and skill around, under, over and through balancing and/or climbing equipment?</li> <li>• move with fluidity, rhythm, and coordination?</li> <li>• apply too much or very little force to an object or to a person e.g. do they unintentionally hurt others, accidentally break toys/equipment, struggle to apply pressure when using mark-making tools, pick up and hold a milk carton without squashing and spilling the milk?</li> <li>• seek out or avoid sensory materials and different textures e.g. dislikes paint on their hands, dislikes the sensation of grass on their feet, seeks out water play constantly?</li> <li>• have opportunities to experience being barefoot and experience different sensory sensations on their feet?</li> <li>• enjoy a variety of movements or are they over or under responsive to certain movements e.g. when playing on equipment like swings or roundabouts or when bouncing, spinning or being upside-down?</li> <li>• seek out movement or avoid certain types of movement e.g. spinning, rocking, twirling etc.?</li> <li>• always appear to be on the go and struggle to rest and relax?</li> <li>• negotiate space successfully and change direction to avoid obstacles or do they appear clumsy e.g. frequently trip, fall or bang into objects or other people?</li> <li>• <b>move with ease and enjoyment?</b></li> </ul>

Age Band	Gross Motor - Developmental Milestones	Fine Motor - Developmental Milestones
<b>By 12 months</b>	<ul style="list-style-type: none"> <li>• Turns head in response to light, sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Eyes can follow (track) an object being moved from right and left sides past the midline.</li> <li>• <b>Turns head in response to breast or bottle (by around 2 months ►).</b></li> <li>• Makes movements with arms and legs which gradually become more controlled.</li> <li>• Can bring hand/s to the midline in front of their face.</li> <li>• <b>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms for at least several seconds (by around 4 months ►).</b></li> <li>• Able to weight bear on feet in a supported standing position.</li> <li>• When lying can roll from front to back.</li> <li>• <b>Sits unsupported on the floor (by around 8 months ►).</b></li> <li>• Sits unsupported with a straight back and can reach for small toys without losing balance.</li> <li>• Moves from unsupported sitting to lying on tummy.</li> <li>• <b>Crawls, bottom shuffles or rolls continuously to move around (by around 9 months ►).</b></li> <li>• Pulls to stand from a sitting position (uses the half kneel position, one knee up and one knee down) (by around 12 months).</li> <li>• <b>Pulls to stand from a sitting position and sits down (by around 12 months ►).</b></li> <li>• Stands alone for 10 or more seconds.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sometimes holds hands open or partly open when awake (rather than in fists when newborn) (by around 4 months ►).</b></li> <li>• Touches, grabs or scratches objects/surfaces in front of them e.g. places hand on bottle while feeding.</li> <li>• <b>Explores objects with mouth, picking up an object and holding it to the mouth (by around 6 months ►).</b></li> <li>• Reaches out and picks up a small object with a raking motion.</li> <li>• Uses whole hand to hold objects (palmar grasp).</li> <li>• Holds own bottle or cup (feeder cup).</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• <b>Passes toys from one hand to the other (by around 8 months ►).</b></li> <li>• Pokes, points or prods at objects with index finger.</li> <li>• <b>Brings hands together in the mid-line with a flat palm e.g. clapping hands (by around 10 months ►).</b></li> <li>• <b>Tips and holds bottle or feeder cup independently to feed (keeping the bottle or feeder cup up without lying down) (by around 12 months ►).</b></li> <li>• <b>Picks up something small with their first finger and thumb e.g. a piece of cereal) (by around 12 months ►).</b></li> <li>• <b>Puts a small toy down, without dropping it, and then takes hand off the toy, with controlled release (by around 12 months ►).</b></li> </ul>

<p><b>By 24 months</b></p>	<ul style="list-style-type: none"> <li>• Walks around furniture lifting one foot and stepping sideways (cruising).</li> <li>• Walks with one or both hands held by adult.</li> <li>• Pushes or pulls (appropriately sized) wheeled toys.</li> <li>• Takes first few steps independently.</li> <li>• <b>Walk independently with heel down first (by 18 months ►►).</b></li> <li>• Walks upstairs holding hand of an adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Walk up and down steps with alternate feet and using a rail for support.</li> <li>• <b>Squats down with complete steadiness (by around 20 months ►).</b></li> <li>• Squats down with complete steadiness and picks up a toy.</li> <li>• Sits on a tricycle moving it with feet pushing on the floor.</li> <li>• <b>Jumps from a low-level step with both feet (by around 22 months ►).</b></li> <li>• Helps with being dressed e.g. pulls off hat, can take off shoes and socks when unfastened, pushes arms through sleeves, legs into trousers.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use spoon, can guide towards mouth but food often falls off.</li> <li>• Holds pen or crayon using the whole hand (palmar) grasp, sometimes with either hands and makes random marks with different strokes.</li> <li>• Able to balance blocks to make a tower of at least 2 cubes.</li> <li>• Threads large beads onto a thick rod.</li> <li>• Holds mark making implement to make spontaneous large circular scribble as well as to-and-fro scribble and dots.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Holds a closed cup with both hands and drinks without much spilling.</li> </ul>
<p><b>By 36 months</b></p>	<ul style="list-style-type: none"> <li>• Runs well and with safety on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground and stands up without using hands.</li> <li>• Jumps off the floor both feet together at the same time, little height achieved, difficulty taking off with both feet.</li> <li>• Climbs confidently.</li> <li>• Kicks a large ball.</li> <li>• Throws a small ball overarm and forwards without falling over.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• Catches a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Pedals a tricycle.</li> <li>• Stands on 1 foot for 1 second (right and left).</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat, pulls up own trousers and pulls up zipper once it is fastened at the bottom.</li> <li>• <b>Mounts stairs, steps or climbing equipment using alternate feet (by around 36 months ►).</b></li> <li>• <b>Balances and walks on tiptoes and returns to flat foot (by around 36 months ►).</b></li> <li>• <b>Can sit comfortably* e.g. on the floor or on an appropriately child sized chair (child can touch the floor with their feet) (by around 36 months ►)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Builds a tower of at least 7 small blocks.</li> <li>• Threads large beads onto a stiff ended lace.</li> <li>• Shows control in holding and using equipment e.g. jugs, hammers, books, and mark making tools.</li> <li>• Beginning to use three fingers to hold mark-making tools.</li> <li>• Imitates drawing simple shapes such as circles and lines e.g. vertical and horizontal.</li> <li>• Can drink from an open cup without spilling.</li> <li>• Can use a spoon and/or fork independently with the majority of food staying on the spoon and/or fork.</li> <li>• Helps with clothing, e.g. unzips zipper on jacket, however, may need help with buttons and other fastenings.</li> </ul>

<p><b>By 48 months</b></p>	<ul style="list-style-type: none"> <li>• 1 complete log roll – front-back-front or back-front-back, roll may be disjointed, top and bottom half of body roll separately, legs may bend.</li> <li>• Walks backwards and sideways.</li> <li>• Stands on 1 foot for 3 seconds (right and left foot).</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Jumps forwards – 2 feet to 2 feet, arms swing forward on take-off, body weight forward and knees bent on landing.</li> <li>• Jumps upwards– simultaneous coordinated upward arm lift, 2 feet to 2 feet take-off and landing.</li> <li>• <b>Skips forward with alternate feet with a rhymical coordinated action (by around 48 months ►).</b></li> <li>• <b>Hops up and down at least once, on both the right and left foot without losing balance or falling over (by around 48 months ►).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use one handed tools and equipment effectively e.g. a garlic press.</li> <li>• Builds a tower using 9 or 10 small blocks.</li> <li>• Threads small beads onto a lace.</li> <li>• Spreads hand and brings thumbs into opposition to each finger in turn.</li> <li>• Shows a preference for dominant hand.</li> <li>• <b>Holds pencil between thumb and two fingers (by around 48 months ►).</b></li> </ul>
<p><b>By 60 months</b></p>	<ul style="list-style-type: none"> <li>• Stands on 1 foot and balance for 5 seconds (right and left).</li> <li>• Marches using opposite hand, arm swing and leg action.</li> <li>• Gallops 5 metres, right and left, but may have a preferred side, arms begin to aid balance.</li> <li>• Hops 6-8 times using both the right and left foot, without losing balance, falling over or putting the other foot down.</li> <li>• Heel to toe walk (walk in a straight line, heel of one foot in front of and touching toe of other) forwards 4 or more steps with no support.</li> <li>• 1 complete log roll – legs remain straight and together, arms remain by ears, shoulders and hips together.</li> <li>• Pedals and skilfully manoeuvres tricycle.</li> <li>• Climbs the rungs of a ladder of a playground slide and slide down without help.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking a ball.</li> <li>• Dresses and undresses self, e.g. take off and put on own coat (may have difficulty with laces and other fastenings).</li> </ul>	<ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Copies anti-clockwise circles, and vertical and horizontal lines onto a large sheet of paper using mark-making tools.</li> <li>• Begins to use anti-clockwise movement and retrace vertical and horizontal lines.</li> <li>• Can copy some letters e.g. letters from their name, using an effective pencil grip.</li> <li>• Begins to form recognisable letters, using an effective pencil grip.</li> <li>• Uses a pencil and holds it effectively in a tripod grip to form recognisable letters, most of which are correctly formed.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Counts fingers on one hand with index finger of other.</li> <li>• Can fasten coat using zips and buttons.</li> <li>• Can use cutlery competently e.g. use a spoon for yoghurt, a fork for pasta and a knife for cutting (but may still need to have meat cut up for them).</li> </ul>

## FOOTNOTE:

**Can sit comfortably\* e.g. on the floor or on an appropriately child sized chair (child can touch the floor with their feet) (by around 36 months ►) –** there are many reasons why a child will have difficulty sitting comfortably (**NB: sitting comfortably is not the same as sitting still**).

Carefully consider:

- the child's core stability e.g. if a child is sitting on the floor in a 'W' sitting position (this is when a child sits on their bottom with their knees bent and feet positioned outside of their hips. If you are standing above the child you will see their legs and body make the shape of a 'W') or if the child is sitting on a chair with their legs wrapped around the chairs legs, this can indicate that the child has poor core stability.
- the developmental appropriateness of the activity e.g. length of time you are expecting a child to sit
- the child's sense of balance and space/body awareness

**Checkpoint Alert ►** - A child may not reach a checkpoint by the age indicated. This checkpoint ALERTS you to the need for further action such as closer monitoring, discussions with the family, further interventions, or may include discussion with other services.

Physical Activity Guidelines: these guidelines from the Chief Medical Officers in the UK describe the amount and type of physical activity people should be doing to improve their health. When considering a child's physical development, it is vital to consider the physical activity guidelines to ensure that age-appropriate opportunities and experiences are available.

[Physical activity guidelines for early years: birth to 5 years](#) (GOV.UK)

[Physical activity guidelines](#) (GOV.UK)

[Physical activity in disabled children and disabled young people: evidence review](#) (GOV.UK)

## ECaM Assessment Record Sheet (2024)

<b>Child's name:</b>		<b>Date of birth:</b>	
<b>Initial assessment date:</b>		<b>Age year / months:</b>	
<b>Person completing assessment:</b>			
<b>Review date:</b>		<b>Age year / months:</b>	
<b>Person completing assessment:</b>			
<b>Review date:</b>		<b>Age year / months:</b>	
<b>Person completing assessment:</b>			

Development age and decision	Sensory Explorations	Development age and decision	Gross Motor	Fine Motor
By 12-24 months: No intervention		By 12 months: No intervention		
		By 12 months: Intervention		
By 12-24 months: Intervention		By 12 months: Intervention plus		
		By 24 months: No intervention		
By 12-24 months: Intervention plus		By 24 months: Intervention		
		By 24 months: Intervention plus		
By 36-60 months: No intervention		By 36 months: No intervention		
		By 36 months: Intervention		
		By 36 months: Intervention plus		
By 36-60 months: Intervention		By 48 months: No intervention		
		By 48 months: Intervention		
		By 48 months: Intervention plus		
By 36-60 months: Intervention plus		By 60 months: No intervention		
		By 60 months: Intervention		
		By 60 months: Intervention plus		

**Note:**

“**Intervention**” indicates less than 50% of the expected descriptors are not yet achieved e.g. a child who is 42 months old would expect to achieve 3/5 descriptors so less than 50% would be 1/3 descriptors yet to be achieved. PLAN intervention through ‘Quality First Teaching’ (including responsive quality physical activities, opportunities and experiences within the provision throughout the day) and a priority focus.

“**Intervention plus**” indicates more than 50% of the expected descriptors are not yet achieved e.g. a child who is 42 months old would expect to achieve 3/5 descriptors so more than 50% would be 2/3 descriptors yet to be achieved. In addition to ‘Quality First Teaching’ PLAN focused intervention with specific outcome/s in mind.