

EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

| | COGNITIVE | PHYSICAL | SOCIAL | EMOTIONAL | LANGUAGE | MUSICAL |
|---|--|--|---|--|--|--|
| Infant: 0-6mos. | ~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 10 inches away from their faces | Smiles when others smile at them Interested in goings on around them Intently watches | ~begin to develop trust as their parents and providers meet their needs ~cry to express hunger, anger, and pain ~easily excited or upset ~need to be cradled and comforted | Responds to "Mother-ese" By cooing, imitation of mouth shapes, brightening | Infants smile in response to a pleasant sound (especially singing) Eyes brighten when musically engaged Stiffening response in limbs when musically engaged Coos, grunts, vocal play |
| Infant/Toddler 7-12 mos. | ~respond when you say their names ~repeat actions that cause a response ~look for things not in sight (object permanence) ~ respond 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 | ~ begin to learn what is and is not allowed ~begin to fear strangers ~begin 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 | ~get angry and frustrated when their needs are not met in a reasonable amt. Of time. ~begin to pretend by acting out familiar activities | ~Two-syllable sounds(da-da) ~make sounds that can be understood by people who know them well ~12 months, many infants speak their first understandable words | ~Begins to anticipate "peekaboo" song ending ~Loves lap songs, especially those with high lift at end ~Intones/coos at end of song or through a lullaby ~Tries to figure out holding 3 egg shakers ~Shows preference or reaches for an instrument |
| Toddler 12 mos.-2yrs | ~begin defining themselves as separate people ~ use objects for their intended purpose ~attention span is short ~developing imagination, have trouble knowing what is real and what is pretend | ~ need to explore their environment ~very active ~begin walking, other basic skills (begin to jump, gallop, throw a ball, etc.) ~Most walk without support by 14 months | ~have difficulty sharing toys/possessive ~enjoy playing by themselves or beside (not with) other children ~ cannot remember rules ~view themselves as the center of the world ~Routines are very important ~begin to include a second person in pretend play | ~long on will and short on skill ~want to be independent, but are still dependent ~ very concerned with their own needs and ideas ~Temper tantrums are common begin to express new emotions rapid mood shifts/ emotions are usually very intense but short-lived ~need to do things their way | ~name familiar people and objects ~combine two words to form a basic sentence ~use "no" frequently ~understand what you say, but often cannot answer you | imitate animal sounds, begin to imitate tonal and rhythm patterns hum, begin to move in rhythm and form basic beat "toddler squat" ~like to "babble" during lullaby time ~begin to sing small phrases of songs, usually the last word in each phrase |
| *2yrs *ages approx. | ~like to imitate the behavior of adults and others ~begin to think about doing something before doing it ~have trouble making choices, but they want to make choices ~still have a very limited attention span shows mind set: certain things in certain orders ~understands a two-step request | ~are generally more active than at any other point in their lives ~walk, run, climb, walk up and down stairs alone ~jump with two feet together, stand on tip toes ~start to show an interest in toilet training ~have a hard time controlling themselves in physical activities, especially running, i.e.~cannot always remember the "rules", but understand them | ~begin to play simple pretend games ~generally very self-centered and sharing is still difficult ~enjoy playing near other children. assert themselves by saying "no." ~sometimes do the opposite of what is asked | become frustrated easily, refuse help, ~still need security ~more sure of themselves than one-year-old children ~temper tantrums are common, especially in children without language development ~begin self-control ~separation anxiety lessens:can retain a picture of persons when they are out of sight. | ~express their feelings and wishes ~begin to talk in full sentences ~can memorize short rhymes | ~join in simple songs ~increasingly more rhymical, tonally aware ~love to imitate the adults, especially dancing ~begin to make up their own words to songs |

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| <p>*3 yr</p> | <p>~want to touch, taste, smell, hear, and test things for themselves</p> <p>~eager to learn</p> <p>~learn by experiencing and by doing</p> <p>~learn from their play</p> <p>~attention span is a little longer, activities can be expanded</p> | <p>~walk on tip toes, stand on one foot, jump horizontally, handle small objects</p> <p>~grow about 3 inches taller in a year</p> <p>~need a balance between active and quiet play</p> | <p>~Will test you over and over again</p> <p>~begin to learn to share</p> <p>~need to know clear and consistent rules and what the consequences for breaking them are</p> <p>~Love to be the leader</p> <p>~enjoy dramatic play with other children</p> | <p>~emotions are usually extreme and short-lived</p> <p>~often question and test parental authority</p> <p>~fears include new places and experiences and separation from parents and other important people</p> | <p>~can express their needs/have greater control of language</p> <p>~need to be encouraged to express their feelings with words</p> | <p>~Sings parts of songs in correct tempo, can move in beat fairly consistently</p> <p>~loves to sing silly songs</p> <p>~makes up words to songs</p> <p>~become possessive over certain instruments at play along time</p> |
| <p>*4-5yrs</p> <p><i>*age approx.</i></p> | <p>~developing imaginations and rich fantasy lives, they may have trouble telling fantasy from reality</p> <p>~enjoy pretending</p> <p>~understands concepts such as under, over, slow, fast</p> <p>~does not fully understand the concept of lying, will lie to protect oneself from punishment</p> | <p>~ more small muscle control</p> <p>~run on tip toes, hop on one foot, gallop, skip</p> <p>~very active and aggressive in their play</p> | <p>~need clear and simple rules so that they know the boundaries of acceptable behavior</p> <p>~can be aggressive but want friends and enjoy being with other children</p> <p>~tend to brag and be bossy</p> <p>~learning to take turns and to share</p> <p>~changes the rules to a game as they go along</p> <p>~loves to be silly, tell jokes</p> <p>~love to gather groups together and be the leader</p> | <p>~need to feel important and worthwhile</p> <p>~need opportunities to feel more freedom and independence</p> <p>appreciate praise for their achievements</p> <p>~understands the order of daily routines</p> <p>~benefits from consistent routine</p> <p>~fearful of dark, afraid of monsters</p> <p>~understands the concept of danger</p> | <p>~speaks fairly complex sentences</p> <p>~adapts language to listener's level: "Daddy go bye-bye" (to baby sister)</p> <p>"daddy went to the store to buy some milk" (to Mom)</p> <p>~loves to talk and tell stories</p> | <p>~can usually move in beat to song</p> <p>~can create his own music easily</p> <p>~can sing an entire song fairly accurately</p> <p>~could probably lead and entire class if we let them!</p> |