

## EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

	COGNITIVE	PHYSICAL	SOCIAL	EMOTIONAL	LANGUAGE	MUSICAL
<p><b>Infant:</b> 0-6 mos.</p>	<p>~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</p>	<p>~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</p>	<p>Smiles when others smile at them Interested in goings on around them Intently watches</p>	<p>~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</p>	<p>Responds to "Mother-ese" By cooing, imitation of mouth shapes, brightening</p>	<p>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</p>
<p><b>Infant/Toddler</b> 7-12 mos.</p>	<p>~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</p>	<p>~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</p>	<p>~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</p>	<p>~get angry and frustrated when their needs are not met in a reasonable amt. Of time. ~begin to pretend by acting out familiar activities</p>	<p>~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</p>	<p>~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</p>
<p><b>Toddler</b> 12 mos.-2yrs</p>	<p>~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</p>	<p>~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</p>	<p>~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</p>	<p>~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 <b>rapid mood shifts/ emotions are usually very intense but short-lived</b> ~need to do things their way</p>	<p>~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</p>	<p>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</p>
<p><b>*2yrs</b></p> <p><b>*ages approx.</b></p>	<p>~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</p>	<p>~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</p>	<p>~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</p>	<p>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.</p>	<p>~express their feelings and wishes ~begin to talk in full sentences ~can memorize short rhymes</p>	<p>~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</p>

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