

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 and Julie Millard)

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

From birth to 6 months	<p>He or she :</p> <ul style="list-style-type: none"> • Recognizes his/her mother's voice and odor • Turn his/her head away from a bad smell • Is attracted by faces • Visually recognizes his/her mother. • He/she can focus on an object that is 20 cm away • 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. • Distinguishes night from day • He/she has a growing interest for his/her environment: looking and listening • 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.
From 1 to 2 years	<p>He or she :</p> <ul style="list-style-type: none"> • Likes to look at pictures of a book. • Understands the meaning of "before" and "after" • 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 matches geometric shapes in a puzzle game (circle, square, triangle)

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, in, on, under, slowly and now • Inserts objects of different shapes in the corresponding openings. • Stacks rings on a peg in order without errors. • Sorts objects by shapes • Names all parts of his/her face. • Says his/her full name. • Completes a 4 piece puzzle. • Recognizes familiar objects by touch. • Understands the difference between one and many • Can count 2 objects • Can say his/her age
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, big, small • Understands the terms regarding time: yesterday, today, later and tomorrow • Copies a cross and a square. • Can count to 10 and can count from 3 to 6 objects in front of him
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). • Understand the terms under, in front , behind, close and far • 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. • Understands terms about time: one hour is longer than one minute • Knows the difference between: morning, afternoon, evening
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 • Recognizes numbers • Can count to 30 and can count 10 objects in front of him • Knows his/her phone number • Identifies the seasons

Gross motor development

<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. • Controls well his/her head in every position • 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"> • Can maintain a squat position • Goes down the stairs alone while holding the handrail without alternating his/her feet (places both feet on each step). • Runs, climbs and slides. • Jumping on the spot 2 feet together • Can carry a big object while walking, like a teddy bear • 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 and stomach to back • 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). • Lying on his stomach, with the help of one arm, can put himself in a sitting position • Sits up when lying on his/her 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 with the help of a couch • Is able to stand up by holding people or furnitures • Takes a few side steps by holding furnitures • 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. • Throws and catches a ball more easily • 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. • Moves to the rhythm of music • Is able to squat in order to pick up an object on the floor. • Climbs on an adult chair • 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. • Starts to run 	<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 jump on one foot • Can do high jumps • Can walk on tiptoes and heels. • Drives a bicycle with training wheels. • Throws a ball with more force. • Coordinates more his movements • 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. • More agile and graceful in his movements • Runs like an adult. • Drives a bicycle.

Fine motor development

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 volontarely. • 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.

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"> • Cuts geometrical shapes having angles (squares, rectangles), etc. • Can fold a piece of paper in two by matching the corners.

Language development

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, makes eye contact with her when she speaks 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. Screams with pleasure
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. Laugh out loud 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's 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... Voices different syllables and various intonations. When asked by an adult, can show a known object from a picture
From 1 to 2 years	<p>He or she :</p> <ul style="list-style-type: none"> Says his/her first words Appreciates and initiates vocal games. Uses a single words for many significations (ex : bottle for all liquids). Uses one word as a sentence. So "daddy" can mean: "where's daddy?", "daddy's coming" or "I want to see daddy". 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 instead of pointing or pronouncing a few syllables, like done before Repeat words or bits of sentences like an echo to practice prononcing them. Understands simple requests (close the door), can get a familiar object when asked Likes to imitate sounds such as the ones animals make. Around 10 months, can say about 50 words

From 2 to 3 years	<p>He or she :</p> <ul style="list-style-type: none"> His/her production of words is increasing rapidly Around 2 years old, knows about 200 words but can say about 100: around 3 can say about 500 words by understands a lot more Starts to build 2 word sentences « baby fell ». 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: "take your glass and bring it to mommy"
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 using 4 words or more Taks clearly enough to be understand by strangers Knows rhymes Starts to use articles, adjectives, prepositions and adverbs. Shows an object identified by it's function « what do we eat with? ». Understands demands with 3 instructions: "Go in your bedroom, get your pyjama and bring it here". His/her vocabulary counts more than 1000 words Can hesitate on certain words. Can say his/her name, age and sex. Knows a few 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. Irregular verbs can cause problems; they dranked, they cated His/her vocabulary can count 2000 words and more Can understand more complexsentences Understands different types of questions: "Why?", "How?" and "When?" Can follow a story without visual aids. Can hold a real conversation. Can answer questions from a story that he/she heard before or answer questions related to the story
From 5 to 6 years	<p>He or she :</p> <ul style="list-style-type: none"> Uses past, present and futur tenses 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

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 • 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 a 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. • Starts scribbling • 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. • Recognize himself/herself on pictures • Imitates a situation that he/she saw a few days earlier (deferred imitation)
From 2 to 3 years	<p>He or she :</p> <ul style="list-style-type: none"> • Plays pretending games • Sensitive about an other kid's sadness • Attributes intentions, feelings to objects • Finds it amusing to change the name of animals or people.

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 • Understands things from his/her own point of view • Insensitive regarding his/her own contradictions • Associates death with not moving or sleeping and doesn't understand the permanence of it • Finds it amusing to image juxtapositions bicycles with square wheels. • Shows more creativity : he or she uses one same object to play in various ways. • Associates only one meaning to each word • Understands well when given a concrete explanation
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. • The attribution of life to inanimate objects decreases • He/she begins to consider things from an other perspective: self-centredness diminishes.
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. • His/her thinking is more logical

Emotional development

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 appears 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 bond 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 (until 18 months). • Needs clear limits. • Develops his or her self-confidence. • Better tolerates being separated from his or her mother.

From 2 to 3 years	<p>He or she :</p> <ul style="list-style-type: none"> • Sometimes has temper tantrums. • 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, ashmness. • 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 verbally express his or her disagreements and frustration. • Occasionally has nightmares
From 3 to 4 years	<p>He or she :</p> <ul style="list-style-type: none"> • Can describe him/herself with concrete or accurate characteristics. • Can understand the reasons of a forbidence • Take initiatives. • 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. • 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

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.

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

From birth to 6 months	<p>He or she :</p> <ul style="list-style-type: none"> • Splashes water in the tub. 	From 3 to 4 years	<p>Getting dressed</p> <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. <p>Feeding</p> <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. • Can crush soft food with a fork <p>Hygiene</p> <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	<p>Feeding</p> <ul style="list-style-type: none"> • He or she can hold his or her bottle with both hands. • Can drink his/her bottle by himself/herself • He or she eats small pieces of food with his or her fingers. 	From 4 to 5 years	<p>Getting dressed</p> <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. <p>Feeding</p> <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. • Can cut a certain type of food with his/her fork <p>Hygiene</p> <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	<p>Getting dressed</p> <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) • Can remove the pants when they are passed the hips • He or she can pull the zipper up or down if both ends are attached at the base. <p>Feeding</p> <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, has problems putting the spoon directly in his/her mouth without dropping the content and often makes a mess. • He or she drinks from a glass using both hands (under supervision). 	From 5 to 6 years	<p>He or she :</p> <p>Getting dressed.</p> <ul style="list-style-type: none"> • He or she gets dressed and undressed by him/herself but still needs help with certain fasteners (in the back, close to the neck and wrists) • 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. <p>Feeding</p> <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. <p>Hygiene</p> <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	<p>Getting dressed</p> <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. <p>Feeding</p> <ul style="list-style-type: none"> • He or she drinks from a glass and with a straw. • He or she feeds him/herself with a spoon without making a mess. • He or she is starting to eat with a fork. <p>Hygiene</p> <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. • Can open and close the faucet • Can flush the toilet • 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. 		