



The Whole Child

Physical fine and gross motor development

Intellectual cognitive/ thinking skills development

Language listening – speaking – reading – writing

Emotional emotional control and responses

Social skills for successfully interacting with other people

Infants (Birth – 12 months)

P	I	L	E	S
From involuntary to intentional movements By 12 months: Crawling and attempting to walk	From reactive responses to learned / predictive responses By 12 months: Simple problem solving	From needs-driven sounds to babbling and single words By 12 months: Responsive to language Shows some understanding	Primarily self-interested By 12 months: Shows distinctive emotions Has clear preferences	Primarily self-interested Prefers and recognizes adults Shows stranger anxiety Low level of interest in other children

Toddlers (13 – 30 months)

P	I	L	E	S
Toddles, walks, runs, and dances Climbs, pushes, pulls, carries things, rides push bikes Potty training possible after 24 months Can eat independently	Likes to figure things out Can do puzzles and problem solving games Filling & dumping activities Enjoys music, patterns, and rhythms	Two to four word sentences Asks and answers questions Likes repetitious language: alliteration, onomatopoeia rhymes, etc Loves singing	Shows preferences for certain people Separation anxiety Dramatic responses to the environment Shows emotions through actions	Primarily self-interested Has a 'mine' mentality Cannot yet share or take turns successfully Primarily parallel play with short spurts of cooperative play

Preschoolers (2½ - 4 year olds)

P	I	L	E	S
Has full large motor control Working on fine motor control Hand-eye coordination Foot-eye coordination Has physical self-help abilities	Understands and follows rules Will enforce rules with other children Developing complex thinking skills Has independent thoughts and opinions	Fully developed language foundation Developing language complexity and vocabulary Shows interest in written language Talks all the time!	Can separate from loved ones fairly easily Can be competitive Prefers to be successful Shows and talks about emotions Begins to understand empathy	Prefers adult attention Makes friends, but changes them often May have one 'best' friend Is willing to share and take turns and expects the same of others Cooperative, planned play

Schoolagers (5 – 6 year olds)

P	I	L	E	S
Has full motor control Can execute detailed fine motor movements Independent self-help skills Is physically adventurous	Has complex problem solving abilities Can solve hypothetical problems Understands the concept of time Remembers details well	Fully developed language foundation Uses tenses and complex sentence structures with ease Developing reading and writing proficiency	Very Independent Has a strong sense of fairness Is separating functionally from parent/ caregivers Understands responsibility and obligations	Makes and maintains specific friendships Shows more interest in peer group approval Plays cooperatively Can keep busy on his/ her own

Ask your child's teacher for a progress report that shows his/ her developmental milestones.