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|  | **COGNITIVE** | **PHYSICAL** | **SOCIAL** | **EMOTIONAL** | **LANGUAGE** |
| **Infant:**  **0-**  **6months** | * 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 | * 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 | * Smiles when others smile   at them   * Interested in goings on   around them   * Intently watches | * 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 | * Responds to “Mother-ese” by cooing, imitation of   mouth shapes, brightening |
| **Infant/**  **Toddler**  **7-12**  **months** | * 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 | * 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 | * 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 | * Gets angry and frustrated   when their needs are not met in a reasonable amount of time.   * Begins to pretend by acting out familiar activities | * 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** | * 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 | * 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 | * 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 | * 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 | * 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.** | * 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 | * 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 | * 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 | * 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. | * Expresses their feelings and wishes * Begins to talk in full   sentences   * Can memorize short   rhymes |
| **3 years approx.** | * 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 | * 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 | * 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 | * 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 | * 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.** | * 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 | * More small muscle control * Runs on tip toes, hop on   one foot, gallop, skip   * Very active and aggressive   in their play | * 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 | * 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 | * 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 |