

# Seriously Kids™

*Supporting, educating, empowering.... Seriously useful*

We encourage you to use this checklist as a source of information rather than as a prescriptive checklist. Checklists are great guides to help you determine what you may need, provide a starting point to help in gathering information and take some of the stress out of things such as making a decision or establishing a clear view of the situation on paper.

***Please Note: Children's learning is ongoing each child will progress towards the milestones in different ways and at differing paces. This checklist should be used as a guide only.***

## DEVELOPMENTAL MILESTONES

### 3 - 4 YEARS

Everything your baby does as they grow forms part of their development.

How your child plays, learns, speaks and acts offers important clues about your child's development, yet every baby grows and develops in a unique way.

Developmental milestones are achievements most children can do by a certain age. Your child does not need to be able to do everything at each developmental age as each child develops at an individual rate within the expected age ranges.

It is no use comparing a child to another as in most instances no two children will do things at the same time. For example a baby may sit up 'first' but then another baby may crawl before the baby who sat up. Development is a progression and is why there are developmental periods.

A child has a guided timeframe to be able to grow and develop and master the milestone. That is why there is a guide as it allows a baby to develop at their own pace within the variation of the timeline for their developmental phase.

It is suggested that you begin by focussing on the developmental areas that slot in with the age range into which the child fits. For example if your child is 3½ years old, start in the 3-5 year checklist age range.

Be mindful that your child may or may not fill everything. The purpose of a checklist is not that a child must check off everything on the list; it is merely a guide of what is the general expectation for the age range. If you do not see the development and/or behaviour then simply leave that area blank.



If you have concerns please seek professional help. You can take the completed checklists with you to discuss with your child's doctor about the milestones your child has reached (or the concerns you have at those they may not have yet reached) and what to expect next.



**SERIOUSLYKIDS.COM.AU**

## SOCIAL AND EMOTIONAL

Give and receive affection

/ /



Is helpful (to others also)

/ /



Asserts self with words

/ /



Copes with minor frustrations

/ /



Separates easily from parents to other familiar carers (i.e. preschool)

/ /



Attempt/develop express emotions verbally

/ /



Confident to try new tasks

/ /



Takes turns/starting to share

/ /



Relates to caregivers one at a time

/ /

Give orders (i.e. no, go away)

/ /

Enjoys rituals (i.e. some routine)

/ /

Can be possessive and rebellious

/ /

Choosing own friends

/ /

Helps others when hurt or comforts them

/ /

## SELF HELP SKILLS

Pour own drink without spilling

/ /

Dress oneself

/ /

Start taking care of own belongings

/ /

Feed self without spilling

/ /

Toilet independently (some accidents)

/ /

Blow nose with assistance (wipes when reminded)

/ /

Use utensils such as tongs confidently

/ /

## GROSS MOTOR SKILLS

Able to balance on one/either foot (10 seconds)

/ /

Able to hop on one foot (1-3 times)

/ /

Able to throw a ball under-arm

/ /

Catches ball with straight arms

/ /

Able to alter direction (run, stop, turn)

/ /

Able to jump forward 25 cm

/ /

Able to climb up and down confidently

/ /

Able to jump down and land on both feet

/ /

Able to kick a ball

/ /

## FINE MOTOR DEVELOPMENT

Able to copy a circle

/ /

Able to attempt a cross

/ /

Able to draw a person (3 parts)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to thread and lace small objects/cards

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to establish hand dominance

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to develop cutting skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to do medium degree puzzle (6-8 pieces)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to build a tower of blocks 9 high

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Grip

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Able to draw a vertical/horizontal line

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



## COGNITIVE DEVELOPMENT

Able to tell about functions of the body (i.e. nose)

/ /



Matches and names at least 4 colours

/ /



Counting

/ /



Able to show understanding when simple reasoning given

/ /



Responds to requests, directions

/ /



Finishes tasks

/ /



Recognition of and names objects

/ /



Beginning to obey simple rules

/ /



Able to complete tasks

/ /

Expanding attention span

/ /

## EXPRESSIVE LANGUAGE

Able to tell and retell stories, speaking confidently

/ /

Repeat sentences

/ /

Sentences grammatically correct 3 or more words

/ /

Articulation is mostly clear

/ /

Sings words to songs, rhymes

/ /

Uses words for requests, sentences etc.

/ /



## RECEPTIVE LANGUAGE

Able to follow directions

/ /

Carry out 2 simple unrelated successive commands in order

/ /

## LITERACY

Able to recognise own name

/ /

Interested in books

/ /

Has early book conventions- front to back, etc

/ /

Associate letters with objects, people, etc.

/ /

Awareness of pictures details

/ /

## CREATIVITY

Able to enjoy participating in group activities

/ /



Able to develop awareness of music types

/ /



Uses a variety of mediums creatively

/ /



Participates in construction imaginatively

/ /



Enjoys dramatic devices i.e. puppets

/ /



Able to play interactive games (no real roles)

/ /



Able to play imaginatively (more realistic)

/ /



Spontaneously begin play sharing space, equipment and some ideas

/ /



## DEVELOPMENTAL CONCERNS

There is a wide range of what is considered normal development and you probably shouldn't be concerned or worry yourself too much but there are some red flags to keep an eye out for and if you see them then we suggest you have a chat with your Dr.

if at 4 years your child:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>» Can't jump in place, balance on one leg or hop</li> <li>» Has trouble scribbling</li> <li>» Shows no interest in interactive games or make-believe</li> <li>» Ignores other children or doesn't respond to people outside the family</li> <li>» Resists dressing, sleeping, and using the toilet</li> <li>» Can't retell a favourite story or a sentence/question just told to them</li> </ul> | <ul style="list-style-type: none"> <li>» Doesn't follow 3-part commands such as get your drink, put it on the table and sit down.</li> <li>» Doesn't understand "same" and "different"</li> <li>» Doesn't use terms of language correctly such as "me" and "you"</li> <li>» Speaks very unclearly</li> </ul> |
|---|--|

## NOTES

## DISCLAIMER

We have taken a great deal of care in providing the information contained within this checklist, however, it is intended as a guide only.

Any information provided, while given as a broad guide with the best of intentions should not be substituted for professional advice. The information is given with the sole intention to be used as a guide only, and to aid with any concerns or questions you may have and to help you in determining if you require any further assistance or assist you with embarking on subsequent research.



Remember, checklists are really only ever to be used as a guide.