Handout 1 – Child Development Stages

The department of Education Publication "New Learning from Serious Case Reviews, July 2012" emphasises the need for all practitioners working with children to understand and have knowledge of normal child development. It highlights that this is an essential component of child protection practice.

The publication pays particular attention to bruises and whether they have occurred as a result of activities that would be within a child's normal development or whether they are non-accidental and therefore an understanding of gross and fine motor development at which milestones is required. It recognises that children with disabilities will be outside of the normal range of development and practitioners need to be alert to this and to see the child and not just the disability.

This handout details the range of normal child development under the headings of:-

- Child Development Stages
- Physical Development - Gross and Fine Motor Development
- Language and speech Development
- Social and Emotional Development
- Cognitive Development

For each developmental stage it details the age of the child and this is in line with "developmental milestones":-

- First six weeks
- 1½ to 3 months
- 3 to 6 months
- 6 to 9 months
- 9 to 12 months
- 1 to 2 years
- 2 to 3 years
- 3 to 5 years
- 5 to 7 years

As per procedures, when observing any mark or injury you should always ask the child how it happened, any mark or injury that is a cause for concern should immediately be reported to the DSP/backup DSP. Any concerns about children who are showing delay in any of the key areas of child development should also be discussed with the DSP/backup DSP

Child Development Stages: Birth to 6 Years

Birth - 12 Months

During this period, young children's physical development is very rapid and they gain increasing control of their muscles. They also develop skills in moving their hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects.

They are learning from the moment of birth. Even before their first words they find out a lot about language by hearing people talking, and are especially interested when it involves themselves and their daily lives.

Sensitive care giving, which responds to children's growing understanding and emotional needs, helps to build secure attachments to special people such as parents, family members or carers.

Regular, though flexible, routines help young children to gain a sense of order in the world and to anticipate events. A wide variety of experience, which involves all the senses, encourages learning and an interest in the environment.

1 - 2 Years

As children become mobile new opportunities for exploration and exercise open up. A safe and interesting environment, with age-appropriate resources, helps children to develop curiosity, coordination and physical abilities.

This is a time when children can start to learn the beginnings of self-control and how to relate to other people. In this period children can be encouraged to develop their social and mental skills by people to whom they have a positive attachment.

Building on their communication skills, children now begin to develop a sense of self and are more able to express their needs and feelings.

Alongside non-verbal communication children learn a few simple words for everyday things and people. With encouragement and plenty of interaction with carers, children's communication skills grow and their vocabulary expands very rapidly during this period.

3 - 4 Years

Children's fine motor skills continue to develop and they enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy.

Self-help and independence soon emerge if adults support and encourage children in areas such as eating, dressing and toileting. Praise for new achievements helps to build their self-esteem. In this phase, children's language is developing rapidly and many are beginning to put sentences together.

Joining in conversations with children is an important way for children to learn new things and to begin to think about past, present and future.

Developing physical skills mean that children can now usually walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.

- 5 Years

An increased interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating.

Children also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others. Children still need the comfort and security of special people.

Close, warm relationships with carers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise.

At this stage children are becoming more aware of their place in a community. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities.

Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance.

5 - 6 Years

During this period children are now building a stronger sense of their own identity and their place in a wider world.

Children are learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour.

Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing.

In this phase children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop.

Children's developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies.

Child's Physical Child Development Birth to Seven Years

Gross Motor Skills



This is the ability of children to use two legs and walk and involves their whole body.

The whole-body movements are described as **gross motor**.

Sometimes they are referred to as **posture** and large movements.

These terms have the same meaning and cover the stages a child goes through in developing control of the body...



- learning to support the head
- rolling over
- sitting
- crawling
- pulling to stand
- walking
- running
- climbing stairs
- hopping
- playing football
- skipping
- riding a tricycle and a bicycle
- standing on one leg
- swimming
- Climbing etc.

Fine Motor Skills

Fine motor skills are the use of the hands in co-ordination with the eyes. This allows children to perform very delicate procedures with their fingers, with the eyes influencing the precise movements of the fingers.

Child Physical Development Chart: From Birth To 7 Years

Child Physical Development: From Birth To 12 Months

Gross Motor Skills

- 'Cruise' along using furniture as support
- Crawl on hands and knees, bottom-shuffle or 'bear-walk' rapidly about the floor
- Stand alone for a few moments
- Rise to standing without help from people or furniture
- Rise to a sitting position from lying down.

Fine Motor Skills

- Point with index finger at objects of interest
- Show a preference for one hand over the other, but use either
- Pick up small objects with a fine pincer grasp, between thumb and tip of index finger
- Hold a crayon in palmar grasp and turn several pages of a book at once
- Drop and throw toys deliberately - and look to see where they have fallen.

Child Physical Development: 15 Months

Gross Motor Skills

- Kneel without support
- Seat themselves in a small chair
- Crawl upstairs safely and may come down stairs backwards
- Are generally able to walk alone.

Fine Motor Skills

- May build a tower of two cubes after demonstration
- Can put small objects into a bottle
- Hold and drink from a cup using both hands
- Grasp a crayon with either hand in a palmar grasp and imitates to and fro scribble
- Turn several pages of a picture book at once.

Child Physical Development: 18 Months

Gross Motor Skills

- Kneel upright without support

- Move from squatting position to standing without support
- Climb forward into an adult chair and then turn round and sit
- Walk steadily and stop safely, without sitting down suddenly
- Run steadily but are unable to avoid obstacles in their path
- Crawl backwards... on their stomachs... down stairs alone
- Climb up stairs and down stairs with hand held or using rail for balance; puts two feet on each step before moving on to next step.

Fine Motor Skills

- Build a tower of three or more bricks
- Point to known objects
- Thread large beads on a string
- Control wrist movement to manipulate objects e.g. turn door knobs and handles
- Use a delicate pincer grasp to pick up very small objects
- Hold a pencil in whole hand or between thumb and the first two fingers
- Use a spoon when feeding themselves

Child Physical Development: 2 Years

Gross Motor Skills

- Push and pull large wheeled toys
- Kick a large ball, but gently and lopsidedly
- Jump with both feet together from a low step
- Walk up and down stairs, usually putting two feet on each step
- Can run safely, avoiding obstacles and are very mobile
- Can throw a ball over hand but cannot yet catch it
- Can climb up onto furniture
- Stand on tiptoe when shown.

Fine Motor Skills

- Build a tower of six or more blocks with a longer concentration span
- Draw circles, lines and dots using preferred hand
- Enjoy picture books and turn pages singly
- Copy a vertical line and sometimes a 'V' shape
- Pick up tiny objects using a fine pincer grasp.

Child Physical Development: 3 Years

Gross Motor Skills

- Can throw a ball overhead and can catch a large ball with arms outstretched
- Use their whole body to kick a ball with force
- Can jump from a low step

- Climb stairs with one foot on each step... downwards with two feet to each step
- Can stand and walk on tiptoe and stand on one foot
- Ride a tricycle using pedals.

Fine Motor Skills

- Can cut paper with scissors
- Can eat using a fork or spoon and enjoy taking part in family mealtimes
- Control a pencil using thumb and first two fingers... the dynamic tripod grip
- Draw a person with head, and sometimes with legs and arms coming out from the head
- Can thread large beads onto a lace.

Child Physical Development: 4 Years

Gross Motor Skills

- Bend at the waist to pick up objects from the floor
- Develop a good sense of balance and may be able to walk along a line
- Ride a tricycle with skill and can make sharp turns easily
- Catch, kick, throw and bounce a ball
- Stand, walk and run on tiptoe.

Fine Motor Skills

- Are able to thread small beads on a lace
- Can build a tower of ten or more cubes
- Hold and use a pencil in adult fashion
- Copy a model of three steps using 6 cubes

Child Physical Development: 5 Years

Gross Motor Skills

- Show good coordination, playing ball games and dancing rhythmatically to music
- Have increased agility... they can run and dodge, run lightly on their toes, climb and skip
- Use a variety of play equipment... slides, swings, climbing frames etc.
- Can bend and touch their toes without bending at the knees.

Fine Motor Skills

- Have good control over pencils and paintbrushes
- May be able to thread a large-eyed needle and sew with large stitches
- Do puzzles with interlocking pieces

- Draw a person with head, body, legs, nose, mouth and eyes
- Count the fingers on one hand using the index finger on the other.

Child Physical Development: 6 Years

Gross Motor Skills

- Catch and throw balls with accuracy
- Skip in time to music, alternating feet
- Run and jump and kick a football up to six metres away
- Are gaining in both strength and agility; they can jump off apparatus at school with confidence
- Ride a two-wheeled bike, usually using stabilisers at first.

Fine Motor Skills

- Are able to write a number of letters of similar size
- Build a tower of cubes which is virtually straight
- Hold a pencil in a similar hold to an adult
- Write their last name as well as their first name

Child Physical Development: 7 Years

Gross Motor Skills

- Are able to control their speed when running and swerve to avoid collision
- May be expert at riding a two-wheeled bike or using roller skates
- Are skilful in ball catching and throwing, using one hand only
- Have increased stamina, shown in activities such as swimming, skating, gymnastics and martial arts.

Fine Motor Skills

- Draw people with heads, bodies, hands, hair, fingers and clothes
- Can build tall straight towers with cubes
- Use a large needle to sew with thread
- Are more competent in their writing skills - individual letters are more clearly differentiated now and capital and small letters are in proportion

Language And Speech Development: From Birth to 8 Years

Children's language develops through a series of identifiable stages as outlined in the language development charts below.

If your child is exposed to a rich language environment, this will be reflected in her speech development.

Not all children will follow the exact sequence below. This is presented so that you will know what to expect from your child as children vary in the speed with which they reach these milestones.

You should seek advice from your child's language and speech therapist if she seems to be significantly behind in her speech development.

Pre-linguistic Stage: 0 to 12 Months

The first stage of development in the process of children learning to use language is the **pre-linguistic stage**. Babies use this stage to learn how to communicate with others.

During the first stage of life, babies rapidly learn how to communicate with their carers, so that by the age of 12 months, most babies understand what is being said to them and are starting to communicate their needs by pointing or by showing their carer objects.

Language and Speech Development Chart: 0 to 12 Months

0-3 Months

- Recognises different tones of voices
- Coos and gurgles when content
- Cries to show hunger, tiredness and distress
- Smiles in response to others' faces
- Recognises carer's voice.

6 Months

- Babbles and coos
- Babbles consist of short sounds e.g. **'da da, ma ma'**
- Laughs, chuckles and squeals
- Cries to show distress
- Begin to understand emotion in parent or carer's voice

- Begin to enjoy music and rhymes accompanied by actions.

9 Months

- Babbling continues
- Begin to recognise own name
- Imitate simple words
- Pointing begins. This is often accompanied by a sound or the beginnings of a word. This demonstrates an increasing awareness that words are associated with people and objects
- Babbling begins to reflect the intonation of speech
- May understand simple, single words e.g. bye bye

12 Months

- Babbling becomes more tuneful and inventive
- Strings vowels and consonants together to make repetitive sounds
- Use gestures to ask for things
- Enjoy games e.g. peek-a-boo
- Understand more than they can say
- Begin to respond to simple instructions e.g. **'come here', 'clap your hands'**.

Linguistic Stage: 15 Months to 8 Years

Children start to use words around twelve months and by fifteen months they have developed their own word for an object or person and use it consistently. They then go on to use **holophrases** - using a single word to express several meanings by changing the sound and using gestures. As they grow children gradually put two words together to form a mini-sentence.

Language and Speech Development Chart: 15 Months to 8 Years

15 Months

- Have about ten words that their carers can understand
- Words are used to mean more than one thing depending on the intonation the baby uses
- Pointing is accompanied by a single word.

18 Months

- Two words are put together e.g. **'bye bye dog'**

- Telegraphic speech appears, with children using key words in a grammatical way e.g. **'dada come'**
- Vocabulary increases with children learning 10-30 words in a month
- Repeat words and sentences
- Use language to name belongings and point out named objects.

2 Years

- Quickly learns new words
- Use plurals e.g. **'dogs'**
- Makes errors e.g. **'drawed', 'sheeps'**
- Starts to use negatives e.g. **'there no cats'**
- Both active and passive vocabularies continue to increase
- Sentences become longer although they tend to be in telegraphic speech
- Questions are asked frequently, What? And Why?

3 Years

- Speech is understood by strangers
- Sentences contain four or more words
- Imitates adult speech patterns accurately
- Knows and understands nursery rhymes
- Enjoys asking questions
- Talk to themselves during play
- Pronouns are usually used correctly
- Rhymes and melody are attractive.

4 Years

- Vocabulary is now extensive
- Longer and more complex sentences are used
- Are able to narrate long stories including sequence of events
- Play involves running commentaries
- Can use language to share, take turns, argue, collaborate etc.
- Begin to describe how other people feel
- Questioning is at its peak
- Speech is fully intelligible with few, minor incorrect uses

5 Years

- Sentences are usually correctly structured although incorrect grammar may still be used
- Pronunciation may still be childish
- Have a wide vocabulary and can use it appropriately

- Vocabulary can include shapes, colours, numbers etc.
- Questions become more precise
- Offer opinions in discussion.

6 Years

- Understands 13,000 words
- Understands opposites
- Classifies according to form, colour and use
- Uses all pronouns correctly.

7 Years

- Understand 20,000-26,000 words
- Understands time intervals and seasons of the year
- Is aware of mistakes in other peoples' speech.

8 Years

- Form complex and compound sentences much more easily and exhibit few lapses in grammar
- Carry on meaningful conversations with adult speakers and follow fairly complex instructions with little or no repetition
- Able to read age appropriate texts with ease and begin to demonstrate competence with writing simple compositions
- Have acquired various social amenities in common usage, such as **'please'** and **'thank you'** and will know when and where to use them.

Social and Emotional Development: From Birth to 7 Years

At Birth

Babies begin to learn as soon as they are born, but at this stage their behaviour and communication with adults are limited. Babies cry to make their needs known and are peaceful when those needs are met.

Social and Emotional Development

At this stage babies...

- depend on parents/carers
- sleep a lot

- likes to be undisturbed
- have rooting, sucking and swallowing reflexes
- cry when hungry, unattended to or in pain
- Startle to noise, and turn to light, providing it is not too bright.

1 Month

At this stage babies smile spontaneously, but they begin to smile in happenings outside themselves from 4-8 weeks. They learn to smile to your voice and face and are also attracted to the movement of your face.

Social and Emotional Development

At this stage babies...

- cry for their needs to be attended to
- will turn to mother's breast
- briefly looks at a face
- sleeps most of the time when not being handled or fed
- grasp a finger if the hand is opened and the palm is touched
- Will quieten or smile in response to your voice.

2 Months

From 2 months babies have less primitive reactions and gradually learn a range of responses and behaviour. These are the results of both physical maturation and the beginning to explore the environment.

At this stage the baby is capable of having **'conversations'** with the carer. These are a mixture of gestures and noises, but follow the pattern of a conversation in that one person is quiet while the other speaks.

Social and Emotional Development

At this stage babies...

- explore using their five senses
- sleep less during the day and more during the night
- stop crying when they are picked up
- differentiate between objects, and begin to tell one face from another
- follow your face when it moves

- Smile and become more responsive to others.

3 Months

At this stage babies take a lot of interest in their environment. Physical maturation continues rapidly.

When they hear different sound babies turn their heads in response to see what people are doing. They are rapidly beginning to learn new social skills from the people around them.

Social and Emotional Development

Around this stage babies...

- use sounds to interact socially and reach out to human face
- respond to friendly handling and smile at most people
- become more oriented to their mother and other carers
- looks at mother's or carer's face when feeding
- are able to show an increasingly wide range of feelings and responses including pleasure, fear, excitement, unhappiness and contentment
- have some awareness of the feelings and emotions of others
- Begin to connect what they hear with what they see.

6 Months

Development at this stage is very rapid. Babies are awake for much longer periods by 6 months. Babies laugh, show excitement and delight and will also show likes and dislikes.

Social and Emotional Development

Around this age infants...

- reach out for familiar people and show a desire to be picked up and held
- begin to be more reserved with, or afraid of, strangers
- show a marked preference for their main carer(s)
- like to play peek-a-boo
- smile at their own image in a mirror
- become more aware of themselves in relation to other people and things
- look at their hands and feet with interest
- Stop crying when communicated with.

9 Months

By this age, infants will have formed strong attachments with their main carer(s). They will also usually have begun to move around independently.

They take pleasure in playing with their carers and learn a great deal from this interaction.

Social and Emotional Development

Around this age infants...

- show fear of strangers and need reassurance when in their company, often clinging to the known adult and hiding their face in them
- play peek-a-boo, copy hand clapping and pat a mirror image
- clearly distinguish familiar people and show a marked preference for them
- cry for attention to their needs, but also they use their voice to attract people to themselves
- put hands around a cup or bottle when feeding
- show pleasure and interest at familiar words
- understand 'No'
- Begin to respond to their own name.

12 Months

By this stage, most children have started to stand independently and possibly have begun to walk. They can pick up small objects and to explore their environment around them.

Social and Emotional Development

By this age infants...

- can distinguish between different members of the family and act socially with them
- will wave goodbye
- like to be within sight and hearing of a familiar adult
- show rage when thwarted
- know their own name
- will obey simple instructions
- may be shy with strangers
- Copy actions and sounds of adults or children.

15 Months

At this stage toddlers use their main carer as a safe base from which to explore the

world. They are anxious and apprehensive about being physically separated from them, and tend to be very much **'under the feet'** of their carers.

They are very curious about their environment and their exploration of it can lead to conflicts with their carers.

Social and Emotional Development

By this stage children...

- begin to distinguish between **'you'** and **'me'**, but do not understand that others are individuals just like themselves
- can point to members of the family
- tend to show off
- have a sense of **'me'** and **'mine'** and begin to express themselves
- throw toys when angry
- show interest in other children
- show jealously of the attention given by adults to other children
- have an interest in strangers, but can be fearful or wary of them
- are emotionally changeable and unstable
- hold a cup and drink without assistance
- Help with dressing and undressing.

18 Months

Children are very egocentric at this stage. They are often defiant and resistant at this stage. They have only recently discovered themselves as separate individuals.

Their defiant behaviour can be seen as an attempt to protect themselves and their individuality.

Social and Emotional Development

At this stage, children...

- show intense curiosity
- tend to follow their carer around, be sociable and imitate them by helping with small household tasks
- are trying to establish themselves as members of a social group
- imitate and mimic others during their play
- show some social emotions, for example sympathy for someone who is hurt
- cannot tolerate frustration
- have intense mood swings, from dependence to independence, eagerness to irritation, co-operation to resistance
- are still dependent on familiar carer and also often return to a fear of strangers.

2 Years

Children at this stage are capable of a wide range of feelings and able to empathise with the feelings of those close to them. For example if their carer is upset, they are capable of trying to comfort them.

They are able to use symbols in language and these newly acquired linguistic skills enable children to achieve new levels of social development.

Social and Emotional Development

At this stage children...

- will try to be independent
- will ask for food
- demand their carer's attention and want their needs to be met immediately they make demands
- sometimes have tantrums if crossed or frustrated
- are capable of being loving and responsive
- can point to parts of the body and other features when asked
- are possessive of their own toys and objects, and have little idea of sharing
- tend to play parallel to other children, engage in role play, but are beginning to play interactive games
- join in when an adult sings or tells a simple story.

3 Years

Children are usually happier at this stage of their development and are more contented than during their previous years. They have gained a certain amount of physical and emotional control.

This can lead to more settled feelings and more balance in the way they express them. They are generally friendly and helpful in their manner to others.

Social and Emotional Development

At this stage children...

- can wait for their needs to be met
- can feel secure when in a strange place away from their main carers
- are less rebellious and use language rather then physical outbursts to express themselves
- enjoy make-believe play both alone and with other children
- have an ability to share things and to take turns
- can show affection to younger siblings
- want the approval of loved adults
- project their own experiences onto dolls and toys
- may have imaginary fears and anxieties.

4 Years

At this stage children are constantly trying to understand and make sense of their experiences and of the world around them.

Social and Emotional Development

By this age children...

- may have one particular friend
- are capable of being very sociable
- play with groups of children
- can take turns but are not consistent about this
- are developing a strong sense of past and future
- are able to cope with delay in having their needs met
- can be confident and self-assured
- may be afraid of the dark and have other fears
- turn to adults for comfort when overtired, ill or hurt.

5 Years

At this age children achieve a level of balance, self-containment and independence. They are usually friendly, willing to talk to anyone, and are able to be polite.

Social and Emotional Development

By this age children...

- want approval of adults
- prefer games of rivalry to team games
- enjoy brief separations from home and carers
- show good overall control of emotions
- show a desire to excel, and can be purposeful and persistent
- boast and show off
- enjoy co-operative group play, but often need an adult to arbitrate
- still respond to discipline based on bargaining
- are developing a sense of shame
- argue with parents when they request something.

6-7 Years

At this stage children grow steadily more independent and are sociable. They are generally self-confident and friendly; they are able to co-operate in quite sophisticated ways with adults and children.

Their peer group becomes increasingly significant to them.

Social and Emotional Development

At 6 years children...

- may have spells of being rebellious and aggressive
- are often irritable and possessive about their own things.

At 7 years children...

- are more aware of gender characteristics
- may be so enthusiastic for life that carers have to guard against them becoming overtired
- become very self-critical about their work
- may be miserable and sulky, and give up trying for short periods.

Cognitive Child Development: From Birth To 6 Years

Cognitive development is the way in which a child manages her thinking, and talent to create sense of the world and what is occurring around her.

When a child is able to deal with difficulties, telling about it in advance are examples of skills associated with cognitive child development.

One Month

...By one month a will be child's starting to smile in answering to smiles.

He may copy facial expressions, and is able to follow objects with his eyes.

He...

- Identifies his most important carers and show this by answering to them with a joining together of excited actions and smiles.
- Behaves in a particular way with an adult holding him up face-to-face, but happening at the same time looking, listening, vocalising and moving his arms and legs actively.
- Loves to look closely at action such as trees in the wind, or moving bright objects placed within his area of vision.

Third Month

..By the third month, a child shows more interest in playthings and answers to common state of affairs of aroused actions, smiles and a variety of vocalisations such as cries, cooing sounds and chuckles.

He...

- Takes an interest in his environment.
- Laughs and vocalises with increasing tone.
- Takes an increasing interest in playthings.
- Cries loudly when showing an emotional need

Six Months

By six months a child's competent to reach for and grab things with both hands.

He stretches his exploration by using his hands to touch, stroke and pat. Most toys are moved to the mouth.

He carries on finding other people attractive, but is cautious of strangers.

He...

- Realises the meaning of words such as **'bye-bye', 'mama'** or **'dada'**.
- Realise objects and feels what to be in store for him when given a tin that makes a noise, for instance, he will test it for other surprising manner of behaving.
- Makes some realising of the emotional state of your voice.
- Makes a sharp and high pitched sound.
- Takes joy in playing with stacking beakers and bricks.
- Enjoys very much to investigate objects with both hands and mouth.

Nine Months

A nine month old child realises his daily routine and likes to copy speech and gestures.

He...

- Is able to judge the size of an object up to 2 feet (60cm) from a place.
- Looks in the correct course for fallen toys.
- Looks after a toy being hidden and then direct his eyes to it. This proves that he knows that an object can be real even when it is no longer in sight (object permanence).
- Identifies familiar pictures.
- Plays alone for more periods of time.
- Takes joy in making noises by banging toys.
- Prefers to play with empty cardboard boxes.

Twelve Months

At twelve months, a child is usually still shy with strangers. Frequently he has a most liked object such as a teddy or a cloth.

He is growing his own sense of individuality.

He...

- Investigates objects with mouth less frequently.
- Hand toys to adults when demanded and start to treat toys in a suitable way, for example, cuddle a teddy but exploit with hair brush.
- Takes joy in sounds and will attempt at something new with toys that make a noise.
- Copies others around him a lot.
- Enjoys playing with bricks and with containers... putting in and taking out of toys.
- Takes joy looking at pictures.

Two Years

By two years, a child is eager to learn and becomes an active explorer of his own surrounding.

He might show strong emotions in **'temper tantrums'** or bursting into tears.

He...

- Is starting to realize the importance of others, for instance, when something falls over or breaks.
- Makes available of comfort when other babies cry.
- Wishes to share songs, conversations and finger-rhymes more and more.
- Participates in more prolonged role-play, such as driving an imaginary car.
- Frequently plays alone... **'Solitary play'**... or look closely at other children playing... **'Spectator play'**.
- May play alongside other children but not with them... **'Parallel play'**.
- Takes joy in playing symbolically, causing one thing to remain unchanged for another... **'Pretend play'**.

Three Years

A three year old child shows that he has an inner world of thinking and he is also able to express ideas about this.

His drawings and paintings are starting to resemble portrait of people and things.

He now plays with other children more willingly than only near them and is establishing his first friends.

He...

- Is able to match two or three primary colours, normally red and yellow, but sometimes mix up blue and green colours.
- Starts to realise the general idea of time... retaining events in the past and able to look forward to events in the future.
- Is filled with great fear by reason and change and mostly ask **'Why?'**
- Is able to group objects into plain groups.
- Retains and say songs and nursery rhymes.
- Realises the general idea of **'one'** and **'lots'**.
- Counts by memory up to ten.

Four Years

At four years, a child's quite efficient and has the knowledge to do things well.

He's filled with great fear by reason and act on, and his increasing command of language reminds him to ask questions about the way things are done in the world.

He...

- Takes joy in counting up to twenty by memory, and realize the general idea of number up to three
- Is able to sort objects in groups.
- Has developed memory skills, for instance, he is able to recall a special event, such as when his grandparents came some months ago.
- Is able to give reasons and find answers to problems.
- Puts in much information in his drawings, such as joining hands and fingers to drawings of people.
- Mostly mixes up event with makeup story.
- Is able to say nursery rhymes and songs, with few mistakes.
- Performs in puppet shows and scenes he has seen on television.
- Becomes more friendly and talkative in role-play games with others.
- Takes joy in role-play, which helps him to deal successfully with strong feelings.

Five Years

At five years a child...

- Make drawings with better information, for instance, a house with windows, a door with a roof and a chimney
- Identifies his name and make an effort to write it
- Expresses ideas about the past, present and future, with a better awareness of the occasion
- Is able to speak in his manner of speaking and grammatically correct
- Enjoys very much to be read stories and will then perform them out in detail later, either alone or with friends
- Takes joy in jokes and riddles
- Can make a choice for a special sport or craft activity
- Plays difficult games on the floor with small portrait physical things, a small world play
- Plays without anyone or with others

- Takes joy in expanding role-play with others

Six Years

At six years your child...

- Starts to behave in a much co-ordinated way, and can hold his purpose of thinking in a particular way.
- Starts to grow general ideas of quantity, length, measurement, distance, area, time, volume, capacity and weight.
- Recognises disagreement between reality and fantasy, but is frequently still terrified by supernatural symbols in books, on the television etc.
- Is interested in basic scientific principles and is starting to know, for instance, what occurs to daily physical things if they are soaked or heated
- Draws people in detail, grouping for instance eye brows and eye lashes, and buttons and laces on clothes.
- Behaves carelessly in company with other children engages in co-operative play.
- Assigns roles to others in expanding upon pretend play and role-play.
- Role-plays characters in various state of affairs of which he has no direct experience but which might occur to him one day, so much as understanding of uniting closely, or travelling through space to the moon – engages in fantasy play.