

EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

	COGNITIVE	PHYSICAL	SOCIAL	EMOTIONAL	LANGUAGE	MUSICAL
Infant 6-6mos.	<ul style="list-style-type: none"> -Learn to recognize faces and voices of parents and providers -turn to locate the source of sounds -forget about objects that they cannot see -explore things with their mouth 	<ul style="list-style-type: none"> -Most of their movements are reflexes -nervous system is not fully developed -can see clearly objects that are about 10 inches away from their faces 	<ul style="list-style-type: none"> Smiles when others smile at them Interested in goings on around them Intently watches 	<ul style="list-style-type: none"> -begin to develop trust as their parents and providers meet their needs -cry to express hunger, anger, and pain -easily excited or upset -need to be cradled and comforted 	<ul style="list-style-type: none"> Responds to "Motherese" (By cooing, imitation of mouth shapes, brightening) 	<ul style="list-style-type: none"> Infants smile in response to a pleasant sound (especially singing) Eyes brighten when musically engaged Stiffening response in limbs when musically engaged Coo, grunts, vocal play
Infant/Toddler 7-12 mos.	<ul style="list-style-type: none"> -respond when you say their names -repeat actions that cause a response -look for things not in sight (object permanence) -respond to simple directions -is aware that persons and things have labels -Shows memory of recent events 	<ul style="list-style-type: none"> -increasing control of their muscles and nervous system -can sit alone -By 8 months, they can reach for and hold objects, throw, hold with finger and thumb -Transfer toys purposely hand to hand and mouth 	<ul style="list-style-type: none"> -begin to learn what is and is not allowed -begin to fear strangers -begin to fear being left by their parents or other care providers. -eye contact begins to replace some of the physical contact that younger infants seek -wave bye-bye and play pat-a-cake 	<ul style="list-style-type: none"> -get angry and frustrated when their needs are not met in a reasonable amt. Of time. -begin to pretend by acting out familiar activities 	<ul style="list-style-type: none"> -Two-syllable sounds (da-da) -make sounds that can be understood by people who know them well -12 months, many infants speak their first understandable words 	<ul style="list-style-type: none"> -begins to anticipate "peekaboo" song ending -Loves lap songs, especially those with high lift at end -Intones/coos at end of song or through a lullaby -Tries to figure out holding 3 egg shakers -Shows preference or reaches for an instrument
Toddler 12 mos.-2yrs	<ul style="list-style-type: none"> -begin defining themselves as separate people - use objects for their intended purpose -attention span is short -developing imagination, have trouble knowing what is real and what is pretend 	<ul style="list-style-type: none"> -need to explore their environment -very active -begin walking, other basic skills (begin to jump, gallop, throw a ball, etc.) -Most walk without support by 14 months 	<ul style="list-style-type: none"> -have difficulty sharing toys/possessive -enjoy playing by themselves or beside (not with) other children -cannot remember rules -view themselves as the center of the world -Routines are very important -begin to include a second person in pretend play 	<ul style="list-style-type: none"> -long on will and short on skill -want to be independent, but are still dependant - very concerned with their own needs and ideas -Temper tantrums are common begin to express new emotions rapid mood shifts! emotions are usually very intense but short-lived -need to do things their way 	<ul style="list-style-type: none"> -name familiar people and objects -combine two words to form a basic sentence -use "no" frequently -understand what you say, but often cannot answer you 	<ul style="list-style-type: none"> imitate animal sounds, begin to imitate tonal and rhythmic patterns hum, begin to move in rhythm and form basic beat "toddler squat" -like to "bubble" during lullaby time -begin to sing small phrases of songs, usually the last word in each phrase
2yrs	<ul style="list-style-type: none"> -like to imitate the behavior of adults and others -begin to think about doing something before doing it -have trouble making choices, but they want to make choices -still have a very limited attention span shows mind set, certain things in certain orders -understands a two-step request 	<ul style="list-style-type: none"> -are generally more active than at any other point in their lives -walk, run, climb, walk up and down stairs alone -jump with two feet together, stand on tip toes -start to show an interest in toilet training -have a hard time controlling themselves in physical activities, especially running, i.e. cannot always remember the "rules", but understand them 	<ul style="list-style-type: none"> -begin to play simple pretend games -generally very self-centered and sharing is still difficult -enjoy playing near other children. assert themselves by saying "no." "sometimes do the opposite of what is asked" 	<ul style="list-style-type: none"> become frustrated easily, refuse help. -still need security -more sure of themselves than one-year-old children -temper tantrums are common, especially in children without language development -begin self-control -separation anxiety lessens can retain a picture of persons when they are out of sight. 	<ul style="list-style-type: none"> -express their feelings and wishes -begin to talk in full sentences -can memorize short rhymes 	<ul style="list-style-type: none"> -join in simple songs -increasingly more physical, totally aware -love to imitate the adults, especially dancing -begin to make up their own words to songs
*ages approx.						

Early Childhood Programs Developmental Objectives And Their Use

JS Bruner



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