

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.

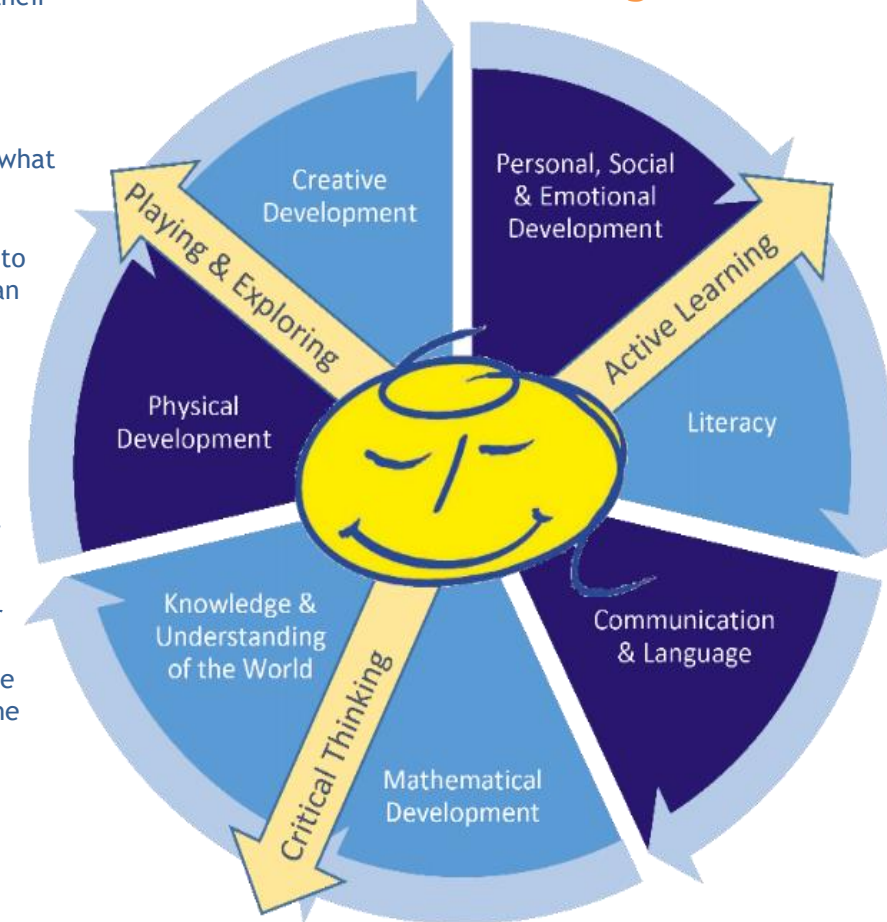
One way of using this overview could be to use it as a reference - see what you notice your child can do. Use it as a prompt to explore and try new things together.

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.

40 - 60 months: You might notice that....

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I like to talk with my friends and grown-ups and tell them what I know about the things they talk about. • I can tell you what I know about things I like to play with or things that I like to do. I ask grown-ups and my friends questions to find out more about the things I like. • I can help my friends to be friends again when they fall out or are cross with each other. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I can tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don't like something. • I can tell you what I like to do and what I am good at doing, like drawing or running. <p>Managing feelings and behavior</p> <ul style="list-style-type: none"> • I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug. • I know what I should do to help me and my friends share things, keep safe and be happy. • I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I like to move in different ways like running, skipping, hopping, jumping or rolling. • I can jump off a step and land on the floor on two feet. • When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can move on my feet, back & tummy to get over, under, through tunnels, climbing frames & steps. • I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. • I can use cutters to make shapes from dough. • I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. • I choose to use my left/right hand more to hold things like a pen, pencil, paintbrush or scissors. • When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks & lines that go down/up and up/down. • I write letters that you can recognize even if they are often a mixture of capital & lower case letters. • I can hold a pen or pencil and use it to write letters that you can recognize. When I am writing letters I will usually start and finish in the right place. <p>Health and self care</p> <ul style="list-style-type: none"> • I like to eat different types of fruit and vegetables. • I can go to the toilet by myself. • I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. • I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends. • I can tidy toys away so that I don't fall over them. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown-up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. <p>Understanding</p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown-up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. <p>Speaking</p> <ul style="list-style-type: none"> • I can use lots of words to tell you about something that I have made or something that I have done. • I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. • I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. • I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done. • When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.

40 - 60 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 can tell you lots of words that rhyme with a word like “hat”. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like “cat”. When you say each of the sounds like “c-a-t” I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. • I can read short sentences which are made of up words like “the” or “and” and words that I can say each of the sounds in like “hat” or “dog”. • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more things. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can recognize numbers that are important to me like my age, my flat number or the bus number that I go to nursery on. • I can recognize the numbers 1 to 5. • I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. • I can count the number of things on a page in a book or on a birthday card. • I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. • I can guess how many things I can see in a bucket and then count them to see how close my guess was. • I can tell you which basket or bucket has got “more” or “fewer” things in. • I can put two baskets of things together and tell you how many things I have altogether. • I can tell you what “one more” is when you say a number. • I can tell you what “one more” or “one less” is when you give me a group of up to 5 things, then up to 10 things. • I can use words like “more”, “add”, “less” and “take away” • I can use marks and pictures to show you my counting. • I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend. 	<p>People and communities</p> <ul style="list-style-type: none"> • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. <p>The world</p> <ul style="list-style-type: none"> • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don’t work I can choose something else or change the way I do something.

40 - 60 months: You might notice that....

Literacy	Mathematical Development	Knowledge & Understanding of the World	Creative Development
<p>Writing</p> <ul style="list-style-type: none"> • I can tell you what the marks, shapes, letters and pictures that I make mean. • I know that when I say a word you can write it down and that the letters you use make up the word I have said. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like “dog”. When you say each of the sounds like “d-o-g” I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. • I can write my name. • I can write labels for things to sell when I am playing “shops”. • I can write a short caption, like “my big car” to tell you what I have made with boxes. • I try to write short sentences like “I can jump” when I am making a book about me. 	<p>Shape, space and measure</p> <ul style="list-style-type: none"> • I am beginning to use shape names like “circle”, “square”, “cube” and “cylinder”. • When I am playing on an obstacle course I can use words like “under”, “behind”, “on” or “in” to tell you where I am. • I can tell you which thing is “heavy” and which thing is “light” when you give me 2 things. I can tell you which thing is “full” and which thing is “empty” when I am filling and emptying bottles. • I can use things to make patterns, like buttons and bricks. • I am beginning to use words like “money”, “pound” and “pence” when playing “shop”. • I know the order I put my clothes on • I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is. 	<p>Technology</p> <ul style="list-style-type: none"> • I can use a painting program on the computer or tablet to draw a picture. • I can use different things like a digital microscope, camera or microphone with a computer. • I ask questions about how technology works. • I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work. 	<p>Being imaginative</p> <ul style="list-style-type: none"> • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.



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/3-years/>
<https://choc.org/primary-care/ages-stages/4-to-5-years/>

40 - 60 months: How can you help me with my learning?

Communication & Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next “clue”.

Understanding

- When we’re sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we’re sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like “cat”, “bat” and “hat”.
- Play “I spy” with me.
- Use different voices, like loud voices or squeaky voices, when we’re telling stories.

Personal, Social & Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self confidence and self awareness

- Let me tell you how you can help me when I’m making something.

Managing feelings and behavior

- Talk to me about how to keep safe when we’re going to cross the road at a pelican crossing or zebra crossing.



Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

40 - 60 months: How can you help me with my learning?

Mathematical Development

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Creative Development

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Knowledge & Understanding of the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls & teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make colored ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown-ups or when we walk to the bus stop.



Early learning goals for 5 year olds: You might notice...




Early learning goals or ELG's outline the level of learning and development that children are expected to have reached by the end of the reception year at school.

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I can take turns when I am playing with toys with my friends. • I listen to their ideas and use them in our play to help make it more fun or to try out a new idea. • When my friends are sad, cross or worried I try to help them feel happy by giving them a hug or sharing my toys with them. • I can make friends and like to talk and play with grown-ups. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I like to try out new things. I can tell you what things I like to do best of all. • I can talk in a group when I am with my friends and grown-ups that I know. • When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it. <p>Managing feelings and behavior</p> <ul style="list-style-type: none"> • I can talk to my friends about feeling happy, excited, sad, cross or worried. • I can talk to my friends about how I feel when they make me sad or cross. • I know what I should do about sharing toys and keeping safe. • I know that when I am playing with my friends I have to take turns and share toys and that sometimes I might have to wait for the toy I want or play with something else. • I know that when I play with my friends I might run, be busy or be noisy and that other times I might be quieter. • When things change that I wasn't expecting to happen I don't get worried or upset. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can use my legs and feet in lots of different ways, like running, climbing, jumping or hopping. • I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can throw, catch, roll and kick different things like large balls, hoops, beanbags and balloons. • I can use pens, pencils and paintbrushes to make the marks and write the letters I want to. • I can use scissors to cut paper. • I can thread beads onto a piece of string. <p>Health and self care</p> <ul style="list-style-type: none"> • I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands. • I am able to go to the toilet by myself. • I can get dressed and undressed by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I can listen to what my friends and grown-ups say as I am doing something else, like playing with toys or looking at a book. • I can tell you what has happened and what might happen next as you share a story with me. <p>Understanding</p> <ul style="list-style-type: none"> • I can follow long instructions where I have to do two or more things. • When you ask me questions like "Why did the boat tip over?" or "How did the aliens get home?" I can tell you what I think by using things I have seen or heard about. <p>Speaking</p> <ul style="list-style-type: none"> • I can talk and listen to my friends and grown-ups. • I can use words and word endings like "I went" or "I am going" instead of "I go" to tell you about things that I have done or that I am going to do. • I can make up my own stories. • I can tell you about things in the right order when I am telling you about something I have done.

Early learning goals for 5 year olds: You might notice...

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school.

Literacy	Mathematical Development	Knowledge & Understanding of the World	Creative Development
<p>Reading</p> <ul style="list-style-type: none"> I can read short sentences that are made up of words like “go” and “you”. I can read words that I can say each of the sounds in like “pig” or “pen”. I can tell you about the characters in a story and what happens in the story after I have read it. <p>Writing</p> <ul style="list-style-type: none"> I can say the sounds I hear in a word like “bag” and know which letters I need to match the sounds. I can write other useful words like “the” and “was”. I can write short sentences like “I can skip” that my friends and grown-ups can read. I can write some words and sometimes I use what I know about sounds and letters to try and write words. 	<p>Numbers</p> <ul style="list-style-type: none"> I can use numbers from 1 to 20 in the right order when I am counting things or singing rhymes. I can tell you what “one more” or “one less” is when you say a number. I can add groups of 2 things together and tell you how many I have got altogether and take things away from a group to tell you how many things I have got left. I can solve problems that are important to me like sharing snacks between me and my friends so that we all have the same number of pieces of fruit. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I can use words like “big”, “small”, “heavy”, “light”, “in”, “under”, “pound”, “pence”, “morning” and “night” when I am playing with groups of things. I can make patterns and tell you about them. 	<p>People and communities</p> <ul style="list-style-type: none"> I can talk about my family and special times that we have had, like holidays or when my new baby sister arrived. I know that my friends might do things differently to how I do things, like living in a flat or living in a house. I can talk about things that I do that are the same as or different to my friends like celebrating Eid or celebrating Diwali. <p>The world</p> <ul style="list-style-type: none"> I can talk about how things such as buildings, plants, insects, animals and people look the same and how they look different. I can talk about how different places like the beach, the park and the shops look. I can talk about what things like plants and babies need to grow and how they change as they grow. <p>Technology</p> <ul style="list-style-type: none"> I can use different types of technology like remote control toys, a recordable book, a CD player, a camera, a tablet or a computer. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I can sing songs, dance and use instruments to make music. I can use my own ideas to change the words, dance moves or rhythm. I can use different things like brushes, rollers, scissors or hole punches to make pictures and build things. <p>Being imaginative</p> <ul style="list-style-type: none"> I can use different things like paint, paper and material to make my own picture. I can show you my ideas by drawing or painting pictures, making models using boxes, singing songs, dancing to music, dressing up and pretending to be other people and telling you stories.

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