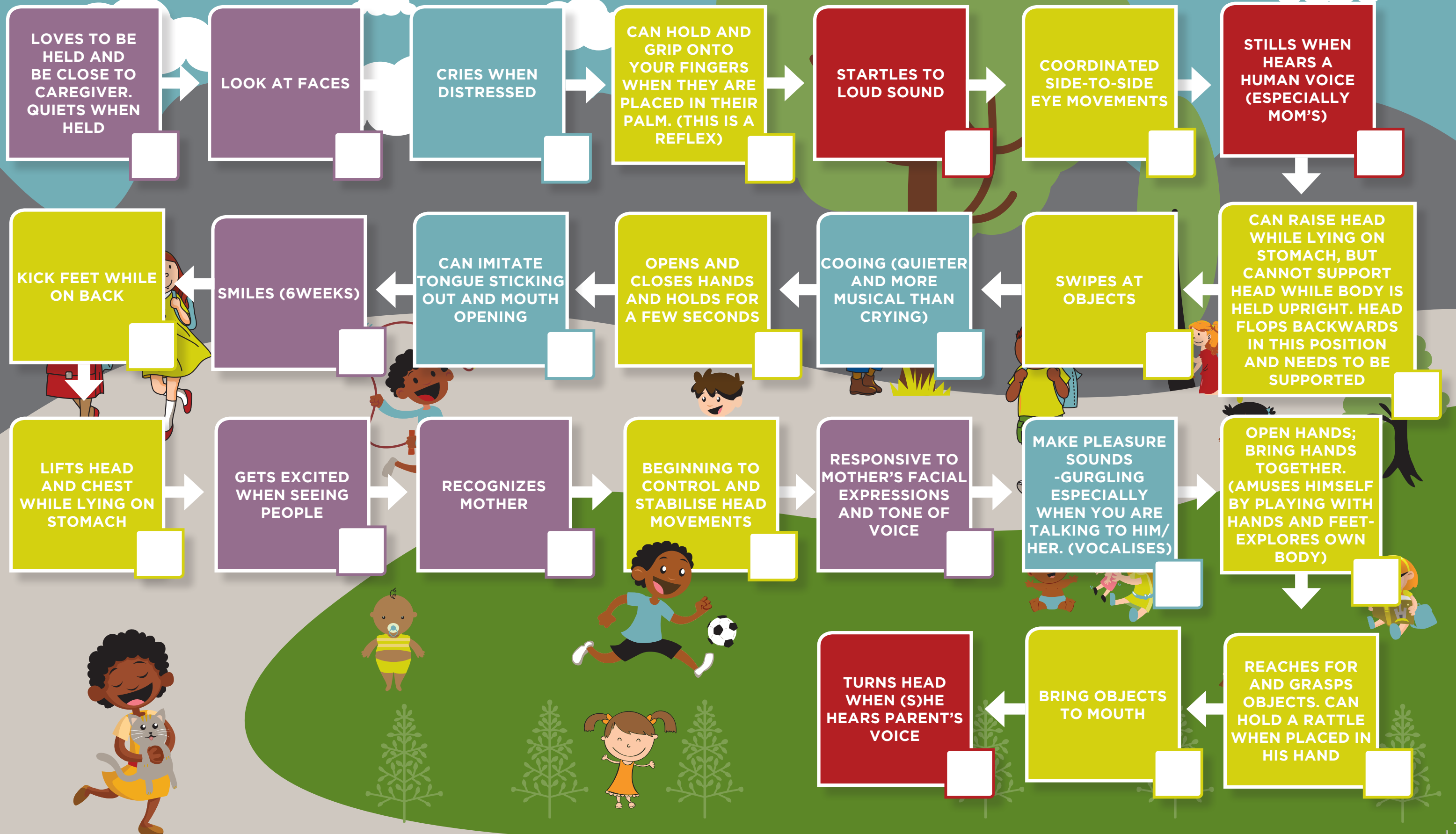


Developmental Journey 0-3 Months

Babies are absorbing, learning and reacting to the world around them through their senses (Touch, Hear, See, Smell, Taste). Children do not reach developmental milestones at the exact same age. It is different from child to child, but as a parent you can give him/her the opportunity to develop to his full potential. The developmental journey is a guideline, which your health care worker will use, to help you to see how your child is developing. It also has some activity ideas on how you can help your baby to grow.

Name: _____

Birth: _____



What can I do to help my child develop?

0-3 months

Reading:

- Play music and sing, read and talk to your baby.
- Read from storybooks and make it interesting by using your voice in different ways. The melody in your voice is important to calm baby and to help him to learn the sounds in your language.
- Read nursery rhymes and stories with interesting animal sounds. This will make it interesting for your baby. Say or make your own simple rhymes and songs.
- Look at cardboard books with single pictures on a page especially animals. Make the sounds as if you are reading the book. E.g. Hello Cow. Moo.
- Sing from a book.
- Read books/magazines at home so your baby can see it's a fun thing to do.

Gross and Fine motor:

- Place your finger in your newborn baby's palm. He has reflexes which will cause the hand to close over your fingers. Do this often to practice the muscles to become stronger.
- Let your baby lie on his tummy on a clean soft blanket on the floor to help with muscle development. It is called "tummy time". Stay with your baby.
- Hold a mirror, moving objects or noise makers in front of your baby when he's lying on his tummy to encourage him to lift his head to strengthen the neck muscles.
- Infant sit-ups are fun to do. It makes the neck muscles stronger. Lay your infant on a soft surface, facing up. Hold on to his hands and wrists, then count, "One, two, three, up!" Gently pull him to a sitting position. Gently lower him back down to the lying position, then repeat.
- Help your baby to stretch. Put some toys on a blanket/play mat in front of him. Let him lie on his tummy (1-3 months) or sit supported-with something soft on which he can fall when he tilts over (4-6 months). The toys must be slightly out of reach to encourage your baby to stretch to get hold of them.
- Provide your baby with different textured toys e.g. soft/hard/smooth so he can feel the differences. Talk to your baby about the different textures.
- Provide a safe and comfortable space to allow freedom of movement.

Be silly with your baby. Encourage laughing. Have special times together. He'll be a toddler before you know it.

Always make sure your baby is safe. Only let a responsible adult care for your baby. Exclusive breastfeeding until 6 months recommended.

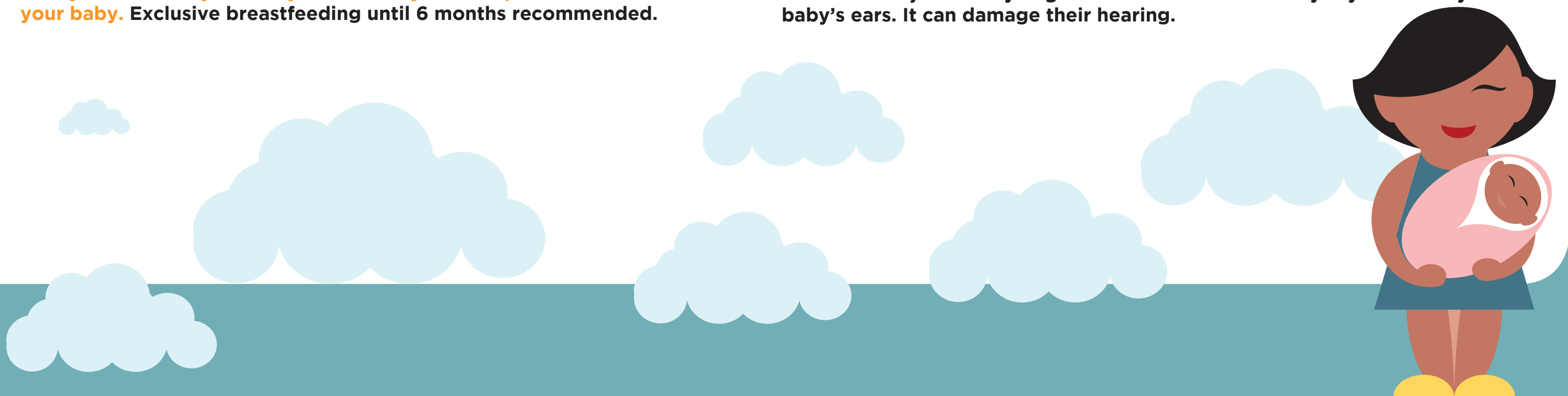
Listening and Talking: **Has your baby's hearing been screened?**

- Plenty of cuddles, love and attention is VERY important for a baby's healthy development. It is important to bond with your baby.
- Hold and touch your baby. It will make him feel safe.
- A baby's first smile is the beginning of a life time of communication.
- Although it will be a while before your baby speaks, talking to your baby and using speech will help language development in later months.
- Use your voice in different ways by changing the pitch and tone of your voice. Look at your baby when you do this to see how he responds to your different voices.
- Listen to different types of music with your baby. It helps with language-learning, listening skills and can help him to relax.
- Babies will gradually start to become more and more aware of the environment around them. Make them aware of things/people around them and comment on what your baby is looking at. E.g. Oh look it's daddy. Hallo Daddy.
- Your baby will start to follow something with his eyes. Let him sit supported. Take a bell and ring it above his head. Do the same to the left and right of your baby. Look at him and notice if he follows the bell.
- Moving objects will be very interesting for your baby. Take him outside and talk to him about what you are seeing and hearing. E.g. Look at the leaves. The wind is blowing.
- Sit with your baby on your lap facing you. Tell him a story using your voice in different ways. Stop after a few sentences and wait for him to respond. Comment on what he was 'saying'. E.g. 'You are a pretty baby. You have cute chubby cheeks. I am your mommy. I love you very much.' Baby makes some 'talking' sounds. After his turn you respond again. 'Yes it's true. I love you very much.' Use short sentences.
- Repeat the sounds your baby makes. Take turns to make the sounds.

Toys/Books:

- Rattles, soft toys (teddies, cubes, balls), plastic bath toys, noise makers (e.g. bells), soft teething toys that are safe. Hang a mobile with highly contrasting colours (e.g. black and white) above the baby's crib that the baby can reach and touch. **No TV!**
- Books (bath, touch/feel, card board pages), books, big shapes in contrasting colours.

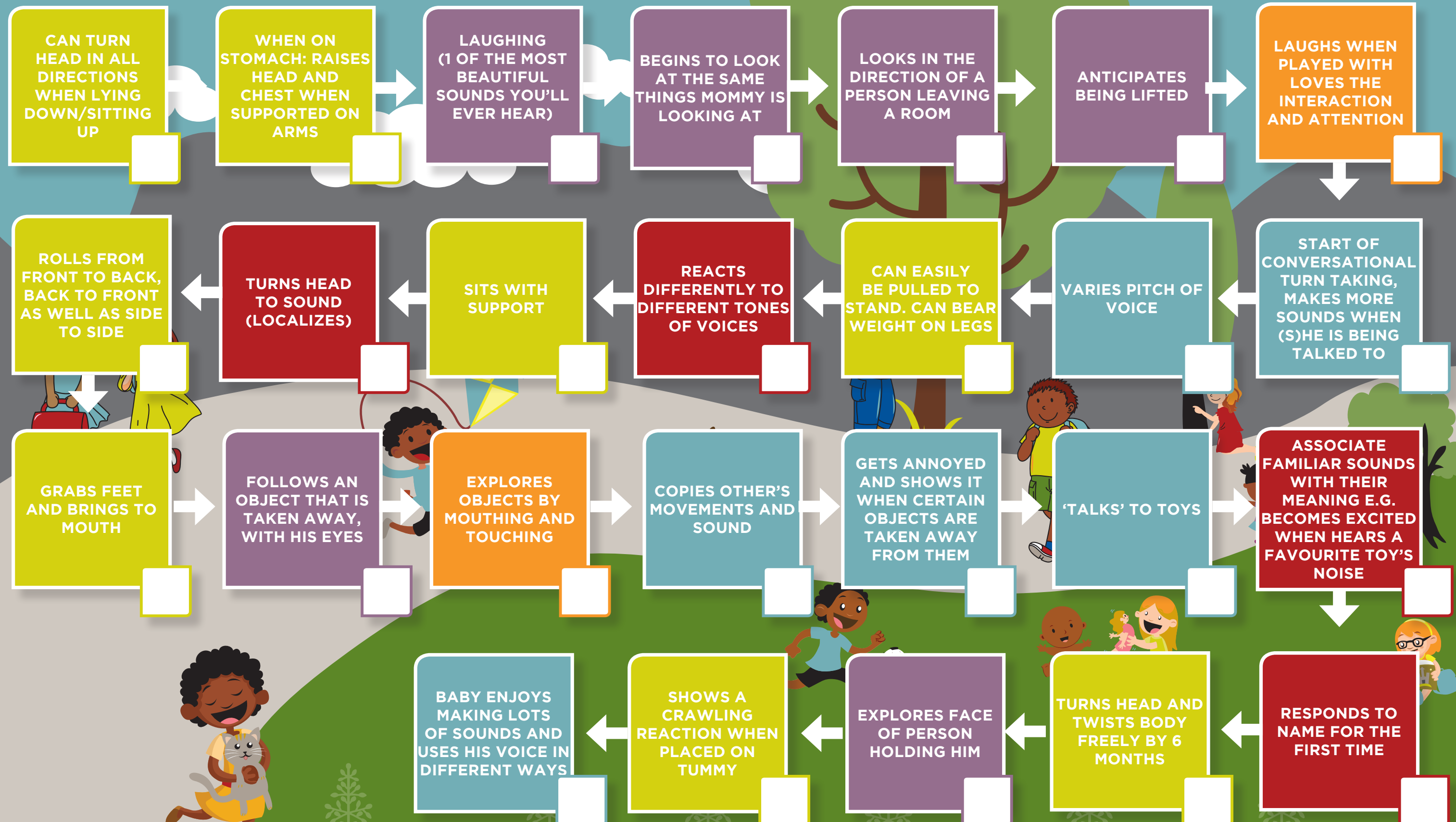
This age group likes putting things in their mouths. Don't leave them alone with small objects. They might choke!! Do not use noisy toys close to your baby's ears. It can damage their hearing.



Developmental Journey 3-6 Months

Name: _____

Birth: _____



What can I do to help my child develop?

3-6 months

Reading:

- Play music and sing, read and talk to your baby.
- Read from storybooks and make it interesting by using your voice in different ways. The melody in your voice is important to calm baby and to help him to learn the sounds in your language.
- Read nursery rhymes and stories with interesting animal sounds. This will make it interesting for your baby. Say or make your own simple rhymes and songs.
- Look at cardboard books with single pictures on a page especially animals. Make the sounds as if you are reading the book. E.g. Hello Cow. Moo.
- Sing from a book.
- Read books/magazines at home so your baby can see it's a fun thing to do.

Gross and Fine motor:

- Place your finger in your newborn baby's palm. He has reflexes which will cause the hand to close over your fingers. Do this often to practice the muscles to become stronger.
- Let your baby lie on his tummy on a clean soft blanket on the floor to help with muscle development. It is called "tummy time". Stay with your baby.
- Hold a mirror, moving objects or noise makers in front of your baby when he's lying on his tummy to encourage him to lift his head to strengthen the neck muscles.
- Infant sit-ups are fun to do. It makes the neck muscles stronger. Lay your infant on a soft surface, facing up. Hold on to his hands and wrists, then count, "One, two, three, up!" Gently pull him to a sitting position. Gently lower him back down to the lying position, then repeat.
- Help your baby to stretch. Put some toys on a blanket/play mat in front of him. Let him lie on his tummy (1-3 months) or sit supported-with something soft on which he can fall when he tilts over (4-6 months). The toys must be slightly out of reach to encourage your baby to stretch to get hold of them.
- Provide your baby with different textured toys e.g. soft/hard/smooth so he can feel the differences. Talk to your baby about the different textures.
- Provide a safe and comfortable space to allow freedom of movement.

Be silly with your baby. Encourage laughing. Have special times together. He'll be a toddler before you know it.

Always make sure your baby is safe. Only let a responsible adult care for your baby.

Exclusive breastfeeding until 6 months recommended.

Listening and Talking: **Has your baby's hearing been screened?**

- Plenty of cuddles, love and attention is VERY important for a baby's healthy development. It is important to bond with your baby.
- Hold and touch your baby. It will make him feel safe.
- A baby's first smile is the beginning of a life time of communication.
- Although it will be a while before your baby speaks, talking to your baby and using speech will help language development in later months.
- Use your voice in different ways by changing the pitch and tone of your voice. Look at your baby when you do this to see how he responds to your different voices.
- Listen to different types of music with your baby. It helps with language-learning, listening skills and can help him to relax.
- Babies will gradually start to become more and more aware of the environment around them. Make them aware of things/people around them and comment on what your baby is looking at. E.g. Oh look it's daddy. Hallo Daddy.
- Your baby will start to follow something with his eyes. Let him sit supported. Take a bell and ring it above his head. Do the same to the left and right of your baby. Look at him and notice if he follows the bell.
- Moving objects will be very interesting for your baby. Take him outside and talk to him about what you are seeing and hearing. E.g. Look at the leaves. The wind is blowing.
- Sit with your baby on your lap facing you. Tell him a story using your voice in different ways. Stop after a few sentences and wait for him to respond. Comment on what he was 'saying'. E.g. 'You are a pretty baby. You have cute chubby cheeks. I am your mommy. I love you very much.' Baby makes some 'talking' sounds. After his turn you respond again. 'Yes it's true. I love you very much.' Use short sentences.
- Repeat the sounds your baby makes. Take turns to make the sounds.

Toys/Books:

- Rattles, soft toys (teddies, cubes, balls), plastic bath toys, noise makers (e.g. bells), soft teething toys that are safe. Hang a mobile with highly contrasting colours (e.g. black and white) above the baby's crib that the baby can reach and touch. **No TV!**
- Books (bath, touch/feel, card board pages), books, big shapes in contrasting colours.

This age group likes putting things in their mouths. Don't leave them alone with small objects. They might choke!! Do not use noisy toys close to your baby's ears. It can damage their hearing.



Developmental Journey 6-12 Months

Name: _____

Birth: _____

URNS HEAD
TOWARDS THE
SOUND WHEN
BEING CALLED

SHOUTS OR
MAKES NOISE TO
GET SOMEONE'S
ATTENTION

ABLE TO SIT
ALONE

ENJOYS PLAYING
WITH THINGS
BY TOUCHING,
TASTING,
HEARING AND
SEEING IT. PUTS
OBJECTS IN
MOUTH

ABLE TO PICK
UP BIG OBJECTS
E.G. BLOCKS,
BOTTLES, SHOES,
PORRIDGE BOWL

USES SIMPLE
GESTURES LIKE
WAVING 'HI'
AND 'BYE' AND
SHAKES HEAD

WALKS SIDEWAYS
HOLDING ON TO
FURNITURE

STANDS UP
WITH HELP E.G.
HOLDING ON TO
FURNITURE

DEPENDENT
OR CLINGY
TO PARENT/
CAREGIVER

LIKES PLAYING
SOCIAL GAMES
WITH OTHERS
E.G. WHERE'S HE,
WHERE'S HE /
PEEKABOO

POINT TO SHOW
THINGS
(INDICATE
AWARENESS)

CRAWLS

CAN PICK UP
SMALL OBJECTS
(E.G. STONES/
BUTTONS) WITH
THUMB AND
INDEX FINGER

FOLLOWS SIMPLE
INSTRUCTIONS
E.G. COME HERE
OR SIT DOWN

COPIES NAMES OF
FAMILIAR THINGS
E.G. CAR, BALL

SAYS SINGLE
WORDS E.G.
MAMA/DADA

CAN POINT TO 2
BODY PARTS ON
HIM/HERSELF

What can I do to help my child develop?

6-12 months

Reading: Join the library

- Look at simple picture books/ photo's together for short periods.
- Talk about the pictures in newspapers or advert pamphlets.
- Cut the pictures out and make a book for your baby. Babies love pictures of other babies.
- Say or make your own simple rhymes and songs.
- Look at cardboard books with single pictures on a page especially animals. Make the sounds as if you are reading the book. E.g. Hello Cow. Mooo.
- Substitute baby's name for names in books
- Try bringing the world into a book e.g. give him a leaf when you're 'reading' about a tree, Hold an apple when you're looking at a picture of an apple.
- Play 'book-Where's he?' e.g. cover a picture in the book with your hands and lift it
- Say 'hello' book when you start reading it
- Say 'bye-bye' book when you've finished reading it

Gross and Fine motor:

- Encourage your child to help when getting dressed/undressed E.g. Say:'Lift your arms'
- Take turns rolling a ball back and forth with you child
- Posting activities (taking object in and out of a bucket)
- Put your baby on her/his tummy and push their legs into crawling position. See if s(he) start to move
- Put your child on a soft surface on the floor
- Put your child on the floor every day and allow the child to look, touch, feel, look at things around him/her

Toys/Books at this stage:

- Balls, plastic buckets, rattles, blocks, teddies, bath duck (toys), musical instruments
- Books (bath, touch/feel, card board pages), books with nice big photographed or drawn pictures of baby faces.

Encourage your baby to:

- Follow simple instructions in play: 'Throw the ball'
- Point to objects (Show me car)
- Choose between 2 objects
- Let your baby suck on something safe whilst you are with him/her e.g. teething biscuit, chewing necklace, teething toy. It helps to comfort him/her and stimulates his/her lips, tongue and palate. **CAUTION

Talking:

- Use single words/short sentences when talking to your baby e.g. 'milk' 'want more?', 'All done!'
- Take turns talking with your baby-repeating back his sounds
- Remember to pause so your child can also have a chance to 'talk'.
- Let your baby make noise! E.g. banging on pots or pans, Shaking rattles
- Show your child animals and make the animal's sounds e.g. Cow-Moo.
- Use different voices to make it sound interesting e.g. angry voice, happy voice
- Talk during your everyday activities. Tell your baby what you're doing e.g. when changing a nappy/ washing you baby/dressing your baby you say: Wash your feet, put on socks, put on your red hat etc.
- Sing nursery rhymes with your baby and do actions e.g. If you're happy and you know it.
- Play in front of the mirror and talk about all your child's body parts (tickle, touch, kiss)
- Make him aware of sounds in his environment e.g. hearing a dog bark.

Make your own toys and books

e.g. Use an empty container to make a shaker

- Use a coffee tin and make holes in the lid that is big enough for bottle tops/rocks to fit through
- Show your child how to put the tops/rocks into the container through the holes in the lid.
- Shake the container and listen to the sounds. Make shakers with different items e.g. rocks, sand/bottle tops so you can listen to different sounds.
- Show him/her how to open the lid to throw out the rocks/tops and then repeat the activity. **CAUTION

** CAUTION

This age group likes putting things in their mouths. Don't leave them alone with small objects. They might choke!! Loud noise can damage your baby's hearing.



Developmental Journey 1-2 YEARS

Name: _____

Birth: _____

UNDERSTANDS
SIMPLE
INSTRUCTIONS

STARTS WALKING
WHEN HELPED
BY HOLDING ON
TO SOMEBODY'S
HAND

KNOWS AND
RESPONDS TO
OWN NAME

LOOKS FOR
HIDDEN OBJECTS
E.G. INSIDE A
CUPBOARD

STARTS USING
HIS/HER FIRST
3 WORDS E.G.
MAMMA, CAR,
DOG, BALL, DADA,
TATA

CAN STILL BE
VERY DEPENDENT
OR CLINGY
TO PARENT/
CAREGIVER

ENJOYS THE
COMPANY OF
OTHER CHILDREN
BUT PREFERS TO
PLAY ALONE

WALKS WITHOUT
HELP

CAN HOLD A
SMALL OBJECT IN
ONE HAND WHILE
PICKING UP
ANOTHER WITH
THE OTHER HAND

LIKES TO
SCRIBBLE AND
HOLDS PENCIL/
CRAYON IN A
GRASP POSITION

URNS PAGES OF
A CARDBOARD
BOOK

SQUAT TO
PICK UP TOY
AND STAND UP
AGAIN WITHOUT
FALLING

COPIES
ACTIVITIES
THAT HIS/HER
CAREGIVER DOES
E.G. COMB HAIR

CLIMBS ONTO
FURNITURE E.G.
BED/CHAIR

WILL GIVE A TOY
WHEN ASKED

POINTS TO AT
LEAST 3 BODY
PARTS (S)HE
KNOWS

TAKES OFF SOCKS
AND SHOES

STARTS RUNNING
BUT OFTEN FALLS

URNS THE PAGES
OF A BOOK-
(CARDBOARD
BOOKS WORK
WELL)

STARTS USING MORE
WORDS (20-50)
AT FIRST MAINLY AS
SINGLE WORDS THEN
START TO COMBINE
2 WORDS E.G. MAMA
COME

ABLE TO FEED
HIM/HERSELF
WITH HIS/HER
FINGERS/SPOON/
CUP

What can I do to help my child develop?

1-2 YEARS



Western Cape
Government
Health

BETTER TOGETHER.

Reading: Join the library

- Look at simple picture books/story books/ photo's together whilst toddler is interested. (They love photo's of other babies)
- Make a book with pictures of children's and babies faces.
- Talk about the child appropriate pictures on advert pamphlets/ in magazines.
- Point out the body parts on people in pictures. Say: look the boy has two arms. Where are your arms? Let your child also point out parts s(he) wants to know about.
- Say or make your own silly rhymes and songs.
- Look at cardboard books with single pictures on a page especially animals. Make the sounds as if you are reading the book. E.g. Hallo Cow. Moo.
- Use books with baby's 1st words in it to give them the opportunity to 'read' with you by pointing to a picture
- Substitute baby's name for names in books
- Try bringing the world into a book e.g. give him a leaf when you're 'reading' a tree, Hold an apple when looking at a picture of an apple.
- Play 'book-Where's he?' e.g. cover a picture in the book with your hands. Ask: 'where's it? where's it? and lift your hand and say: 'there it is!'
- Pass the books back and forth before you read, saying 'Thank you!'
- Say 'hello' book when you start reading it
- When you've finished reading the book- close it and say 'bye-bye'

Gross and Fine motor:

- Encourage your child to help when getting dressed/undressed
- Roll the ball forward and back
- Posting activities (taking objects in and out of a bucket)
- Put your child on the floor every day and allow the child to look, touch, feel, look at things around him/her
- Help your child to stand up and to move side ways whilst holding onto furniture. When your child can walk, encourage him/her to explore his world.** Caution

Toys/Books:

- Bubbles, Stacking cups/blocks, Musical instruments, Dolls, Cars, Plastic animals, Balls, Large crayons for scribbling
- Board books, Use books with baby's 1st words, lift-the-flap books, words with silly rhymes and animal sounds

Play in front of the Mirror

- Children recognize themselves in the mirror and loves playing with mirrors.
- Play together with the child in front of the mirror pointing to and naming his/her different body parts.
- Use short sentences
- Repeat what the child says. Imitate what (s)he does. Then add some words e.g. Foot. Baba's foot. Tickle Baba's foot!
- Give the child time to 'talk'. Don't do all the talking yourself. Wait until (s)he says something back.

Singing and dancing together

- Turn on the radio and dance with your child
- Children love it when you sing simple rhymes and songs to them
- Try to add simple actions/dance moves to represent the words of the song e.g. clap hands when you sing the words.

Playing with different textures

- Let your child play/touch different textures (things that feel different) e.g. sand, water, mud, leaves, plastic, fabric
- Name the objects the child is looking at and playing with
- Describe what (s)he does. Describe what the different textures feel like e.g. soft purple dress

Make a list of ALL the new words. By age 2 expect 20-50 words.

Playing during everyday activities

- Allow your child to 'help' in daily activities e.g. cooking, laundry, dish washing. Talk about what you are doing e.g. We wash the spoons.
- While hanging the washing put 1-10 pegs on your child's clothes and let them strengthen their fingers by pinching the pegs to remove them.
- Talk about the different types of clothes e.g. Hang your blue socks. 1 sock, 2 socks!
- Your child can help you put the clothes in and out of the washing basket

Your Child is an explorer at this stage. He is getting to know the world he's living in. Enjoy it with him!

**** Caution: Always make sure your baby is safe. Steer him away from danger and be close to him at all times.**



Developmental Journey 2-3 YEARS

Name: _____

Birth: _____

POINTS ON REQUEST TO MAIN BODY PARTS ON THEIR OWN BODY E.G.: HEAD, TOES, EARS

CAN ONLY PAY ATTENTION TO ONE THING AT A TIME. (S)HE CANNOT LISTEN WHILE (S)HE IS DOING SOMETHING ELSE.

UNDERSTANDS AND ANSWERS SIMPLE QUESTIONS E.G.: WHERE ARE YOUR SHOES?

USES 2 WORD SENTENCES E.G.: MOMMY BOTTLE, DADDY CAR

LOVES CLIMBING UP AND DOWN FURNITURE

RUNS EASILY

POINTS TO BASIC COLOURS, SHAPES AND PICTURES E.G.: BLUE, RED, CIRCLE

USES LINES AND CIRCLES MORE THAN JUST SCRIBBLING

ENJOYS PRETEND PLAY E.G.: HOUSIE, HOUSIE

ENJOYS SORTING AND MATCHING OF BASIC COLOURS, SHAPES AND PICTURES

KICKS A BALL AND THROWS A BALL

CAN WALK BACKWARDS

PLAYS WITH OTHER CHILDREN, BUT IS POSSESSIVE OVER HIS/HER TOYS E.G.: WHAT'S MINE IS MINE A

THROWS HIM/HERSELF ON THE FLOOR, KICKING & CRYING TO GET THEIR OWN WAY (TANTRUMS). CAN BE VERY DEMANDING AND STUBBORN. (THIS IS NORMAL AT THIS AGE & STAGE.)

NAME UPTO 6 BODY PARTS IN A PICTURE/ ANOTHER PERSON

INDEPENDENTLY TAKES OFF ALL CLOTHES

HANDLES SPOON WELL-NO MESSING

SCREW AND UNSCREW JAR LIDS E.G.: TAKE LIDS ON AND OFF

URNS ROTATING HANDLES E.G.: DOOR HANDLE

What can I do to help my child develop?

2 – 3 years

Reading:

- Read a book or magazine with appropriate pictures together.
- Encourage your child to turn pages.
- Read the title (name of the book) so that your child can ask for it when (s)he is able to speak better.
- Use a lot of descriptive words e.g.: BIG ball, ANGRY dog, BLUE car.
- Ask your child to point out body parts on themselves then of people in the picture books e.g.: Show me your hands & Show me the boy's feet.
- Talk about emotions/feelings – e.g.: happy and sad faces/ facial expressions.
- Sing or make up your own simple rhymes/songs/acts.
- Allow your child to complete/ help with rhymes e.g.: the wheels of the bus goes.....'**Round and round**'.
- 'Read'/look at catalogues e.g.: toys/ kids clothing.
- Read at mealtimes when you know (s)he can't run off...
- Offer a book while (s)he is waiting for lunch.
- Set an example. You get a book, (s)he gets a book and you have some reading time together. It might not last long at this stage, but you're showing that reading and time spent together is fun.
- Create a 'reading corner' in your house e.g. throw open a blanket and decorate it with his/her toys/books. Use the toys to 'act out' the stories in the book.

While getting dressed and undressed:

- Encourage your child to help
- Talk about their body parts, clothing items and colours. E.g. Sing a song like: This is the way we touch our nose, touch our nose (Replace nose with other body parts)
- Allow your child to choose – e.g. between 2 shirts: Do you want the blue shirt or the red shirt? Repeat his choice e.g. Aaah you want the blue shirt. Blue! Pretty colour! What else can you see that is blue. Your sock? Yes, your socks are also blue!

Toys/Books:

- Different sizes and colours of paper, paint and brushes, plastic scissors, puzzles, boxes, pretend play e.g. tea set, plastic animals, counters and containers.
- Animal stories, 'lift-the-flip' books, potty training books, silly rhymes, books with lots of action sounds or songs.

Allow your child to scribble:

- Encourage your child to copy circles and lines
- Talk about colours (yellow, red, blue) and shapes (circle, triangle, square)
-

Singing and dancing together

- Turn on the radio and dance with your child
- Children love it when you sing simple rhymes and songs to them
- Try to add simple actions/dance moves to represent the words of the song e.g. clap hands when you sing the words.
- Listen and talk about the music e.g. The music is fast....The music is slow

Encourage your child to:

- Climb, jump, run, throw, kick, catch...
- Playing with a ball can be so much fun.
- Talk about what your child is doing – it is good for your child to also learn 'action' words e.g. "**Throw** the ball!"
- Play hide and seek with the ball- start asking: Is it **ON** the table? Oh no it's **UNDER** the table.
- Use two step instructions to help your child to listen and learn – e.g. "**Run** to the tree and **kick** the ball"

**CAUTION

Playing during everyday activities

- Allow your child to 'help' in daily activities e.g. cooking, laundry, dish washing.
- Talk about what you are doing e.g. We are washing the spoons.
- While making food- talk your child through the activities. E.g. Let's peel the apple, now we must cut the apple. Bring the bowl etc.
- Sing and have fun during these activities. Put your own words in familiar tunes e.g. On the tune of 'If you happy and you know it: 'If you want to wash the spoons wash it now, If you want to wash the spoons wash it now, If you want to wash the spoons, if you want to wash the spoons, if you want to wash the spoons wash it now.'

TALK....LISTEN LISTEN LISTEN....HAVE FUN! FUN! FUN!

**** CAUTION: Provide your child with a safe environment. They are very active and inquisitive at this stage. They need to have close supervision at all times.**



Developmental Journey 3-4 YEARS

Name: _____
Birth: _____

KNOWS AND
SAYS HIS/HER
NAME, AGE AND
GENDER

USES 3 WORD
SENTENCES E.G.:
DADDY FETCH
SHOES

WALKS UP AND
DOWN THE
STAIRS WITHOUT
HOLDING ON TO
A RAILING (ONE
FOOT AT A TIME)

URNS PAGES
OF A BOOK OR
MAGAZINE MORE
EASILY

DRAWS A MAN
WITH 3 OR MORE
BODY PARTS

COUNTS
TO 10 AND
UNDERSTANDS
NUMBERS

STARTS
COLOURING IN

SORTS AND
IDENTIFIES
THINGS BY
SHAPES AND
COLOURS

KICKS, THROWS
AND CATCHES
BALL MORE
CONFIDENTLY

PRETEND AND
IMAGINATIVE
PLAY BECOMES
MORE CREATIVE

JUMPS UP WITH
BOTH FEET

BUILDS A 10
BLOCK TOWER

WANTS TO GO
TO THE TOILET
BY SELF AND
WASHES AND
DRIES HANDS

ABLE TO DO
MORE THINGS
ON THEIR OWN
AND IS LEARNING
TO SHARE WITH
OTHERS

FEWER
TANTRUMS

STANDS ON ONE
LEG FOR UP TO 5
SECONDS

CAN DRESS SELF
WITH SOME HELP

TELL STORIES
E.G.: TELL MOMMY
WHAT HAPPENED
AT THE CRÈCHE

CAN WASH SELF
WITH SOME HELP

THREADS BEADS

ENJOYS
LISTENING TO
STORIES



What can I do to help my child develop?

3 – 4 years

Reading:

- Read a book or magazine together
- Encourage your child to turn pages.
- Read the title (name of the book) so that your child can ask for it when (s)he is able to speak better.
- Use different/new words that you want your child to learn
- Talk about what happened in the story that you've read
- Ask your child what happened in a story
- Encourage your child to ask questions
- Point things/items in a book and say something about it
- Look at family photos and talk about the story of when the picture was taken e.g. this was the first time you went to crèche.
- Set an example. You get a book, (s)he gets a book and you have some reading time together. It might not last long at this stage, but you're showing that reading and time spent together is fun.
- Create a 'reading and dress-up corner' in your house e.g. throw open a blanket and decorate it with his/her toys/books. Use the toys to 'act out' the stories in the book. Get some scarfs and hats and dress up as the story man. e.g. The one 'reading' the story wears the hat.

While getting dressed and undressed:

- Encourage your child to dress and undress her/himself e.g.: to take off own pants
- Talk about their body parts, clothing items and colours.
- Allow your child to choose – e.g. between 2 shirts (do you want to wear the blue shirt or the red shirt)
- Comment positively on the choice to show your child his choices are important. e.g. I see you like blue. Blue is a nice colour. Good choice.
- Use words like: first, next, last e.g. What is next?

Toys/Books: Join the library.

- Toys: Clay, Finger paints, sponges and paint brushes for painting, 3-4 piece puzzles, Large boxes for outside play, 'Junk' such as tubes, boxes, yoghurt/butter pots. Toilet paper inners, dolls, tea set, cardboard games e.g. picture lotto, picture dominos.
- Books: Stories relating to everyday life, Factual books e.g. 'what happens on a farm', books about numbers (e.g. Counting 123), shapes (circle) colours (blue, red), Stories with some element of imaginations e.g. Animals talking to each other, Rhymes and action songs

Drawing:

- Encourage your child to draw pictures of people
- Talk about the picture e.g. 'tell me about your picture'
- Talk about different body parts when drawing a man
- Talk about colours (yellow, red, blue) and shapes (circle, triangle, square)

Singing and dancing together

- Turn on the radio and dance with your child
- Children love it when you sing simple rhymes and songs to them
- Try to add simple actions/dance moves to represent the words of the song e.g. clap hands when you sing the words.
- Introduce different types of music and rhythms e.g. slow music, fast music, classical music, pop music.

Playing during everyday activities

- Encourage your child to help in daily activities e.g. setting the table
- Bath time: Let dolly take a bath with your child. Wash the doll and talk about what you are doing e.g. We are washing dolly's hair. **CAUTION

Encourage your child to:

- Climb, jump, run, throw, kick, catch...
- Playing with a ball can be so much fun.
- Play dress-up (pretend/make-believe)
- Copy activities at home e.g. dressing up dolly, tea party, putting 'baby' to bed.
- Use words to express feelings (rather than acting out).
- Keep asking questions. Don't get irritated. If you don't know the answer, find out together.

Obstacle course:

- Use furniture, boxes and old poles to develop an obstacle course.
- Put furniture or boxes next to each other in their way so they have to climb over it.
- Encourage words like: go under/over etc.
- Use a lot of explaining words e.g. **BROWN** teddy, **SOFT** pillow, **SWEET** apple
- Collect tyres and spread them out ** CAUTION
- Encourage climbing over and jumping into.
- Encourage going to park

**** CAUTION: Provide your child with a safe environment. They are very active and plays rough. They act grown-up, but are still VERY small and cannot think like an adult. A responsible adult must always know where the child is and what s(he) is doing.**



Developmental Journey 4-5 YEARS

Name: _____

Birth: _____

HOPS ON 1 LEG

CAN SAY WHERE
THEY LIVE AND
HOW OLD THEY
ARE

USES SENTENCES
OF 5 WORDS OR
MORE, E.G. DADDY
COME/ WE PLAY
WITH THE CARS

COUNTS TO 10
AND MORE WITH
MEANING

CAN NAME
MORE THAN 10
BODY PARTS ON
THEMSELVES

CLIMBS UP
JUNGLE GYMS IN
THE PARK/ AT
SCHOOL WITH
EASE

KNOWS AT LEAST
6 OR MORE
COLOURS. THEY
ENJOY SORTING
THINGS BY
COLOUR SHAPE
AND SIZE

USES SPOON AND
FORK WELL

IMAGINATIVE
PLAY WITH
DRESS-UP (E.G.
DRESS LIKE A
FAIRY AND LIVES
IN A DREAM
WORLD)

BUILDS PUZZLES
OF MORE THAN 24
PIECES

WASHES SELF

COPIES LINES (_),
CIRCLES (O) AND
PLUS (+) SIGNS

CAN TIP-TOE
WALK

DRAW A MAN
WITH 8 PARTS.

HOLDS PENCIL
LIKE AN ADULT
AND KEEPS THE
PAGE STILL WITH
OTHER HAND

CAN DO AND
UNDO BUTTONS

JUMPS AND
CLAPS HANDS AT
THE SAME TIME

CAN WALK IN A
STRAIGHT LINE

PLAYS WITH
OTHER CHILDREN
IN SMALL GROUPS

AWARE OF
GENDER E.G. BOY
VS GIRL AND CAN
TELL WHO IS
WHO

CUTS A CIRCLE
WITH SCISSORS.

STANDS ON 1 LEG
FOR 10 SECONDS
OR LONGER

What can I do to help my child develop?

4-5 years

Reading:

- Read a book or magazine together
- Encourage your child to take the lead in 'reading' the story.
- Read the title (name of the book) so your child can ask for it when (s)he can talk better.
- Use new words that you want your child to learn
- Talk about the story that you've read
- Ask them questions about what happened in a story e.g. The dog barked. Who did he see? / What did the girl say?
- Encourage them to ask questions
- Point things/items out in the picture and comment on it (say something about it) e.g. I like the pretty red flower.
- Look at family photos and talk about the story of when the picture was taken e.g. this was the first time you were going to crèche.
- Set an example. You get a book, s(he) gets a book and you have some reading time together
- Take your child to the library and encourage him/her to find a book that they like.
- Encourage her/him to 'read' a book on her/his own
- 'Read' a recipe with your child and make it step by step.

Start investigating enrolment into a structured pre-school programme for developmental age 5-6 years.

Toys/Books:

- Toys: Play dough, Finger paints, sponges and paint brushes for painting, 24+ piece puzzles, 'junk' such as tubes, boxes, yoghurt /butter pots to make their own toys, dolls, tea set, cardboard games e.g. picture lotto, picture dominos balls, dress-up clothes e.g. scarfs & hats, nursery songs CDs
- Books: Fairy tale stories, Rhymes and action songs, Real life stories

Encourage your child to:

- Do active games in open spaces e.g. field or park.
- Playing with a ball can be so much fun.
- Play dress-up (pretend/make-believe) e.g. fairies and pirates.
- Copy activities at home e.g. dressing up like mommy, tea party, putting 'baby' to bed.

Arts and Crafts

- Encourage your child to draw any pictures they like to (free drawing)
- Talk about the picture e.g. 'tell me about your picture'
- Use the drawings to tell stories
- Talk about favourite colours and use of different colours.
- Use 'junk' to create toys e.g. Draw a big butterfly on a piece of paper, cut out the butterfly shape, use a toilet paper inner as the 'body', stick the wings on the body. Now they can run around with the butterfly looking for some flowers.

Obstacle course:

- Use furniture, boxes and old poles to develop an obstacle course.
- Put furniture or boxes next to each other in their way so they have to climb over it.
- Encourage words like: go under/over etc.
- Use a lot of explaining words e.g. **BROWN** teddy, **SOFT** pillow, **SWEET** apple
- Collect tyres and spread them out. Jump in and out of them.
- Encourage climbing over and jumping into.
- Encourage going to park ** CAUTION

While getting dressed and undressed:

- Encourage your child to do it him/herself e.g. to take off own trousers
- Talk about and respect their privacy
- Allow your child to choose their own clothes

Singing and dancing together

- Turn on the radio and dance with your child
- Ask your child to teach you some new songs that they learned at crèche/school
- Children love it when you sing songs with them
- Do 'crazy'/'fun' moves
- Introduce different types of music e.g. classical music, pop music. Comment on the type of music e.g. It's fun to listen to Hip Hop lets dance....

Playing during everyday activities

- Encourage your child to help in daily activities e.g. making own sandwich, get own glass of water
- Bath time: respect their self-awareness. Children at this age are more aware of the differences between boys and girls. Talk about it without making them too self-conscious. They must respect their own body and so must everybody else.

****CAUTION: A responsible adult must always know where the child is. Do not let children take care of each other.**



Developmental Journey 5-6 YEARS

Name: _____

Birth: _____

CAN SKIP

ENJOYS SINGING SONGS

KICKS, CATCHES AND THROWS A BALL WELL

ENJOYS IMAGINATIVE PLAY WITH DRESS-UP (E.G. DRESSES LIKE A FAIRY AND LIVES IN A DREAM WORLD)

SPEAKS CLEARLY AND CAN TALK ABOUT EVERYDAY TOPICS E.G. SCHOOL AND FRIENDS

USES THE TOILET BY HIM/HERSELF

HAS AN UNDERSTANDING OF TIME. KNOWS THE DAYS OF THE WEEK

CAN USE WORDS TO COMPARE TWO THINGS E.G. THAT BOOK IS HEAVIER THAN THIS BOOK

UNDRESS AND DRESS INDEPENDENTLY

KNOWS HOW TO TAKE TURNS AND SHARE

CAN WRITE A FEW LETTERS. STARTS TO WRITE HIS/HER OWN NAME

HOLDS PENCIL/PEN CORRECTLY. (HAS A GOOD PENCIL GRIP)

USES WORDS THAT ENDS IN -ED TO TALK ABOUT SOMETHING THAT HAS ALREADY HAPPENED E.G. I WALKED TO THE SHOPS

BUILDS A 48+ PIECE PUZZLE

COUNTS UP TO 100 WITH SUPPORT

BALANCES ON 1 LEG FOR 10 SEC

PLAYS IN GROUPS WITH 4/5 OTHER CHILDREN

STARTS TO UNDERSTAND REASON AND REASON WITH YOU E.G. YOU CANNOT PLAY OUTSIDE ANYMORE, BECAUSE IT IS DARK



What can I do to help my child develop?

5-6 years

Reading:

- Read a book or magazine together
- Encourage your child to take the lead in 'reading' the story.
- Ask your child to tell you stories that (s)he read in the past
- Use words and expressions that you want your child to learn. You can use 'big' words e.g. *decorate* the cake/ get your ducks in a row.
- Ask your child what happened in a story
- Encourage your child to ask questions
- Answer your child's questions.
- Point events out in the picture and comment on it (say something about it)
- Look at family photos and talk about the story of when the picture was taken e.g. This was the first time you went to crèche.
- Set an example. You get a book,(s)he gets a book and you have some reading time together
- Take your child to the library and encourage your child to find a book that (s)he likes.
- Encourage her/him to 'read' a book on her/his own
- Read a recipe with your child and then make it together as you read each line.
- Read newspapers/magazines so your child can see you read.
- Tell your child about something you've read
- Act out a story - pretend to be the characters and do what they're doing. E.g. Child is Little Red Riding Hood and mommy is 'granny/wolf'.

Toys/Books:

- Toys: Play dough, paints, Spinning tops, dress-up clothes, CD's with different types of music, different tools for painting, 48+ piece puzzles, dolls, tea sets, balls, fairy wings, balls, building blocks, cars, trains, board games e.g. picture lotto, picture dominos. Use 'junk' such as tubes, boxes, to make your own toys/board games/books.
- Books: Fairy tale stories, Rhymes and action songs, Real life stories

Encourage your child to:

- Do active games in open spaces e.g. field or park.
- Play ball games
- Play dress-up (pretend/make-believe) e.g. fairies and pirates.
- Copy activities at home e.g. dressing up like mommy, shaving like daddy.
- Talk about his day. e.g. Ask: Tell me about your day rather than. How was your day?

Note: Spend time as a family together. e.g. eating a meal together. Take turns to tell the others about your day. Have a family quest e.g. guess favorite colors, car, shapes etc.

Arts and Crafts

- Encourage your child to draw any pictures (s)he likes drawing (free drawing)
- Talk about the picture e.g. 'tell me about your picture'
- Use the drawings to tell stories
- Talk about favourite colours and use of different colours. Mix colours and see what colour it makes e.g. blue and yellow makes green
- Use 'junk' to create toys/art work e.g. a milk carton and lids to make a car.

Obstacle course:

- Use furniture, boxes and old poles to develop an obstacle course.
- Put furniture or boxes next to each other in their way so they have to climb over it.
- Encourage climbing over and jumping into.
- Skip, gallop (like a horse), crawl, roll, somersault-make different movements with the body.
- Encourage going to the park **CAUTION

Playing during everyday activities

- Encourage your child to help in daily activities e.g. preparing food.
- Bath time: respect their self awareness. Children at this age are more aware of the differences between boys and girls. Talk about it without making them too self conscious. They must respect their own body and so must everybody else.

While getting dressed and undressed:

- Encourage your child to do it him/herself e.g. put on shoes.
- Show them how to tie shoe laces.
- Talk about and respect their privacy
- Allow your child to choose their own clothes
- Singing and dancing together

Singing and dancing together

- Turn on the radio and dance with your child
- Ask your child to teach you some new songs that s(he) learned at crèche/school
- Children love it when you sing songs with them
- Do 'crazy'/'fun' moves
- Introduce different types of music e.g. classical music, pop music.

****CAUTION: Children this age are very responsive to role models.**

Be a good role model and know who your child is playing with.

All children should be supervised by a responsible adult. Don't let children take care of each other.

