

0 – 6 Months – Skills

Fine motor skills

Demonstrating a reflexive grasp when objects are placed in hand
Reaching for and grasping objects
Mastering controlled reach (6 months)
Holding objects in the palm of 2 hands (by 3 months) or palm of one hand (by 5 months)
Recovering an object dropped within their visual field, by feel, or hear it within reaching range

Gross Motor Skills

Rolls over front to back and back to front
Bringing feet to hands / mouth while on back
Holding head erect in a support position
Pushing body off ground with arms when lying on tummy
Sits with support and then independently

Language development

Attending to sounds and voices
Recognising facial expressions and tones of voices

Play and social development

Establishing eye. Contact (for a few seconds)
Smiling when socially approached
Laughing in response to play
Calming/settling (cries frequently)
Manipulating and exploring objects

Self-care and development

Tracking objects with eyes
Coordinating suck, swallow, breath sequence, (tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern)
Sleeping for 4-10 hour intervals
Communicating hunger, fear or discomfort through crying

Sensory processing development

Hearing is mature
Tracks objects with eyes
Looks at own hands
Responds to sounds and voice
Reaches for nearby objects

Speech sounds development

The baby makes cooing sounds (e.g. 'oo', 'ee', 'ah')
Turns towards sounds and gives eye contact when they hear an adult speaking or making sounds

6 – 12 months skills

Fine motor skills

Reaching and grasping to put objects in mouth
Demonstrating controlled release of objects
Picking up small objects with thumb and one finger
Transferring objects from one hand to the other
Banging 2 cubes held in hands, both objects together in the body's mid-line
Poking and pointing with the index finger

Gross Motor Skills

Roller over from front to back, or back to front
Sitting independently
Getting up on all fours
Pushing body off ground with arms when lying on tummy
Bringing self into a seated position unaided
Stands momentarily without support
Crawls forwards on belly
Assumes a seated position unaided
Creeps on hands and knees
Transitions into different positions: sitting, all fours, lying on tummy
Pulls self to stand
Walks while holding onto furniture
Takes 2-3 steps without support
Rolls a ball in imitation of an adult
Respond to rhyme and music

Language development

Attends to sounds and voices
Recognises facial expressions and tones of voice
Responding to familiar requests (e.g., come here)
Responding to their own name
Understanding gestures (e.g., wave for 'bye')
Understanding simple questions (e.g., Where's daddy?)
Babbling (e.g., ma-ma, da-da)
Takes turns vocalising with others
Recognises names of a few objects
Listens to favourite nursery rhymes

Play and social development

Establishing eye contact (for a few seconds)
Smiling when socially approached
Laughing in response to play
Manipulating and exploring objects
Playing peek, a boo
Clapping when prompted
Spontaneously lifting arms to parent
Spontaneously extend toys to others
Imitating an adult's actions

Spontaneously placing a doll with head upright and vertical to the ground.
Separate from main carer with support
Begin to accept needs of others
Make connections between parts of their life

Self-care and development

Playing for 2-3 minutes with a single toy
Reaching for nearby objects
Tracking objects with eyes
Sleeping 10-12 hours with only 1 awakening
Tolerating a range of different textured foods
Drinking from a cup
Holding bottle or cup independently
Using tongue to move food around mouth
Feeding self-small crackers or other small pieces of food

Sensory processing development

Imitates gestures and responds to facial gestures
Identifies self in a mirror
Communicating hunger, fear or discomfort through crying
Opens mouth to be fed
Explore objects
Show an awareness of ICT
Show an interest in number

Speech sounds development

At 6 months the baby starts to babble and repeat sounds (e.g. 'mamma')

1 – 2 years Skills

Fine motor skills

Building a tower of three small blocks
Putting rings on a stick
Turning pages of a book (two or three at a time)
Turning knobs
Painting using whole arm movements to make strokes
Eating independently (minimal assistance ok)
Uses hands and face to communicate wants and needs
Bringing a spoon to mouth
Holding and drinking from cup independently
Picking up small objects with thumb and one finger
Putting shapes into a shape sorter without assistance
Use one handed tools and equipment

Gross Motor Skills

Sits, crawls, walks independently
Standing without support
Trying to run (running still with eyes on floor)
Walking while holding a toy
Changing direction while walking
Rolling a ball in imitation of an adult
Still has wide gait but walking/running is less clumsy
Pushes against a ball (does not actually kick it)
Move freely with pleasure
Move in a range of ways – rolling, crawling, walking

Language development

Responds to familiar requests (e.g., come here) and own name
Responding to their own name
Understanding simple questions (e.g., where's daddy?)
Follow simple instructions (e.g., give daddy the ball)
Understand approximately 50 words
Comprehending one key word in a sentence (e.g., where's your nose?)
Saying some simple first words (e.g., mine, no, mummy, daddy, ta)
Pointing to common objects when named
Having approximately 50-100 words in their vocabulary by 2 years
Joining 2 words together (e.g., car go, bye daddy) by 2 years
Understands gestures (e.g., wave for 'bye')
Babbling (e.g., ma-ma, da-da)
Takes turns vocalising with others
Recognises names of a few objects
Listen and join in with stories

Play and social development

Establishing eye contact
Smiling when socially approached
Laughing in response to play
Manipulating and exploring objects
Clapping when prompted
Spontaneously lifting arms to parent
Spontaneously extend toys to others
Responding to facial expressions
Imitating an adult's actions
Spontaneously placing a doll with head upright and vertical to the ground.
Identifying self in mirror
Spontaneously looking for hidden objects.
Role playing simple actions previously seen.
Imitating a pretend play action (e.g., giving a drink) or demonstrating play related to their body (e.g., sleeping, eating).
Saying 'hi', 'bye' or 'please'.
Separate from main career with confidence
Shows care and concern for others
Shows a sense of themselves as a member of a community

Self-care and development

Distinguishing between edible and inedible objects (18 months)
Looking in the right spot for hidden objects
Playing next to children
Imitating adult behaviour
Engaging in imaginative play
Has an awareness of a parent's approval or disapproval of their actions
Understanding common dangers of hot objects, stairs, glass
Regularly checking in with adults/carers
Tolerating nappy changes
Settling themselves to sleep at night or during the day
Attempting to brush teeth
Knowing where familiar items are kept
Removing own shoes and socks
Cooperating with dressing by extending an arm or leg

Sensory processing development

Bothered by soiled nappy
Distinguishes between edible and inedible objects (18 months)
Understands common dangers of hot objects, stairs, glass
Enjoys messy play
Reacts to extremes in temperature
Copies sounds that you make
Looks for an object he/she watched fall out of sight (such as a spoon that fell under the table)
Follow simple 1 step instructions
Solves problems with trial and error
Playing next to children
Sitting to look and listen to books being read

Engage in imaginary play
Imitating gestures – responds to facial expressions
Enjoying / tolerating messy play
Tolerating a range of different textured foods
Drinking from a cup
Settling themselves to sleep at night or during the day
Shows and interest in how things work
Shows and awareness of ICT
Uses some number names in play
Show and interest in number

Speech sounds development

The child is able to say the following sounds in words- /p/, /b/, /m/, /n/, /t/, /d/
Use simple statements and gestures

2 – 3 years skills

Fine motor skills

Stringing 3-4 large beads
Building a tower of 3-5 small blocks
Copying a simple sequence of coloured blocks in a tower
Turning single pages in a book
Pick up scissors for correct use
Making snips with scissors
Holding a crayon with thumb and fingers
Using one hand consistently for most activities
Imitating circular, vertical and horizontal strokes
Eating without assistance
Picking up small objects with thumb and one finger
Completing insert puzzles

Gross Motor Skills

Transitioning into different positions (e.g. sitting, all fours, lying on tummy).
Walks smoothly and turns corners
Begins running with control (still has wide gait).
Is able to pull or carry a toy while walking
Climbs onto/down from furniture without assistance
Walks up and down steps with support
Picks up toys from the floor without falling over
Pulling self into standing position
Walking while holding a toy
Changing direction while walking
Rolling a ball
Move in a range of ways –walking, running

Language development

Following simple instructions (e.g., Give ball to daddy)
Understanding and asking **What** and **Where** questions
Comprehending **position** concepts: on; off; in; out; up; down; under; top; open; shut
Comprehending **size** concepts: big; small/little; long
Comprehending **quantity** concepts 1 and 2
Comprehending concepts: stop; go/start; loud; quiet; heavy; soft; fast; hot; cold
Naming actions (e.g. go, run)
Using at least 50-100 words in their vocabulary
Minimum of 2-3 words in a sentence (e.g. Daddy go work)
Using a minimum of 2-3 words in a sentence (e.g. Daddy go work)
Talking about present events
Follows 2 part instructions (e.g. Go to your room and get your shoes)
Points to main body parts, clothing items, toys and food when asked
Still talks to self in long monologues
Has favourite books

Play and social development

Spontaneously looking for hidden objects
Role playing simple actions previously seen
Imitating a pretend play action (e.g. giving a drink) or demonstrating play related to their body (e.g. sleeping, eating)
Verbalising their desires/feelings (e.g. 'I want a drink')
Treating dolls or teddies as if they are alive
Playing beside other children
Using symbols in play such as a stick becoming a sword (beginning to)
Engaging in play themes which reflect less frequently experienced life events (e.g. visiting the doctor)
Have a sense of self as a member of a group
Has awareness of the boundaries set and behaviour expected
Has an awareness of cultural differences

Self-care and development

Using toilet with assistance and having daytime control
Having an awareness of a parent's approval or disapproval of their actions
Understanding common dangers of hot objects, stairs, glass
Settling themselves to sleep at night or during the day
Sitting to look at a book independently
Unbuttoning large buttons
Expressing emotions
Tolerating a range of different textured foods
Engaging in imaginative play
Distinguishing between urination and bowel movements, and names them correctly
Using a napkin to wipe face and hands
Feeding self-simple meals using a fork or spoon
Taking socks and shoes off
Enjoying/tolerating messy play
Knowing where familiar items are kept
Attempting to brush teeth

Sensory processing development

Uses toilet with assistance and has daytime control
Sits to look at books independently
Pays attention for 3 minutes
Begins to be able to take turns
Explores surroundings
Points to 5-6 parts of a doll when asked
Has an awareness of a parent's approval or disapproval of their actions
Understanding common dangers of hot objects, stairs, glass
Settling themselves to sleep at night or during the day
Sitting to look at a book independently
Expressing emotions
Distinguishing between edible and inedible objects
Tolerating a range of different textured foods
Engaging in imaginative play
Following simple instructions (e.g. "Give ball to daddy")

Enjoying/tolerating messy play
Solving problems with trial and error
Matching circles and squares
Sort objects
Know how to operate simple equipment
Willingly attempt to count
Show an interest in number problems

Speech sounds development

The child is able to say the following sounds in words- /p/, /b/, /m/, /n/, /t/, /d/
Has confidence to talk to others
Uses simple questions

3 – 4 years skills

Fine motor skills

Building a tower of approximately nine small blocks
Copying block designs of up to 6 blocks
Opening zip lock bags, containers and lunch boxes
Tracing on thick lines
Using one hand consistently for most activities
Copying a circle or imitating a cross
Holding a pencil with thumb and fingers on opposite sides of the pencil
Using the non-dominant hand to assist and stabilise objects
Threading a sequence of small beads onto string
Cutting roughly around pictures
Completing 4-6 pc interlocking puzzles
Co-ordinating hands to brush teeth or hair
Dressing independently including large buttons, socks and shoes (excluding shoelaces, small buttons and initiating zip on a jacket)
Explore malleable materials by patting, squeezing, stroking, poking, pinching

Gross Motor Skills

Transitioning into different positions (e.g. sitting, all fours, lying on tummy)
Running with control
Climbing onto / down from furniture with out assistance
Changing direction while walking
Walking on tip toes
Picking up toys from the floor without falling over
Throwing objects with an overarm action at a target
Rolling a ball
Catching a ball (using the whole body, not just arms)
Imitates standing on one foot
Imitates simple bilateral movements of limbs (e.g. arms up together)
Climbs jungle gym and ladders
Pedals a tricycle
Walks up/down stairs alternating feet
Jumps in place with two feet together
Able to walk on tip toes
Catches using body
Move in a range of ways – jumping, hopping, skipping, sliding

Language development

Follows 3 part instructions (e.g. point to the cat, the dog and the monkey)
Understands longer, more complex sentences
Minimum of 3-4 words in sentences
Telling you the function / use of an object
Tells you what they are doing
Tells you the function or use of an object
Pointing to main body parts, clothing items, toys and food when asked
Understanding longer, more complex sentences

Understanding What, Where and Who questions

Comprehending position concepts: on, off, in, out, up, down, under, top, over, open, shut, bottom, behind, first, near

Comprehending Size concepts: big, small, little, long, short (length) / emerging: short (height)

Comprehending quantity concepts: 1-3, every, none

Asking What, Where, Why, When, How questions

Suggest how a story might end

Know that information can be retrieved from books and computers

Play and social skills checklist

Treating dolls or teddies as if they are alive

Playing beside other children

Using symbols in their play such as a stick becoming a sword

Engaging in play themes which reflect less frequently experienced life events (e.g. visiting the doctor)

Playing with mechanical toys

Taking turns with other children

Playing with 2 or 3 children in a group

Engaging in play themes which expand beyond personal experience (e.g. fireman rescuing people)

Talking about their feelings

Feeling shame when caught doing the wrong thing

Have awareness of own needs, views and feelings

Understands what is right and wrong

Understands people have different needs and views

Self-care and development

Having an awareness of a parent's approval or disapproval of their actions

Understanding common dangers of hot objects, stairs, glass

Sitting to look at a book independently

Unbuttoning large buttons

Expressing emotions

Tolerating a range of different textured foods

Engaging in imaginative play

Distinguishing between urination and bowel movements, and names correctly

Using a napkin to wipe face and hands

Feeding self-simple meals using a fork or spoon

Taking shoes and socks off

Enjoying/tolerating messy play

Knowing where familiar items are kept

Attempting to brush teeth

Feeding self without difficulty

Tolerating different clothing textures, seams, tags etc

Independently packing items away

Using a wipe to wipe face and hands

Toileting independently

Knowing where familiar items are kept

Dressing and undressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places)

Playing with 2 or 3 children in a group

Brushing teeth independently

Taking turns

Settling themselves to sleep at night or during the day

Sensory processing development

Knows most colours

Can differentiate between real and pretend world

Takes turns

Able to completely clothe self, only requiring assistance with laces, buttons, and other fasteners in awkward places

Feeds self without difficulty

Social encounters are acted out through play activities

Has an awareness of a parents approval or disapproval of their actions

Understanding common dangers of hot objects, stairs, glass

Expressing emotions

Remembering most colours

Choosing weather appropriate clothing

Differentiating between real and pretend world

Playing with 2 or 3 children in a group

Play themes expand beyond personal experiences (e.g. fireman rescuing people)

Dressing self (only requiring assistance with laces, buttons and other fasteners in awkward places)

Notice and comment on patterns

Can count 1-5

Begin to represent numbers using fingers

Offer a solution to problems

Find total number of items in two groups

Say with confidence what one more is

Speech sounds development

The child is able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/

Speech may be unclear to adults who don't know the child well

Talk alongside others rather than with them

4 -5 Years skills

Fine motor skills

Cutting along a line continuously
Coordinating hands to brush teeth or hair
Copying 9 block models
Designing own Duplo models
Copying a circle, cross and a square
Holding the pencil with a tripod grasp (3pt grasp)
Colouring inside the lines
Coloring an entire picture
Writing their name
Tracing on a line with control
Copying numbers 1-5
Copying letters
Using a preferred hand for most activities
Dressing and undressing independently (excluding shoe laces)
Copying simple pictures using geometric shapes
Independently attempting to draw a range of pictures
Opening zip lock bags, containers and lunch boxes
Completing 8-12 pc interlocking puzzle
Cutting out simple shapes
Designing own Lego models
Dressing and undressing independently (excluding shoe laces)

Gross Motor Skills

Stands on one foot for up to 5 seconds
Imitating simple bilateral movements of limbs (e.g. arms up together)
Walking up and down stairs with alternating feet
Climbing onto/down from furniture without assistance
Climbing on jungle gym and ladders.
Pedalling a tricycle
Kicking a ball forward
Throwing a ball overarm
Catching a ball that has been bounced
Catching a ball with hands instead of using arms and body
Running around obstacles
Jumping 10 times in a row, maintaining the distance of jumps
Walking on tip toes
Walking along a line
Safely performing a forward roll.
Hopping on one foot
Jumping over an object and landing with both feet together.
Go backwards and forwards,
Jump off an object
Move with confidence in an imaginative way

Language development

Following 3-part instructions (e.g. Point to the cat, the dog and the monkey)

Understanding longer, more complex sentences

Understanding questions

Understanding **What, Where, Who** and **How** questions.

Comprehending **position** concepts: bottom; behind; first; near; middle; around; away from; between; through; next to/beside; last by mid-late 4 years

Asking the meanings of words

Follows the meaning of others' conversations

Can generally understand colour and shape words (e.g., red, square)

Can sort objects into simple categories (e.g., animals, food)

Minimum of 4–5-word sentences

Retell a narrative in the correct sequence

Know that print carries meaning

Play and social skills checklist

Playing with mechanical toys

Taking turns with other children

Playing with 2 or 3 children in a group

Engaging in play themes which expand beyond personal experience (e.g., fireman rescuing people)

Talking about their feelings

Feeling shame when caught doing the wrong thing

Playing with other children with shared aims within play

Playing imaginatively for instance playing in the home-corner, dressing up and cooking

Engaging in games with simple rules (e.g., hide and seek)

Playing with other children with shared aims within play

Playing imaginatively for instance playing in the home-corner, dressing up and cooking

Engaging in games with simple rules (e.g., hide and seek)

Engaging in play which includes themes never personally experienced (e.g., going to space)

Negotiating during play

Engaging in well-organised play

Have respect for their own culture and those of others

Considers consequences of their words and actions

Self-care and development

Using a wipe to wipe face and hands

Settling themselves to sleep at night

Independently packing items away

Developing friendships

Expressing emotions

Following rules

Knowing where familiar items are kept

Toileting independently

Choosing weather appropriate clothes

Dressing self independently

Feeding self without difficulty

Taking turns

Playing with 4 or 5 children in a group

Tolerating different clothing textures, seams, tags etc

Sensory processing development

Develops friendships
Expresses emotions
Able to follow rules
Able to sit and pay attention (e.g., mat time)
Settling themselves to sleep at night
Sitting to pay attention e.g., mat time
Taking turns
Look closely at similarities, difference, patterns and change
Use information technology for everyday purposes
Say and use numbers names in order
Can count 1-10
Knows shapes
Recognises numerals 1-10
Use vocabulary used in adding and subtracting
Use language such as more and less

Speech sounds development

The child is able to say
the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/,
/s/, /y/, /h/, 'sh', 'ch', 'j', /z/, /l/, /v/
Interact with others negotiation plans