

Stages of Child Development!

Guidance to your child's early childhood learning and development.



How to use this overview



The purpose of this overview is to help you as a parent/carer* find out more about how your child is learning and developing during their first five years. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help you as a parent know what to expect during these important years by focusing on the seven areas of learning and development.

In this overview, your child's first five years have been divided into six age bands which overlap. This is because **every child is different and children do not grow and develop at the same rate**. It highlights what you might notice your child is doing at these points.

Children learn and develop through playing, exploring, being active, creative and being asked questions to help their thinking. After each age band we give you an example of some ideas and tips as to how you can help your child's learning and development.

As you know, being a parent is very special and amazing as you watch your child grow. It can also have challenges. We hope this overview will help you to know how your child is developing by highlighting what to expect, remembering that all children are different.

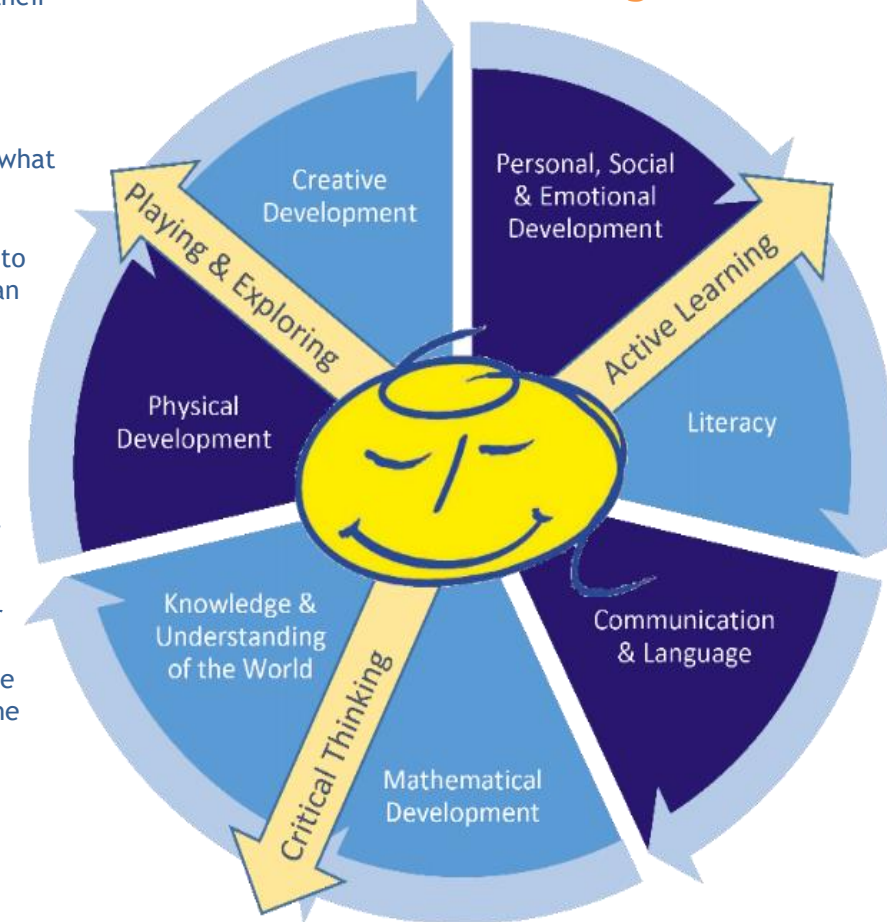
One way of using this overview could be to use it as a reference - see what you notice your child can do. Use it as a prompt to explore and try new things together.

The SmartKids Early Learning Goals (curriculum) are based on these learning and development stages for children as they grow from birth to five years

We at SmartKids work with a holistic approach and have these developmental stages work as tools for the total development & learning of your child and define the path, we as educators take with children in the classroom.

Through stimulating inquiry-based learning the approach is even more engaging and challenging and the children also develop knowledge, conceptual understandings and essential life skills.

The 7 areas of learning are:



Prime areas of learning particularly important in the first 3 years

Personal, Social & Emotional Development
Communication & Language
Physical Development

Specific areas of learning

Literacy
Mathematical Development
Knowledge & Understanding of the World
Creative Development

What to expect, when?

Guidance to your child's early childhood learning and development.



Birth - 11 months

What do you notice in your baby's early growing? Focus more on the prime areas of learning.



22 - 36 months

What do you notice about your child as they start becoming more self confident and aware, and managing their feelings and behavior? Focus on the prime areas of learning and give more attention to the specific areas.



08 - 20 months

What do you notice as your baby starts rolling, touching things and playing with toys? Focus more on the prime areas of learning.



30 - 50 months

What do you notice about your child as they grow in confidence? Focus on the prime and specific areas of learning.



16 - 26 months

Your child might be going to a pre-school / kindergarten. Discuss what you are noticing. Focus more on the prime areas of learning.




40 - 60 months

In this age band we list early learning goals which are the expectation for what children may have reached at the end of kindergarten. Focus on the prime and specific areas of learning.

22 - 36 months: You might notice that....

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I watch what other children are doing before I join in with them. • I will go to grown-ups I know when I want a cuddle, when I am upset and /or when I am excited. • I am beginning to make friends. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I can say “goodbye” to you when I have a grown-up I know to help me. • I can show you what I want to play with, eat and/or wear. <p>Managing feelings and behavior</p> <ul style="list-style-type: none"> • I will go to a grown-up I know when I’m feeling sad, scared or worried. • I will do or say something when someone I know looks sad, cross, scared or worried. • I know that if I take my friend’s toy or shout at them they might get upset or cross. • I will give my friend a hug if they are upset. • I can sometimes stop myself from doing something that I know I shouldn’t do. • Sometimes I choose to play with toys I like to stop me from feeling upset. • I can follow simple routines to help me do things by myself. • If you tell me what to do, rather than “no” I am able to do it. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can run without bumping into things or tripping up. • I can squat down on my knees to play and can get up without using my hands. • I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. • I can kick a large ball. • I can turn the pages in a book. Sometimes I might turn over more than one page at a time. • I can hold a small jug and pour my own drink. • I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across or round and round. • When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step. <p>Health and self care</p> <ul style="list-style-type: none"> • I am beginning to choose to hold objects in one hand more than in the other. • I can hold a spoon to pick up my food and put it into my mouth to feed myself. • I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. • I can tell you when I need to use the potty or toilet. • I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. • I can put on my hat, unzip my coat & take off my unfastened shoes/boots & shirt by myself. • I am beginning to be able to wash and dry my hands by myself. • I am beginning to be able to sit on a potty or toilet by myself. • I can use a set of steps to help me reach the sink or toilet by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I listen to stories when you make different noises or use different voices as you read to me. • I can recognize sounds by finding or going to the thing or place. • I join in with singing songs and rhymes. • I stop what I am doing, look at you and listen to you when you say my name. <p>Understanding</p> <ul style="list-style-type: none"> • When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words. • I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”. • I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys. • I can point to the right picture or object to show that I understand describing words such as “big” or “small”. <p>Speaking</p> <ul style="list-style-type: none"> • I can use simple sentences with 3-4 words to talk about what I am doing or what is happening. • When I am talking with you, I talk about lots of different things - what I am doing, what I like or what I have done. • I use objects and gestures to help me explain what I mean when I am talking. • I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys. • I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person.

22 - 36 months: You might notice that....

Literacy	Mathematical Development	Knowledge & Understanding of the World	Creative Development
<p>Reading</p> <ul style="list-style-type: none"> I have some favourite rhymes and songs. When you read my favourite stories I can join in with words and phrases that appear over and over again. I can tell you the missing word or phrase in stories and rhymes that I know really well, such as “Humpty Dumpty sat on a <p>Writing</p> <ul style="list-style-type: none"> I can tell you about the different marks I make in my writing and drawing. I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. 	<p>Numbers</p> <ul style="list-style-type: none"> I can give you the right number of objects from a collection when you say “please give me one / two”. I can say some number names in order. I can draw lines that go across, up & down, round & round and pictures to show numbers/amounts. I can show you which group of toys or plate of food has “more”. I can use words like “more” and “a lot” to describe amounts of objects. I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I can point to shapes and patterns in pictures and clothes. I can sort a collection of objects so that ones that are the same shape or size are altogether. I can use words such as “big” and “little” to describe toys, clothes and pictures in a book. I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next. 	<p>People and communities</p> <ul style="list-style-type: none"> I can recognize photos of my friends, family and other special people and tell you who they are. I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. I am beginning to make friends. I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear. <p>The world</p> <ul style="list-style-type: none"> I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them. I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud. <p>Technology</p> <ul style="list-style-type: none"> I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen. I can make toys, such as a wind up toy, move. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I join in with singing my favourite songs and rhymes. I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls. I join in with dancing to songs and when I hear musical instruments being played. I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children’s scissors. <p>Being imaginative</p> <ul style="list-style-type: none"> I can tell you what the different marks I make in my drawings are. I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.

Notes

The pediatric experts at Children Hospital Orange County (CHOC) created a interesting series of guide-lines by age and stage, so you can better understand what your child is going through and spot any issues along the way. Growth and development includes not only the physical changes that occur from infancy to adolescence, but also some of the changes in emotions, personality, behavior, thinking and speech that children develop as they begin to understand and interact with the world around them.

<https://choc.org/primary-care/ages-stages/2-years/>

<https://choc.org/primary-care/ages-stages/3-years/>

22 - 36 months: How can you help me with my learning?

Personal, Social & Emotional Development

Making relationships

- Make dens from sheets and blankets that I can play in with you or my friends.

Self confidence and self awareness

- Make a box with different things in it, like glue and different types of paper, that I can choose from when I'm making a picture or model from boxes.

Managing feelings and behavior

- Talk to me about the order I need to do things in, like brushing my teeth or getting ready for bed.

Communication & Language

Listening and attention

- Use sock puppets or toy people or animals when you're sharing one of my favourite stories or songs with me.

Understanding

- When we're making a sandwich together tell me what you are doing so I know what to do.

Speaking

- When we're playing with things, use new words to describe what I'm doing with them or to tell me what they are called.

Physical Development

Moving and handling

- Play ball games with me.
- Give me lots of ribbons that I can wave around me.
- Let me try and dress my teddy or doll with different types of clothes, like coats, jumpers and dresses, and different types of fastenings, like buttons, Velcro and zips.

Health and self care

- Let me help get lunch ready by cutting the cheese or bananas.



22 - 36 months: How can you help me with my learning?

Mathematical Development

Numbers

- Make skittles with me from plastic bottles. Play games where we have to keep a score of how many skittles we've knocked down.
- Sing counting rhymes with me like "Five Little Men in a Flying Saucer" or "1,2,3,4,5 Once I Caught a Fish Alive".

Shape, space and measure

- Let me sort the clothes so that I put all the ones with the same pattern or colour like red, spotty or stripy, together.

Creative Development

Exploring and using media and materials

- Let me explore the different sounds I can make with everyday things like spoons, pots and plastic bowls.
- Make a box with paper, glue, scissors and crayons that I can use to make pictures.

Being imaginative

- Let me dress up using grown-ups' clothes, pieces of fabric, hats and bags so that I can pretend to be somebody else.

Knowledge & Understanding of the World

People and communities

- Let me taste food from different countries and cultures.

The world

- Let me explore bubbles, windmills or streamers when it's windy.
- Let me use toy cars, buses or trains to make up stories about going to the supermarket, going on holiday or going to nursery.

Technology

- Let me press buttons on things like torches or remote control cars to see what happens.

Literacy

Reading

- Let me use my toys to help me tell you stories that we've shared.
- When you read me stories that I know really well, stop at different parts and let me tell you the missing word.

Writing

- Draw and paint with me and tell me what you're doing.
- When you're writing lists or filling in forms let me have my own paper or forms so that I can make my own marks.



30 - 50 months You might notice that....

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I can play in a group with my friends. I can make up ideas for things to do and games to play. • I will ask my friends to play with me. • I can watch what my friends are doing and join in with them. • I talk to and make friends with other children and grown-ups I know. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I choose the toys I want to play with and what I want to do with them with help from a grown-up. • I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” • I like helping you when you are busy, like putting some shopping away or matching my socks together. • I am beginning to talk to grown-ups I don’t know when you are there. I will join in new things when you are with me. • When we are playing, I will chat to my friends about you and our family. • I can ask grown-ups for help when I need it. <p>Managing feelings and behavior</p> <ul style="list-style-type: none"> • I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. • I know that sometimes my friends will want to have the toys I am playing with and need help from a grown-up to help me share these with them. • I am beginning to understand that when you are busy I can’t always have everything I want, when I want it. • I know that sometimes I can’t do things I want to do, like running around in the supermarket or jumping up and down on your friend’s sofa with my muddy boots on. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. • I can go up and down stairs and steps like a grown-up, using one foot per step. • I can carry something I like carefully downstairs, usually stopping with two feet on each step. • I can run around, stopping, changing direction and slowing down so that I don’t bump into things. • When you show me how to stand on just one foot, I can copy you, just for a second without falling over. • I can catch a large ball when you throw it to me. • I can wave my arms or ribbons to make up and down lines and circles in the air. • I can use child scissors to make snips in paper. • I can hold my pencil near the top, like a grown-up, using my thumb and two fingers, not my whole hand. • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper. <p>Health and self care</p> <ul style="list-style-type: none"> • I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. • I notice that when I am running, I get hot and I pant a bit. • I understand that I have to be careful when I am using children’s scissors to snip or my knife to spread jam. • Most of the time, I remember to go to the toilet in time and I wipe myself. • I can wash and dry my own hands. • When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • When I like what they are talking about, I listen to my friends. • I listen to the stories you tell me and I talk about them later. • When you read me stories, I join in with my favourite bits, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. • I can join in with my favourite rhymes and stories with you and guess what will happen next. • I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. • When you ask me to do something like “Come and put your coat on”, I will do it if I am not really busy playing. <p>Understanding</p> <ul style="list-style-type: none"> • When you ask me questions like “What do we need to cut the bread?” I know it’s a knife. • When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself. • I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” • I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today?”

30 - 50 months You might notice that....



Speaking

- I am beginning to use longer sentences with words like “because” and “and” like “I cried, I did, because I banged my foot”
- I can tell you about something that happened yesterday, like “remember when we went to the park and had a green apple and came home”.
- I ask lots of questions and answer your questions too.
- I can talk about what we are doing now, and what might happen later or tomorrow.
- When I talk to you, sometimes I talk like a grown-up to make myself clear, like “I really, really need the toilet now”.
- I can use lots of words about things that interest me, like “diplodocus” and “brontosaurus” and I like to learn lots of new words.
- I pretend about things when I am playing, like using my coat on my head “this is my magic flying cape”.

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