

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

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 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.



SOCIAL AND EMOTIONAL

Able to make eye contact when speaking

___ / ___ / ___



Friends are established

___ / ___ / ___



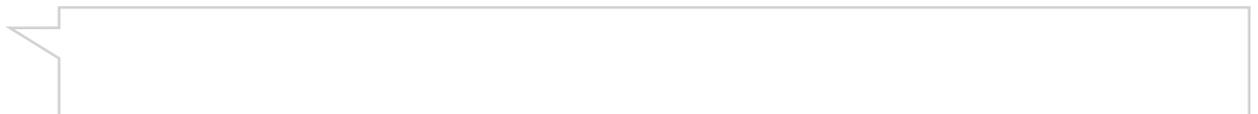
Stand up for own rights/belongings

___ / ___ / ___



Participates in discussions

___ / ___ / ___



Participates in large activities

___ / ___ / ___



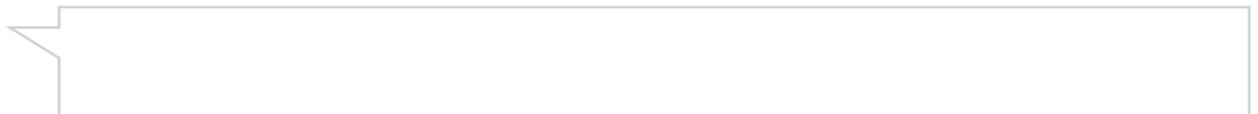
Appears to have positive sense of self

___ / ___ / ___



Co-operates with one or more to complete a task

___ / ___ / ___



SELF HELP SKILLS

Co-operates with one or more to complete a task

/ /



Blows nose

/ /



Recognise need for warm/cool clothing

/ /



Place things away (e.g. chairs)

/ /



Attempts shoes (laces, buckles)

/ /



Uses manners

/ /



GROSS MOTOR SKILLS

Able to walk backwards

/ /



Able to heel - to - toe walk

____ / ____ / ____

[Empty text box for notes]

Able to throw a ball overhand

____ / ____ / ____

[Empty text box for notes]

Somersaults developed

____ / ____ / ____

[Empty text box for notes]

Able to skip

____ / ____ / ____

[Empty text box for notes]

Able to hit ball with bat

____ / ____ / ____

[Empty text box for notes]

Able to balance along narrow line

____ / ____ / ____

[Empty text box for notes]

Able to hop (10 times on one leg)

____ / ____ / ____

[Empty text box for notes]

FINE MOTOR DEVELOPMENT

Able to complete complex puzzles (10-14 pieces)

____ / ____ / ____

[Empty text box for notes]

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

____ / ____ / ____

[Empty box for notes]

Able to cut shapes (which ones)

____ / ____ / ____

[Empty box for notes]

COGNITIVE DEVELOPMENT

Able to match 6 or more colours

____ / ____ / ____

[Empty box for notes]

Able to name 4 or more colours

____ / ____ / ____

[Empty box for notes]

Able to count (at least to 10)

____ / ____ / ____

[Empty box for notes]

Mathematical concepts emerging

____ / ____ / ____

[Empty box for notes]

Able to match pictures of related pairs (shoes and socks)

____ / ____ / ____

[Empty box for notes]

Able to remember and recount

____ / ____ / ____

[Empty box for notes]

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

____ / ____ / ____

[Empty text box for notes]

Beginning to be aware of environmental text (signs, logos)

____ / ____ / ____

[Empty text box for notes]

Awareness that writing has meaning

____ / ____ / ____

[Empty text box for notes]

CREATIVITY

Able to enjoy music and movement activities

____ / ____ / ____

[Empty text box for notes]

Asks to do previous activities

____ / ____ / ____

[Empty text box for notes]

Uses language to create/ sustain plot

____ / ____ / ____

[Empty text box for notes]

Takes on characteristics/actions to suit the role playing

____ / ____ / ____

[Empty text box for notes]

Assigns roles

____ / ____ / ____

[Empty text box for notes]

