

## EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

|   | COGNITIVE  | PHYSICAL   | SOCIAL  | EMOTIONAL  | LANGUAGE   | MUSICAL  |
|---|--|--|---|--|--|--|
| <b>Infant:</b><br><b>0-6mos.</b>          | ~Learn to recognize faces and voices of parents and providers<br>~turn to locate the source of sounds<br>~forget about objects that they cannot see<br>~explore things with their mouth  | ~Most of their movements are reflexes<br>~nervous system is not fully developed<br>~can see clearly objects that are about 10 inches away from their faces   | Smiles when others smile at them<br>Interested in goings on around them<br>Intently watches   | ~begin to develop trust as their parents and providers meet their needs<br>~cry to express hunger, anger, and pain<br>~easily excited or upset<br>~need to be cradled and comforted  | Responds to "Mother-ese"<br>By cooing, imitation of mouth shapes, brightening  | Infants smile in response to a pleasant sound (especially singing)<br>Eyes brighten when musically engaged<br>Stiffening response in limbs when musically engaged<br>Coos, grunts, vocal play  |
| <b>Infant/Toddler</b><br><b>7-12 mos.</b> | ~respond when you say their names<br>~repeat actions that cause a response<br>~look for things not in sight (object permanence)<br>~ <b>respond to simple directions</b><br>~Is aware that persons and things have labels<br>~Shows memory of recent events  | ~increasing control of their muscles and nervous system<br>~can sit alone<br>~By 8 months, they can reach for and hold objects, throw, hold with finger and thumb<br>~Transfers toys purposely hand to hand and mouth  | ~ <b>begin to learn what is and is not allowed</b><br>~begin to fear strangers<br>~begin to fear being left by their parents or other care providers.<br>~eye contact begins to replace some of the physical contact that younger infants seek<br>~wave bye-bye and play pat-a-cake | ~get angry and frustrated when their needs are not met in a reasonable amt. Of time.<br>~begin to pretend by acting out familiar activities  | ~Two-syllable sounds(da-da)<br>~make sounds that can be understood by people who know them well<br>~12 months, many infants speak their first understandable words | ~Begins to anticipate "peekaboo" song ending<br>~Loves lap songs, especially those with high lift at end<br>~Intones/coos at end of song or through a lullaby<br>~Tries to figure out holding 3 egg shakers<br>~Shows preference or reaches for an instrument    |
| <b>Toddler</b><br><b>12 mos.-2yrs</b>     | ~begin defining themselves as separate people<br>~ use objects for their intended purpose<br>~attention span is short<br>~developing imagination, have trouble knowing what is real and what is pretend  | ~ <b>need to explore their environment</b><br>~very active<br>~begin walking, other basic skills (begin to jump, gallop, throw a ball, etc.)<br>~Most walk without support by 14 months  | ~have difficulty sharing toys/possessive<br>~enjoy playing by themselves or beside (not with) other children<br>~ <b>cannot remember rules</b><br>~view themselves as the center of the world<br>~Routines are very important<br>~begin to include a second person in pretend play  | ~long on will and short on skill<br>~want to be independent, but are still dependent<br>~ very concerned with their own needs and ideas<br>~Temper tantrums are common<br>begin to express new emotions<br><b>rapid mood shifts/ emotions are usually very intense but short-lived</b><br>~need to do things their way         | ~name familiar people and objects<br>~combine two words to form a basic sentence<br>~use "no" frequently<br>~understand what you say, but often cannot answer you  | imitate animal sounds, begin to imitate tonal and rhythm patterns<br>hum, begin to move in rhythm and form basic beat<br>"toddler squat"<br>~like to "babble" during lullaby time<br>~begin to sing small phrases of songs, usually the last word in each phrase |
| <b>*2yrs</b><br><br><b>*ages approx.</b>  | ~like to imitate the behavior of adults and others<br>~begin to think about doing something before doing it<br>~have trouble making choices, but they want to make choices<br>~still have a very limited attention span<br>shows mind set: certain things in certain orders<br>~understands a two-step request | ~are generally more active than at any other point in their lives<br>~walk, run, climb, walk up and down stairs alone<br>~jump with two feet together, stand on tip toes<br>~start to show an interest in toilet training<br>~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<br>~generally very self-centered and sharing is still difficult<br>~enjoy playing near other children.<br>assert themselves by saying "no."<br>~sometimes do the opposite of what is asked  | become frustrated easily, refuse help,<br>~still need security<br>~more sure of themselves than one-year-old children<br>~temper tantrums are common, especially in children without language development<br>~begin self-control<br>~separation anxiety<br>lessens:can retain a picture of persons when they are out of sight. | ~express their feelings and wishes<br>~begin to talk in full sentences<br>~can memorize short rhymes   | ~join in simple songs<br>~increasingly more rhymical, tonally aware<br>~love to imitate the adults, especially dancing<br>~begin to make up their own words to songs   |

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