Seriously Lids

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 4-5 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 a 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 31/2 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.



| SOCIAL AND EMO | TIONAL |
|---|--------|
| Able to make eye contact when speaking | / |
| | |
| Friends are established | / |
| | |
| Stand up for own rights/belongings | |
| | |
| Participates in discussions | |
| | |
| Participates in large activities | |
| | |
| Appears to have positive sense of self | |
| | |
| Co-operates with one or more to complete a task | |
| | |

| SELF HELP SKILLS | | |
|------------------|-----------------------------------|---|
| Co-operates wi | th one or more to complete a task | / |
| | | |
| Blows nose | | / |
| | | |
| Recognise need | for warm/cool clothing | / |
| | | |
| Place things aw | vay (e.g. chairs) | / |
| | | |
| Attempts shoes | s (laces, buckles) | / |
| | | |
| Uses manners | | / |
| | | |
| | | |
| | ——— GROSS MOTOR SKILLS — | |
| Able to walk ba | | / |
| | | |

| Able to heel - to - toe walk | / | / |
|---|---|---|
| | | |
| Able to throw a ball overhand | / | / |
| | | |
| Somersaults developed | / | / |
| | | |
| Able to skip | / | / |
| | | |
| Able to hit ball with bat | / | / |
| | | |
| Able to balance along narrow line | / | / |
| | | |
| Able to hop (10 times on one leg) | / | / |
| | | |
| FINE MOTOR DEVELOPMENT | | |
| Able to complete complex puzzles (10-14 pieces) | / | / |
| | | |

| Able to print letters | / | / |
|--|---|---|
| | | |
| Able to attempt/master name | / | / |
| | , | |
| Able to put nail in hole and hammer (i.e. tap tap game) | / | / |
| Drawings more complex | / | / |
| | | |
| Grip with dominance | / | / |
| | , | |
| Pastes and glues appropriately | / | / |
| Builds complex 3 dimensional construction | / | / |
| | | |
| Able to copy a square | / | / |
| | | |

| Able to cut a line | / | / |
|---|---|---|
| | | |
| Able to cut shapes (which ones) | / | / |
| | | |
| COGNITIVE DEVELOPMENT | | |
| Able to match 6 or more colours | / | / |
| | | |
| Able to name 4 or more colours | / | / |
| | | |
| Able to count (at least to 10) | / | / |
| | | |
| Mathematical concepts emerging | / | / |
| | | |
| Able to match pictures of related pairs (shoes and socks) | / | / |
| | | |
| Able to remember and recount | / | / |
| | | |

| EXPRESSIVE LANGUAGE | |
|--|----|
| Able to define simple words (i.e. ball, hat) | / |
| | |
| Ask more complex questions | / |
| | |
| Give name and address on request | / |
| | |
| RECEPTIVE LANGUAGE | |
| Able to carry out 3 simple commands | / |
| | |
| Ask questions to one others new | / |
| | |
| LITERACY — | |
| Able to show direction when reading (L to R) | / |
| | |
| Awareness of auditory similarities and differences | // |
| | |

| Awareness of visual similarities and differences | / | / |
|--|---|-------|
| | | |
| Beginning to be aware of environmental text (signs, logos) | / | / |
| | | |
| Awareness that writing has meaning | / | / |
| | | |
| | | |
| Able to enjoy music and movement activities | / | / |
| | | |
| Asks to do previous activities | / | / |
| | | |
| Uses language to create/ sustain plot | / | / |
| | | |
| Takes on characteristics/actions to suit the role playing | / | / |
| | | |
| Assigns roles | / | / |
| | | |

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 5 years your child:

- » Doesn't show a wide range of emotions
- » Shows extreme behaviour (unusually fearful, aggressive, shy or sad)
- » Unusually withdrawn and not active
- » Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- » Doesn't respond to people, or responds only superficially
- » Can't tell what's real and what's make-believe they blend into one another
- » Doesn't play a variety of games and activities. They can be very focused on the same activity only all the time

- » Can't give their first and last name or answer questions about themselves
- » Doesn't use terms of language correctly such as plurals or past tense
- » Doesn't talk about daily activities or experiences and isn't able to recall activities, events, etc.
- » Doesn't draw pictures
- » Can't brush teeth, wash and dry hands, or get undressed without help and will refuse to do and/or has to be constantly reminded.

| | NOTES — |
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| DI | SCLAIMER — |

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.