

First name of the child : _____

Date of birth : _____
Day/month/year

Everyday child development

From cradle to elementary school

Francine Ferland
(translated by Karyn Karwatsky)

Observation dates :

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Editions de l'Hôpital Sainte-Justine
Centre hospitalier universitaire mère-enfant

Name of provider : _____

Sensorial and perceptive development

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| From birth to 6 months | <p>He or she :</p> <ul style="list-style-type: none"> • Recognizes his/her mother's voice and odor • Is attracted by faces • Visually recognizes his/her mother. • Moves his/her head to the sound of a voice. • Shows interest for contrasting colors (black/white). • Brings his/her fist to his/her mouth. • Tries to locate the origin of sounds. • Recognizes the voices of people that are familiar. • Adores to observe people and follows them with his/her eyes. • Likes brightly colored objects (images, mobiles). |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> • Brings his/her toes to his/her mouth. • Uses his/her hands and mouth to explore objects. • Understands the emotional interaction of a message : he/she react or cry when we raise our tone. • Discovers the notion of depth (not of danger) and the notion of distance. • Turns his/her head when we call his/her name. • Can follow, with his/her eyes, an object that moves quickly. • Understands the term « in ». |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> • Likes to look at pictures of a book. • When asked, points to parts of his/her face; nose, mouth, ear, etc. and of his/her body; hands, feet, fingers... when asked. • Identifies some pictures in a book by pointing at them, when asked. • Gathers two objects of same shape. • Can match geometric shapes in a puzzle game (circle, square, triangle) |
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| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> • Imitates circular, horizontal and vertical strokes. • Successively understands the terms down, up, standing, sit, next to, on and under. • Inserts objects of different shapes in the corresponding openings. • Stacks rings on a peg in order without errors. • Names all parts of his/her face. • Says his/her full name. • Completes a 4 piece puzzle. • Recognizes familiar objects by touch. |
| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> • Sorts objects by colours. • Completes a puzzle of 6 to 10 pieces. • Names a few colours. • Succeeds to insert into another objects of different sizes (stackable). • Understands the terms in front of, behind, near, far. • Copies a cross and a square. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> • Completes a puzzle of 10 to 15 pieces. • Compares objects to each other (biggest, smallest). • Identifies some joints (shoulder, elbow, knee). • Identifies familiar objects by touching them (without seeing them). • Copies some letters and numbers. • Understands the meaning of first and last. |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> • Copies triangles, rectangles and his/her name. • Distinguishes his/her right hand from his/her left hand. • Writes his/her name. • Completes a puzzle of 15 to 20 pieces |

Gross motor development

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| <p>From birth to 6 months</p> | <p>Lying on his/her back he/she :</p> <ul style="list-style-type: none"> • Turns his/her head sideways. • Maintains his/her head in a central position. • Mimics bicycling movements. • Plays with his/her feet. <p>Lying on his/her tummy :</p> <ul style="list-style-type: none"> • His/her arms and legs are flexed under him. • He/she lifts his/her head a few seconds. • Supports him/herself on his/her stomach and forearms • Lifts his/her head, straightens his/her back supporting him/herself on his/her stomach and forearms. • Straightens his/her head and chest supporting his/herself on his/her hands. <p>Head control and beginning of sitting position :</p> <ul style="list-style-type: none"> • He/she controls his/her head well in your arms. • He/she is starting to roll from his/her stomach to his/her back in one shot. • Remains seated for a couple of seconds with support. | <p>From 2 to 3 years</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Goes down the stairs alone while holding the handrail without alternating his/her feet (places both feet on each step). • Runs, climbs and slides. • Kicks a ball with his/her foot. • Throws a ball with both hands while moving is whole body. • Throws a ball forwards without falling. • Climbs up and goes down stairs one step at a time. |
| <p>From 6 to 12 months</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Rolls over from his/her back to his/her stomach. • Masters the sitting position better and better : protect him/herself from falling forward (6-7 months), from side to side (8-9 months), backwards (10 months). • Sits up when lying on his/her stomach or back. • Crawls on his/her abdomen. • Holds his/her body when put in a standing position. • Crawls on all fours. • Changes from the sitting position to on his/her knees. • Is able to stand up. • Takes a few side steps. • Takes a few steps when held by two hands, then when held by one hand. | <p>From 3 to 4 years</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Rides his/her tricycle and controls it well. • Climbs up and goes down the stairs while alternating his/her feet (one foot per step). • Runs more gracefully. • Balances him/herself on one foot for a few seconds when asked. • Throws a ball towards intended direction. |
| <p>From 1 to 2 years</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Makes his/her first steps without help. • Pulls or pushes toys while walking. • Transports objects. • Climbs stairs on all fours. • Is able to squat in order to pick up an object on the floor. • Climbs stairs while holding on to a ramp, without alternating his/her feet (places both feet on each step). • Goes down stairs backwards on all fours. • Is starting to run and throw a ball. | <p>From 4 to 5 years</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Throws and catches a ball. • Can learn swimming techniques. • Can do high jumps and long jumps. • Drives a bicycle with training wheels. • Throws a ball with more force. • Can throw a ball over his/her shoulder from below. |
| | | <p>From 5 to 6 years</p> | <p>He or she :</p> <ul style="list-style-type: none"> • Tries to skip rope. • Is starting to dribble a ball with one hand. • Runs like an adult. • Drives a bicycle. |

Fine motor development

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| From birth to 6 months | <p>He or she :</p> <ul style="list-style-type: none"> • Spontaneous movement of his/her arms are asymmetric and anarchic (uncoordinated and abrupt). • The gripping reflex is present. • Occasionally port his/her fist in his/her mouth. • Examines his hands and fingers attentively. • Scratches the surface of objects with his/her fingers to grasp an object (it's the beginning of the palmar prehension). • Shakes a rattle placed in his/her hand. |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> • Brings objects to his/her mouth. • Is better able to grasp objects. • Is starting to adapt his/her hand prehension to the shapes and sizes of objects. • Dropts the object he/she is holding if we offer him/her another. • Grasps objects of different shapes : bottle, ball, cube... • Transfers and object from one hand to the other. • Holds two objects at a time, one in each hand and knocks them together. • Claps his/her hands together (for hurrray). • Shows a preference for one hand. • Points with his/her finger. • Lets go of objects voluntarily. • Picks up small objects with his/her thumb and index. |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> • Puts coins in a piggybank. • Turns the pages of a book (skipping a few). • Uses both hands can do a different activity (one stabilizes while the other manipulates). • Builds a tower of 2-3 blocks (15 months), 3-4 blocks (18 months). • Makes little strokes (dash) on paper with waxed crayons. |
| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> • Turns the pages of a book one at a time. • Builds a tower with 6-7 blocks (2 years) then with 9-10 blocks (3 years). • Strings large wooden beads on a cord. • Turns a doorknob. • Opens scissors using both hands. • Snips paper with scissors. |

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| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> • Is able to screw or unscrew a lid. • Holds scissors with one hand and cuts fringes. • Cuts a strip of paper. • Cuts straight following a straight line. • Makes the shapes of little snakes by rolling playdough with both hands. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> • Is right or left handed. His/her laterality is well established. • Cuts simple shapes, such as a circle. • Holds a pencil between his/her thumb and index leaning on the middle finger. • Colours inside the lines. |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> • Distinguishes his right hand from his left hand. • Cuts geometrical shapes having angles (squares, rectangles), etc. • Can fold a piece of paper in two by matching the corners. |
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Language development

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| From birth to 6 monthys | <p>He or she :</p> <ul style="list-style-type: none"> Expresses his/her needs by emitting screams and cries that become increasingly differentiated according to situation (hunger, incomfort, contentment). Pays attention to voices, especially to his/her mother's. Is interested in facial expressions. Takes pleasure in cooing : mostly vowels : like a and e) Make high pitched sounds when he/she discovers the sound of his/her voice. Laugh out loud. |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> Is able to locate the origin of the sounds that he/she ears. Reacts to the tone of voices by opening his/her eyes very wide, smiling, frowning eyebrows : he/she understands the emotional tone of messages. Babbles (mamama, dadada). Uses the typical intonation of his/her mother tongue. Becomes aware that words have meaning. Reacts to someone calling his/her name. Reacts to the word « no ». Uses gestures to be understood : points with his/her finger, extends his/her arms... Is able to initiate a vocal exchange Voices different syllables and various intonations. Starts to say mama and dada. |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> Appreciates and initiates vocal games. Uses a single words for many significations (ex : bottle for all liquids). Uses one word as a sentence. Reacts appropriately to short and familiar sentences « come and eat ». Recognizes objects corresponding to 40 to 50 words. Looks at objects or images that we name. Starts to use words to communicate. Knows how to say about twenty words. Repeat words or bits of sentences like an echo to practice prononcing them. Understands simple requests (close the door). Likes to imitate sounds such as the ones animals make. |
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| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> Has a vocabulary of 200 to 300 words near 2 years of age and between 600 to 800 near 3 years of age. Can show on a picture the object named by an adult. Starts to build 2 word sentences « baby fell ». Starts to ask questions. What is it? Can follow a simple story. Starts to use a few pronouns regularly : me, you, etc. and negative sentences (I don't want). Understands demands with more than one instruction. |
| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> Talks to him/herself when he/she plays. Makes complete sentences. Starts to use articles, adjectives, prepositions and adverbs. Shows an object identified by it's function « what do we eat with? ». Can hesitate on certain words. Can say his/her name, age and sex. Can recite nursery rhymes and children's songs. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> Is very curious and often ask « why ». Masters the fundamental structure of the langage. Experiences some difficulty with certain sounds. Understand more and more complex sentences. Can follow a story without visual aids. Can hold a real conversation. |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> Uses past, present and futur tenses but still has problem with irregular verbs : they dranked, they cated. Invents stories and relates stories that he/she has already heard. Can identify the purpose of familiar objects : « a spoon is to eat with ». Will have a vocabulary of more than 10 000 words very soon. |

Cognitive development

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| From birth to 6 months | <p>He or she :</p> <ul style="list-style-type: none"> • Is interested by what surrounds him or her. • Recognizes familiar people and known objects • Distinguishes between day and night. • Coordinates many gestures; looks to manipulate and brings objects to his or her mouth. |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> • Starts to manifest an intention in his/her behaviors; he/she will make a move to attain a certain object. • Understands the cause-effect relation; bottle : feeding, rattle= noise. • Starts to look for an dropped object. • Like to play peek a boo. |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> • Imitates simple actions. • Understands object permanence; an object still exist even when he or she doesn't see it anymore. • Recognizes him or herself when looking in a mirror. • Starts to use symbolic thought (represent objects or persons by means of internal image : words, images, objects) and starts to play make-believe games. • Changes the function of objects during play; pretends to talk on the phone using a banana. • Imitates a situation that he/she with a few days earlier (deferred imitation) • Grasps the notions of before and after. |
| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> • Takes pleasure in scribbleling. • Understand the difference between one and several. • Counts two objects. • Can say his or her age • Finds it amusing to change the name of animals or people. |

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| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> • Starts to draw pictures but only he or she can identify what his or her drawing represents. • Can create an imaginary friend strange or unusual. • Finds it amusing to image juxtapositions bicycles with square wheels. • Counts to 10 mecanically and can count only 3 to six objects placed in front of him or her. • Understands the terms of today, yesterday, tomorrow. • Shows more creativity : he or she uses one same object to play in various ways.. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> • Draws pictures that are identifyable. • Draws stick figures. • Loves storytime. • Distinguishes the different parts of the day : morning, afternoon, evening. • Understands notions of time (one hour is longer than one minute) |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> • Adds hair, hands, double limbs and necks to his drawings of people. • Recognizes the numbers. • Counts to 30 mecanically and counts 10 objects placed in front of him or her. • Knows his/her telephone number. • Distinguishes the four seasons. |
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Emotional development

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| From birth to 6 months | <p>He or she :</p> <ul style="list-style-type: none"> • Expresses his/her needs by screaming or crying. • Expresses basic emotions : pain, displeasure, joy. • Smiles when a person appear wieh in his/her sight. • Can express anger, surprise and sadness. |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> • Deciphers the emotions of others by their facial expressions. • Starts to bord with one person in particular. • Is sometimes afraid of strangers. • Doesn't react well when separated from his or her parents, especially from his or her mother. |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> • Can be distracted when he or she cries or gets upset and his or her attention can be redirected to something else. • Recognizes him or herself in the mirror. • Needs clear limits. • Develops his or her self-confidence. • Better tolerates being separated from his or her mother. |
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| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> • Sometimes has temper tamtrums. • Has trouble waiting to obtain what he or she wants. • Sometimes rebels against parents requests. • Wants to do certain things by him/herself. • Can express proudness, ill at easeness, ashamness. • Knows if he or she is a boy or a girl. • Develops certain fears, for example fear of the dark, fear of Santa Claus. • Is learning to verbaly express his or her disagreements and frustration.. |
| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> • Can describe him/herself with concreate or accurate characteristics. • Can understand the reasons of a forbidence • Take initiatives. • Occasionally has nightmares. • Can get scarred in certain situations (visit to the dentist or the doctor). • Shows a particular interest in the parent of the opposite sex. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> • Appreciates that we explain the limits that we impose on him or her. • Expresses his or her anger through words and much less through actions. • Handles frustrations better. • Takes initiatives. • Better tolerates having to wait a little before having his or her needs met. |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> • Understands the constancy of the sexes (boy/girl). • Can maintain an effort for a certain period of time before seeing the concrete results. • Controls his or her emotions. • Is starting to identify him or herself with the parent of the same sex and is interested in this parents ways of doing things. |

Social development

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| From birth to 6 months | <p>He or she :</p> <ul style="list-style-type: none"> • Makes his or her first social smile towards the age of 6 weeks. • Reacts to the presence and movement of the people around him or her; he or she follows them with his or her eyes and shows pleasure by cooing and wiggling. • Shows no apparent attraction to other children. |
| From 6 to 12 months | <p>He or she :</p> <ul style="list-style-type: none"> • Extends his or her arms to be picked up. • Does not show fear in front of an unknown child. |
| From 1 to 2 years | <p>He or she :</p> <ul style="list-style-type: none"> • Shows interest in other children. • Reacts to the sadness of another child. • Likes the company of other children (parallel play). • Can learn certain social skills : saying hello, waving bye bye. • Sometimes prefers the company of one child in particular. |
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| From 2 to 3 years | <p>He or she :</p> <ul style="list-style-type: none"> • Understands the notion of property : it's mine. • Has a tendency to be possessive. • Has trouble controlling his or her negative emotions. • Can be aggressive towards another child : biting, pulling hair. • Prefer to play with children of same gender. • Often likes vigorous games if he is a boy and quiet games if she is a girl. |
| From 3 to 4 years | <p>He or she :</p> <ul style="list-style-type: none"> • Likes to play with other children (adult supervision is necessary). • Understands the social rules of conduct (hello, thank you, etc.) • Can show signs of empathy towards other children : helping, comforting, etc. • Develops friendships but they are often unstable. • Expresses emotions of convenience : pretending to like a gift in order to please the other person. |
| From 4 to 5 years | <p>He or she :</p> <ul style="list-style-type: none"> • Cooperates well in group activities with other children. • Is able to make compromises. • Expresses him/herself more often verbally during conflicts and quarrels with other children. • Is able to start exercising self-discipline. |
| From 5 to 6 years | <p>He or she :</p> <ul style="list-style-type: none"> • The company of other children are very important for him or her. • Likes to be part of a group. • Likes new experiences. • Able to make more concessions. He or she shows more consideration for the interests and needs of the other children. • Better assimilates family rules and social rules. |

« Getting dressed » Dressing undressing, feeding and hygiene development

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| From birth to 6 months | He or she : <ul style="list-style-type: none"> • Splashes water in the tub. | From 3 to 4 years | Getting dressed <ul style="list-style-type: none"> • He or she undressed him or herself except for fasteners and tight clothing. • He or she completely unzips the zipper of his or her jacket. Feeding <ul style="list-style-type: none"> • He or she prefers to use a fork as opposed to a spoon. • He or she stabs the food with his or her fork. Hygiene <ul style="list-style-type: none"> • He or she brushes his or her teeth (under supervision). • He or she washes and wipes his or her hands. • He or she uses the bathroom alone but needs help with wiping. • He or she has trouble blowing in the tissue and wipes his or her nose more than blowing it. |
| From 6 to 12 months | Feeding <ul style="list-style-type: none"> • He or she can hold his or her bottle with both hands. • He or she eats small pieces of food with his or her fingers. | From 4 to 5 years | Getting dressed <ul style="list-style-type: none"> • He or she gets dressed by him/herself except for certain fasteners or tight clothing. • He or she can zip up his or her jacket by him/herself. • He or she can do and undo buttons of medium size. • He or she is starting to tie knots. • He or she deciplers the front and back of his/her clothing. • He or she can fasten a belt or a sandal. Feeding <ul style="list-style-type: none"> • He or she eats all of his or her meals by him/herself without making a mess. • He or she can pour milk from a pitcher that is neither too heavy nor too full. Hygiene <ul style="list-style-type: none"> • He or she can wipe him/herself after urinating. • He or she can clean different parts of his or her body (under supervision). |
| From 1 to 2 years | Getting dressed <ul style="list-style-type: none"> • He or she helps with getting dressed by extending his or her arms and legs. • He or she remove a few articles of clothing (for example : a hat) • He or she can pull the zipper up or down if both ends are attached at the base. Feeding <ul style="list-style-type: none"> • He or she drinks from a cup with a cover, sippy spout or two handles. • He or she eats with a spoon but often makes a mess. • He or she drinks from a glass using both hands (under supervision). | From 5 to 6 years | He or she : <ul style="list-style-type: none"> • Getting dressed. • He or she gets dressed and undressed by him/herself but still needs help with certain fasteners. • He or she puts the right shoes in the right foot. • He or she successfully ties knots. • He or she starts to make loose bows with laces. • He or she can snap and unsnap and other more difficult fasteners. Feeding <ul style="list-style-type: none"> • He or she can spread butter on his or her bread with a knife. • He or she can cut cooked vegetables and meat with a knife. Hygiene <ul style="list-style-type: none"> • He or she wipes him/herself after using the bathroom at all times. • He or she efficiently blows his or her nose. • He or she can take a bath by his/herself and dry as well. • He or she brushes his or her hair. |
| From 2 to 3 years | Getting dressed <ul style="list-style-type: none"> • He or she removes his or her shoes, socks and pyjamas. • He or she unbuttons large buttons. • He or she is starting to get dressed by him/herself. • He or she feeds him/herself with a spoon without making a mess. Feeding <ul style="list-style-type: none"> • He or she drinks from a glass and with a straw. • He or she is starting to eat with a fork. Hygiene <ul style="list-style-type: none"> • He or she can let you know when he or she is wet. • He or she stays dry almost all day. • He or she is able to clean certain parts of his or her body. • He or she learns to wash his or her hands. • He or she asks when he or she needs to blow his or her nose but doesn't understand that he or she must blow. | | |

