

## Childhood developmental milestones

It is important to remember that the rate of development varies:

- From child to child;
- Within each child.

This means that not only do children develop at different rates, but they may develop more quickly in some of the areas mentioned and be slower to develop in other areas.

<u>Age Years</u>	<u>Language &amp; Reading Development</u>	<u>Physical &amp; Motor Development</u>	<u>Social &amp; Emotional Development</u>	<u>Cognitive Development</u>	<u>Red flags</u>
4	<ul style="list-style-type: none"> <li>• Uses correct grammar most of the time.</li> <li>• Can recognise rhymes</li> <li>• Can sit and listen to a story for 5 minutes</li> <li>• Infantile substitutions in speech</li> <li>• Understands number/space concepts- e.g. on/over/under</li> </ul>	<u>Gross motor</u> <ul style="list-style-type: none"> <li>• Dressing self unaided (except tying shoelaces)</li> <li>• Uses whole body to kick ball forcibly</li> <li>• Catches large ball between extended arms</li> <li>• Jumps vertically with both feet leaving the floor</li> <li>• Goes down stairs one foot per step</li> </ul>	<ul style="list-style-type: none"> <li>• Can play with other children and taking turns</li> <li>• Observing others in play</li> </ul>	<ul style="list-style-type: none"> <li>• Asks lots of questions</li> <li>• Gives first and last name</li> <li>• Can repeat three digits correctly – three times e.g. six-eight-nine</li> <li>• Counts up to 20</li> <li>• Can watch a TV programme or DVD for 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>➤ No pointing</li> <li>➤ Little or no speech</li> <li>➤ Hard for others to understand speech</li> <li>➤ Difficulty running/climbing</li> <li>➤ Dribbling</li> <li>➤ Difficulty with nursery rhymes</li> </ul>

		<u>Fine motor</u> <ul style="list-style-type: none"> <li>• Can copy and draw a cross, horizontal and vertical line</li> <li>• Can button and unbutton own clothing</li> <li>• Can thread beads</li> <li>• Can cut paper with scissors</li> </ul>			
5	<ul style="list-style-type: none"> <li>• Engages appropriately in conversations</li> <li>• Use “would” or “could” appropriately</li> <li>• Able to identify and name all uppercase and lowercase letters</li> <li>• Use sentences containing at least 7 or 8 words</li> <li>• Use past tense</li> </ul>	<u>Gross motor</u> <ul style="list-style-type: none"> <li>• Riding a bicycle with training wheels</li> <li>• Can walk along a narrow line heel to toe</li> <li>• Climbs play equipment</li> <li>• Able to jump to a height of about 30cm</li> <li>• Can go up and down stairs</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing friends and co-operating in play</li> <li>• Prefer playing in small groups</li> <li>• Protect younger children</li> <li>• Show respect for other people’s property</li> <li>• Play well without the need for constant adult supervision</li> <li>• Understand the nature of giving and</li> </ul>	<ul style="list-style-type: none"> <li>• Uses imagination to create stories</li> <li>• Can match colours</li> <li>• Can listen to a story for ten minutes</li> <li>• Can name the 7 days in a week</li> <li>• Has a vocabulary of over 2000 words.</li> <li>• Can recognise numerals at least 1-5</li> <li>• When asked is able to say their own name and address.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deterioration in motor function e.g. walking, running</li> <li>➤ Not turn taking, playing with other children</li> <li>➤ Not counting up to 10</li> <li>➤ Not able to do rhyming songs</li> <li>➤ Limited vocabulary</li> <li>➤ Can’t sit still compared with other children of similar age.</li> <li>➤ Aggressive behaviour</li> </ul>

	<p>more consistently</p> <ul style="list-style-type: none"> <li>• Describes objects.</li> <li>• Speech fluent with few infantile substitutions</li> </ul>	<p>alternating feet</p> <ul style="list-style-type: none"> <li>• Show improvements in running and jumping</li> <li>• Can catch a large ball with their hands</li> <li>• Can attend to toilet needs without much help</li> </ul> <p><u>Fine motor</u></p> <ul style="list-style-type: none"> <li>• Cutting across a page with scissors</li> <li>• Copies their own name</li> <li>• Colour within the lines</li> <li>• Can hold a pen or pencil in tripod or</li> </ul>	<p>receiving</p> <ul style="list-style-type: none"> <li>• Can turn take</li> <li>• Separates from mother easily.</li> <li>• Gives appropriate eye contact- e.g. when being spoken to</li> <li>• Sitting at the table for ten minutes</li> </ul>		
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		<p>equivalent grip</p> <ul style="list-style-type: none"> <li>• Can cut and stick</li> <li>• Can copy basic 2D shapes (e.g. square, triangle, diamond)</li> <li>• Can use a knife to spread jam/butter etc</li> <li>• Brushes teeth( but may need reminding)</li> </ul>			
6	<ul style="list-style-type: none"> <li>• Talks fluently</li> <li>• Can understand more complex grammatical rules</li> <li>• Can read and write to some degree</li> <li>• Can learn how to do things through the use of language</li> <li>• Can use language</li> </ul>	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>• Able to control speed when running and avoid collision</li> <li>• Can jump down several steps</li> <li>• Can kick a football up to 6m away</li> <li>• Can throw a ball with accuracy</li> <li>• Able to stand and balance on</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses awareness of others feelings</li> <li>• Enjoys imaginative play with other children</li> <li>• Can be selfish or overly competitive</li> <li>• May still have tantrum behaviours</li> <li>• Get upset when criticised by others</li> </ul>	<ul style="list-style-type: none"> <li>• Are inquisitive</li> <li>• Have the ability to see other's perspectives</li> <li>• More emphasis on quantity rather than quality of work</li> <li>• Enjoy starting tasks but these are not always completed</li> <li>• Can distinguish reality from something that is made up</li> <li>• Can give reasons</li> <li>• Can follow directions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can't copy shapes</li> <li>➤ Spelling errors for one syllable words</li> <li>➤ Difficulty turn taking</li> <li>➤ Speech not fluent</li> </ul>

	<p>to work through scenarios and problems</p>	<p>one foot for at least 3 seconds.</p> <ul style="list-style-type: none"> <li>• Walk heel-to-toe in a straight line</li> <li>• Dress and undress without help</li> <li>• Brushes own hair well</li> <li>• Ride a bike without stabilisers</li> <li>• Catch and bounce a small ball 4-6 times</li> <li>•</li> </ul> <p><u>Fine motor</u></p> <ul style="list-style-type: none"> <li>• Tying shoelaces</li> <li>• Using a knife and fork correctly</li> <li>• Drawing a diamond</li> <li>• Can draw a person</li> <li>• cuts out shapes</li> </ul>		<ul style="list-style-type: none"> <li>• Can do addition and subtraction of single digits</li> </ul>	
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		<p>well using scissors</p> <ul style="list-style-type: none"> <li>• Can open and close a zip</li> <li>• Writes their first and last name</li> </ul>			
7	<ul style="list-style-type: none"> <li>• Can describe points of similarity between two objects</li> <li>• Should understand opposite analogies easily (e.g. black-white, big-small, beginning-end)</li> <li>• Should be able to read aloud to some extent</li> <li>• Able to use an increasing number of words and understand more concepts</li> </ul>	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>• Is able to ride a bicycle without training wheels</li> <li>• Can walk along a thin line</li> <li>• Can do a somersault or forward roll</li> <li>• Is able to catch skilfully using one hand</li> <li>• Is able to throw skilfully using one hand</li> <li>• Able to plan movements</li> <li>• Has an awareness of direction and distance</li> </ul>	<ul style="list-style-type: none"> <li>• Can wait their turn during an activity</li> <li>• Desires to be perfect and is self-critical</li> <li>• Starts to look for independence</li> <li>• Moods can fluctuate</li> <li>• Have more of an awareness of their own emotions.</li> <li>• Worries about not being liked by others</li> <li>• Tends to complain more often</li> <li>• Shows strong emotional reactions</li> <li>• Worries more - may have low self-confidence</li> <li>• Is a better loser and is less likely to place</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to understand the rules of a game</li> <li>• Has a reasonable attention span (20 minutes)</li> <li>• Uses serious logical thinking - can be thoughtful and reflective</li> <li>• Can tell the time (including quarter of an hour) with ease</li> <li>• Knows the days, months and seasons.</li> <li>• Able to solve more complex problems</li> <li>• Is able to understand the difference between right and wrong</li> <li>• Can understand at least 3 separate instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Not reading aloud to others with fluency.</li> <li>➤ Not able to do syllable breakdown</li> <li>➤ Obsessional behaviour</li> <li>➤ Limited interaction with other children</li> <li>➤ Difficulty with motor tasks- gross or fine motor- not catching/ throwing accurately/ not copying shapes accurately</li> </ul>

		<ul style="list-style-type: none"> <li>Shows improvements in hand-eye coordination</li> </ul> <p><u>Fine motor</u></p> <ul style="list-style-type: none"> <li>Is able to cut using a knife</li> <li>Is able to draw a diagonal line</li> </ul>	blame	<p>within a command</p> <ul style="list-style-type: none"> <li>Can remember which hand is left and which is right</li> <li>Knows of and can explain the uses of a number of objects</li> <li>Has a short term memory repetition of at least 3 numbers</li> </ul>	
8	<ul style="list-style-type: none"> <li>Can converse at an almost adult level</li> <li>Can read with confidence and fluency</li> <li>Reading may be a major interest</li> <li>Can use complex sentences with ease</li> <li>Has established all sounds used in speech</li> <li>Have control over aspects of reading aloud</li> </ul>	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>Can bathe themselves</li> <li>Can pour a drink without spilling</li> <li>Need to be physically active every day (approx. 30 mins)</li> </ul> <p><u>Fine motor</u></p> <ul style="list-style-type: none"> <li>Use a ruler</li> </ul>	<ul style="list-style-type: none"> <li>Emotions change quickly</li> <li>Impatient - finds waiting for special events torturous</li> <li>Makes friends easily; develops close friends of same sex</li> <li>Favours group play, clubs and team sports - wants to feel part of a group</li> <li>More influenced by peer pressure</li> <li>Has a strong need for love and understanding -</li> </ul>	<ul style="list-style-type: none"> <li>Can sit and concentrate for 15-20 minutes</li> <li>Seeks to understand the reasons for things</li> <li>Begins to feel competent in skills and have preferences for some activities and subjects</li> <li>Thinking is organised and logical</li> <li>Begins to recognise concept of reversibility (<math>4 + 2 = 6</math> and <math>6 - 2 = 4</math>)</li> <li>Can do some simple division and multiplication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Difficulties using scissor /rulers other every day objects</li> </ul>

	<p>such as rate, pitch and volume</p> <ul style="list-style-type: none"> <li>• Can follow more complex commands</li> </ul>		<p>especially from mother</p> <ul style="list-style-type: none"> <li>• Can be helpful, cheerful and pleasant as well as rude, bossy, and selfish</li> <li>• May be quite sensitive and overly dramatic</li> <li>• Can be obsessed with and motivated by money</li> <li>• Can keep secrets</li> <li>• Can articulate their feelings</li> <li>• Usually enjoy school – don't enjoy being absent from school</li> <li>• Is possessive of their belongings</li> </ul>		
9	<ul style="list-style-type: none"> <li>• likes to talk and share ideas</li> </ul>	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>• Can help make a snack or drink for him or herself</li> </ul> <p><u>Fine motor</u></p>	<ul style="list-style-type: none"> <li>• Has a best friend</li> <li>• May experience wide mood swings</li> <li>• May be critical of self and others</li> <li>• Often dislikes the opposite sex</li> </ul>	<ul style="list-style-type: none"> <li>• Writes stories</li> <li>• May use physical complaints to avoid unpleasant tasks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finds writing difficult</li> <li>➤ Does not have many positive friendships</li> <li>➤ Struggles to read aloud</li> </ul>



		<ul style="list-style-type: none"> <li>• Can use a computer keyboard</li> </ul>	<ul style="list-style-type: none"> <li>• intensely</li> <li>• Puts great importance on fairness - for self and others</li> <li>• Responsible - can be depended upon and trusted</li> </ul>		
10	<ul style="list-style-type: none"> <li>• Reads to learn (rather than learning to read)</li> </ul>	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>• Interested in own strength - boys enjoy wrestling</li> <li>• Has both skill and stamina for gross motor activities such as biking, skating, and team sports</li> </ul> <p><u>Fine motor</u></p> <ul style="list-style-type: none"> <li>• Can use a can opener</li> <li>• Capable of fine hand and finger movements</li> </ul>	<ul style="list-style-type: none"> <li>• Still certain that own beliefs are correct and are universally shared.</li> <li>• Disposition is generally happy, sometimes silly</li> <li>• Respectful and affectionate toward both parents</li> <li>• Fears which were previously bothersome are now minimal</li> <li>• May anger quickly but expression of anger</li> <li>• differs according to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Can buy something in a shop and handle money</li> <li>• Has a strong desire to complete tasks may persist with an activity until exhausted</li> <li>• Memorises and recites facts - but may not show deep understanding</li> <li>• Keeps train of thought and will continue work even after interruptions</li> <li>• Able to use a dictionary</li> <li>• Critical thinking starting to emerge</li> <li>• Developing a conscience but not yet consistently able to tell</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing not fluent, and easy for others to read</li> <li>➤ Frequent spelling errors</li> <li>➤ Difficulty remaining in seat in class</li> <li>➤ Aggression to others in unstructured settings</li> <li>➤ Few friends</li> </ul>

		<ul style="list-style-type: none"> <li>• Draws with great detail</li> <li>• Uses tools, such as a hammer or small garden tools, fairly well</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships are quite important - friends are of the same sex</li> <li>• Enjoys socialising in clubs and group activities</li> </ul>	<p>right from wrong</p> <ul style="list-style-type: none"> <li>• Aware of time but needs help to plan time in a practical way</li> <li>• Can do percentages</li> </ul>	
<b>11+</b>	Good keyboard skills on computer	<ul style="list-style-type: none"> <li>• Can make a snack</li> </ul>	<ul style="list-style-type: none"> <li>• Self care- wash brush teeth</li> <li>• Help lay and clear the table</li> <li>• Starts to realise that others may hold beliefs different from own</li> <li>• Displays anger physically-fights, slams doors, kicks</li> <li>• Away from home, behaviour is well mannered and quite helpful</li> <li>• Friendships are still important but with more quarrels than before</li> <li>• May have one “best friend”</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a story competently beginning to be aware of right and wrong (versus good and bad)</li> <li>• Can sits at the table for 30 minutes</li> <li>• Can work independently doing homework</li> <li>• Able to use logic in arguments and apply logic to specific, concrete situations</li> <li>• Combines oral, visual, and written material in school reports</li> <li>• Shows improvements in ability to make decisions-</li> <li>• Can do simple word maths problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not practise good self-care. Appears to be unkempt etc.</li> <li>➤ Risk taking behaviour</li> </ul>

				<ul style="list-style-type: none"><li>• Can understand concept of fractions- whole/half/quarter</li><li>• Can start to combine two shapes to make a new shape</li></ul>	
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