

	COGNITIVE	PHYSICAL	SOCIAL	EMOTIONAL	LANGUAGE
Infant: 0-6 months	<ul style="list-style-type: none"> Learn to recognize faces and voices of parents and providers Turn to locate the source of sounds Forget about objects that they cannot see Explore things with their mouth 	<ul style="list-style-type: none"> Most of their movements are reflexes Nervous system is not fully developed Can see clearly objects that are about 20 cms away from their faces 	<ul style="list-style-type: none"> Smiles when others smile at them Interested in goings on around them Intently watches 	<ul style="list-style-type: none"> Begins to develop trust as their parents and providers meet their needs Cries to express hunger, anger, and pain Easily excited or upset Needs to be cradled and comforted 	<ul style="list-style-type: none"> Responds to “Mother-ese” by cooing, imitation of mouth shapes, brightening
Infant/ Toddler 7-12 months	<ul style="list-style-type: none"> Responds when you say their names Repeats actions that cause a response Looks for things not in sight (object permanence) Responds to simple directions Is aware that persons and things have labels Shows memory of recent events 	<ul style="list-style-type: none"> Increasing control of their muscles and nervous system Can sit alone By 8 months, they can reach for and hold objects, throw, hold with finger and thumb Transfers toys purposely hand to hand and mouth 	<ul style="list-style-type: none"> Begins to learn what is and is not allowed Begins to fear strangers Begins to fear being left by their parents or other care providers. Eye contact begins to replace some of the physical contact that younger infants seek Wave bye-bye and play pat-a-cake 	<ul style="list-style-type: none"> Gets angry and frustrated when their needs are not met in a reasonable amount of time. Begins to pretend by acting out familiar activities 	<ul style="list-style-type: none"> Two-syllable sounds(dada) Makes sounds that can be understood by people who know them well At 12 months, many infants speak their first understandable words
Toddler 12 Months - 2yrs	<ul style="list-style-type: none"> Begins defining themselves as separate people Uses objects for their intended purpose Attention span is short Developing imagination, have trouble knowing what is real and what is pretend 	<ul style="list-style-type: none"> Are generally more active than at any other point in their lives Walk, run, climb, walk up and down stairs alone Jumps with two feet together, stand on tip toes Start to show an interest in toilet training Has a hard time controlling themselves in physical activities, especially running, i.e. cannot always remember the “rules”, but understand them 	<ul style="list-style-type: none"> Has difficulty sharing toys/possessive Enjoy playing by themselves or beside (not with) other children Cannot remember rules View themselves as the centre of the world Routines are very important Begins to include a second person in pretend play 	<ul style="list-style-type: none"> Wants to be independent, but are still dependent Very concerned with their own needs and ideas Temper tantrums are common Begins to express new emotions, rapid mood shifts/ emotions are usually very intense but short-lived Needs to do things their way 	<ul style="list-style-type: none"> Names familiar people and objects Combines two words to form a basic sentence Uses "no" frequently Understands what you say, but often cannot answer you

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2 years approx.	<ul style="list-style-type: none"> • Likes to imitate the behaviour of adults and others • Begins to think about doing something before doing it • Has trouble making choices, but they want to make choices • Still has a very limited attention span • Shows mind set: certain things in certain orders • Understands a two-step request 	<ul style="list-style-type: none"> • Is generally more active than at any other point in their lives • Walk, run, climb, walk up and down stairs alone • Jumps with two feet together, stand on tip toes • Starts to show an interest in toilet training • Has a hard time controlling themselves in physical activities, especially running, i.e. cannot always remember the “rules”, but understands them 	<ul style="list-style-type: none"> • Begins to play simple pretend games • Generally very self centred and sharing is still difficult • Enjoys playing near other children. • Asserts themselves by saying "no." • Sometimes do the opposite of what is asked 	<ul style="list-style-type: none"> • Becomes frustrated easily, refuse help, • Still needs security • More sure of themselves than one-year-old children • Temper tantrums are common, especially in children without language development • Begins self-control • Separation anxiety lessens: can retain a picture of persons when they are out of sight. 	<ul style="list-style-type: none"> • Expresses their feelings and wishes • Begins to talk in full sentences • Can memorize short rhymes
3 years approx.	<ul style="list-style-type: none"> • Wants to touch, taste, smell, hear, and test things for themselves • Eager to learn • Learns by experiencing and by doing • Learns from their play • Attention span is a little longer, activities can be expanded 	<ul style="list-style-type: none"> • Walks on tip toes, stand on one foot, jump horizontally, • Handles small objects • Grows about 7 cm taller in a year • Needs a balance between active and quiet play 	<ul style="list-style-type: none"> • Will test you over and over again • Begins to learn to share • Needs to know clear and consistent rules and what the consequences for breaking them are • Loves to be the leader • Enjoys dramatic play with other children 	<ul style="list-style-type: none"> • Emotions are usually extreme and short-lived • Often questions and tests parental authority • Fears include new places and experiences and separation from parents and other important people 	<ul style="list-style-type: none"> • Can express their needs/have greater control of language • Needs to be encouraged to express their feelings with words

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4 years approx.	<ul style="list-style-type: none"> • Developing imaginations and rich fantasy lives, they may have trouble telling fantasy from reality • Enjoys pretending • Understands concepts such as under, over, slow, fast • Does not fully understand the concept of lying, will lie to protect oneself 	<ul style="list-style-type: none"> • More small muscle control • Runs on tip toes, hop on one foot, gallop, skip • Very active and aggressive in their play 	<ul style="list-style-type: none"> • Needs clear and simple rules so that they know the boundaries of acceptable behaviour • Can be aggressive but want friends and enjoy being with other children • Tends to brag and be bossy • Learning to take turns and to share • Changes the rules to a game as they go along • Loves to be silly, tell jokes • Loves to gather groups together and be the leader 	<ul style="list-style-type: none"> • Needs to feel important and worthwhile • Needs opportunities to feel more freedom and independence • Appreciates praise for their achievements • Understands the order of daily routines • Benefits from consistent routine • Fearful of dark, afraid of monsters • Understands the concept of danger 	<ul style="list-style-type: none"> • Speaks fairly complex sentences • Adapts language to listener's level: "Daddy go bye-bye" (to baby sister) "Daddy went to the shop to buy some milk" (to Mom) • Loves to talk and tell stories