

Child Development Chart

	PHYSICAL DEVELOPMENT	INTELLECTUAL DEVELOPMENT, COMMUNICATION & LEARNING	SOCIAL, EMOTIONAL & BEHAVIOURAL DEVELOPMENT
BIRTH-1 YEAR	<p>At birth: swallowing, sucking, rooting, grasp, startle, walking and standing reflexes. By 3 months: can hold head up when lying on front, play with fingers, hold rattles. By 6 months: reach out and grab, pass object from hand to hand, try to self feed with spoon, hold head steady, teeth appear, sit up in high chair, roll over from back to front, push up on their hands when on their front, lift up arms and legs while on front. By 9 months: crawling or shuffling, sit up unsupported, pincer grasp, objects explored by hands and mouth.</p>	<p>At birth: recognise mother's voice and smell. By 1 month: has different cries, responds to soothing voices, will focus on face of whoever is holding them. By 3 months: learnt difference between day and night, sleep through the night, less crying, first smiles. By 6 months: can focus on interesting objects, start to show understanding of language, try to communicate. By 9 months: more exploration of surroundings, babbling. Learning through exploration of surroundings using their 5 senses.</p>	<p>At 4-6 Weeks: first smiles, responsive to all adults. At 2 months: starts to make attachments with primary carers. At 3 months: shows pleasure appropriately. At 5 months: smiles at mirror image. At 6 months: stranger shyness. At 9-10 months: apprehensive about strangers. Up to age 4 babies and toddlers have no understanding of right and wrong but learn this through their own trial and error based on the consequences to themselves of their actions.</p>
1-2 YEARS	<p>By 1 year: standing up holding on, crawling efficiently, walking holding on, fully developed eyesight, self-feeding with fingers, can wave goodbye, developing fine motor control, can point. By 18 months: can walk, can walk up and down stairs with help, try to self-feed with spoon, pick up objects from floor when standing, jump with both feet, build a 2-3 brick tower, throw a ball, enjoy ride-on toys.</p>	<p>By 1 year: know parents and main carers, cry when left with strangers, smile for parents, strongly bonded to parents, understand more of what's happening around them, notice what others are doing, understand more of what's said, beginnings of first words. By 18 months: understand that they are separate from parents, protest if they do not get what they want, developing language skills, several words, more understanding of language, start to develop a mind of their own.</p>	<p>Cooperates with dressing, waves goodbye, understands simple commands, strongly attached to main carers. At 7-24 months: child protests at separation from main carer-separation anxiety. At 18 months: demands constant mothering, drinks from cup with both hands, feeds self with spoon, signs of temper and frustration, eager for independence.</p>

Child Development Chart

2-3 YEARS	By 2 years: moves confidently, enjoy handling objects, build a 6 brick tower, can run, climb and walk up and down 2 feet per step, enjoy moving to music, push himself along on a tricycle, turn pages of a book, manipulate jigsaw pieces.	By 2 years: showing individuality, knows what he wants, gets frustrated when he thwarted, temper tantrums common, communicate positive emotions with laughs, smiles and squeals, can complete simple jigsaws, language developing well: putting two words together, use pretend play to learn about the world, still unable to see another's viewpoint, egocentric.	Learning to explore their environment and gain control over body and bowels, try to do some things independently e.g. dressing. Begins to understand carers needs, shows extremes of emotion, plays alongside other children, dry by day.
3-4 YEARS	Around 3 years: most children master the toilet, can go up stairs 1 foot per step and down stairs 2 feet per step, can build a 9 brick tower, can copy a circle and draw a man, enjoy sand and water play and dressing up, have limited stamina.	By 3 years: able to express feeling verbally, understand what is happening and the needs of others, understand that parents will return so no separation anxiety, enjoy dressing up and small world toys e.g. dolls house, interested in mark making, painting and books, sand and water play.	Fewer tantrums due to increasingly competent communication, can cooperate with other children in play, undresses with assistance, may have imaginary friends.
4-5 YEARS	By 4 years: can dress and feed himself, enjoy simple ball games, increasing manual dexterity, can thread and use scissors, can go down stairs 1 foot per step, can skip and hop.	By 4 years: speech should be fairly fluent and understood by strangers, but with occasional grammatical errors and mispronunciation, enjoy asking questions and talking, enjoy being given responsibility and encouragement from adults.	Dresses and undresses with minimal assistance, toilets independently, can plan and carry out activities, learning about gender role, moral judgements made dependent on expectations of adults.
5-6 YEARS	Physical development now slowing down, but coordination improving, can kick and control a ball, handwriting more legible, know right from left.	Enjoy listening to and telling jokes, be in formal education, enjoy intellectual challenge of learning to read and write, enjoy playing games with rules.	Friends start to become a part of the child's life as they attend school and are separated more from parents.

Child Development Chart

6-9 YEARS	Now developing more gradually, continue to grow taller, increasing competency in completing simple tasks, increasing speed of writing, stamina increases as heart and lungs grow.	Games become more organised, understand rules and consequences, can solve simple problems, enjoy working things out for themselves, respond well to clear explanations of rules and when behaviour is praised, will become competent and confident in reading and writing, can complete simple tasks quickly, confidently and accurately, will compare himself to others, able to think through things without having had personal experience of them, can solve problems using practical supports e.g. counters, less egocentric, more rational and logical thought processes.	Preoccupied with justice and following rules, have developed a concept of fairness and consider motives for others' actions.
10-13 YEARS	Has now mastered many skills, can write, draw, have fast and more coordinated fine and large movements, puberty starts, stamina increases dramatically, for boys more than girls.	Can draw detailed representational drawings, writing shows imagination and is legible and reasonably grammatically correct, can solve problems, play cooperatively, use materials fairly, has awareness of consequences of behaviour and increased thoughtfulness, growing awareness of different gender roles, may push the boundaries due to increasingly independent thought.	Understands concept of equity and that treating people in exactly the same way may not result in fairness e.g. a child who doesn't understand his homework will need more of the teacher's time than one who does.
14-16 YEARS	Puberty usually completed by 15 for girls and 17 for boys.	May have different ideas to parents, leading to possible conflict, exploring own identity and developing own personality, some may have developed high level skills e.g. computer skills.	Developing their own identity.