



# Quality Child Care Niagara

**Developmental Reference Guidelines**

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## Quality Child Care Niagara

The Quality Child Care Niagara Model Developmental Reference charts are guidelines for planning learning outcomes and experiences through play, based on key aspects of the child's development and learning in 5 different areas.

Those 5 areas are:

1. Emotional, Social and Personal
2. Communication and Language
3. Knowledge and Understanding of the World
4. Physical Development and Movement
5. Artistic and Creative Development

Early Learning programming should provide opportunities for children to achieve learning outcomes through developmentally age appropriate activities that emphasize an optimal, supportive and inclusive environment.

Each area of development is expanded in the charts that are attached, and reflect learning by age, and by skill acquisition. Each skill acquired from birth- 6 years of age correlates across all age groups to reflect the continuum of stepping stones. For example, when a toddler begins to scribble with crayons, that are a pre-requisite skill for drawing lines as a 2 year old, adding curved lines and circles as a 3 year old, drawing taking a recognizable form as a 4 year old, later leading to the ability to form letters as a 5 year old.

Children will vary in the pace at which they develop and progress in these aspects of learning. The range of individual growth for development and learning is considerable in the early years. However, there are generally accepted developmental milestones that are recognized and validated. Although the rate of development varies from child to child, the stages or patterns that the child follows are consistent. These milestones are reflected in the charts, and can be used as a guideline for developmental program planning to provide optimal, and relevant play and educational experiences for young children.

Young children are active learners with a natural curiosity. They are unique individuals keen to make sense of their world, to develop relationships and to build on their skills. Children develop an understanding in many different ways, but they learn best in an environment where they feel safe, secure and confident to actively explore their surroundings.

Play is the critical component of learning during the Early Years. It is through play that children interact with their environment and build relationships with other

children and adults. Adults need to recognize and understand developmental milestones in order to plan programming that is age appropriate, and builds upon the skills the child has already attained. For example: negotiating the balance between the child's struggle for independence and continued need for ongoing emotional support.

Young children need an environment that balances familiar and unfamiliar routines with challenges, stimulation and variety, while being offered emotional support and encouragement by the adults. The Early Years is a time of rapid growth for the child in all areas of development. Using this guide, educators and parents can provide daily opportunities that encourage children to practice newly developed skills and to plan for experiences that will promote confidence and competence.

### **Emotional, Personal and Social**

Children learn to be social beings from birth. We respond to their social cues; when the infant smiles, coos, babbles or gurgles, the adult responds back, which encourages the infant to repeat the action. When a child has a secure, loving, responsive environment at home and the child care centre, they feel safe and develop the ability to express feelings. This helps develop self-esteem and self-confidence. This self-confidence helps children develop positive relationships with their peers, and fosters understanding about our diverse, multicultural society.

Healthy emotional, personal and social development is critical to the well-being of all children, and cannot be over-emphasized. For young children, bonding and attachment to the parent or primary caregiver is the critical foundation upon which other skills are built.

### **Communication and Language**

Communication and Language are closely linked to the other areas of the child's development and is central to his/her ability to communicate in relationships and understand ideas and concepts which can then be ordered, explored and refined.

An infant develops communication skills at a very young age. Even though young infants do not understand or produce words, they are learning that when they produce a noise, they get a response. Therefore, they are learning that the purpose of their attempts to make sounds results in their needs being met. Subsequent communication that develops includes gesture, facial expression, and body movement as well as verbal and receptive language abilities.

Toddlers expand their communication and language by using babbling or jargon talk. First words begin to emerge. Talking to the toddler about the world around him/her by naming and describing everything is very important. This is a critical time for language development. It is known that children learn to understand language much earlier than they can actually speak. Even though a child cannot talk to you about what they are experiencing, their rapidly developing minds are absorbing information like a sponge. At the beginning of 2 years of age, many children have about 200 words in their repertoire, and towards the end of the second year, typically have attained about 1000 words, which will be expressed through 2, 3, possibly 4 word sentences.

By the time a child is pre-school age, many children can use language to communicate what they need to say to both adults and other children. This enables them to develop social relationships and understand that communication is mutual give and take. Three year olds typically have more than 1200 words in their vocabulary, even though they still understand more than they can speak. They can answer questions and tell about experiences in their lives. Their increasing competence with language enables them to develop friendships with other children and relate more effectively with adults. Between the ages of 4-6 years, children continue to develop skills in this area, leading to the ability to start to put words to print.

### **Knowledge and Understanding of the World**

Developing knowledge and understanding of the world is closely linked to all other aspects of a child's development. From their earliest days, children try to make sense of their world. Interactions with their environment and people in it enables children to develop in this area. Children need a wide variety of experiences to develop optimally. This should include technology, sensory materials, books, educational toys and exposure to the world both indoors and outdoors. This encourages development of the senses, problem solving, matching, counting, categorization, and role playing.

### **Physical Development and Movement**

The early years are a time of rapid physical growth and development as children learn to use and control their bodies to become aware of what they can do. Children develop physical skills through opportunities to interact actively with their environment. Increasing competence enables children to develop their self-confidence and self-esteem. Physical development includes the areas of both gross motor and fine motor skills. Gross Motor development refers to the use of large

muscles, such as crawling, walking, running, balancing, etc. Fine motor refers to the development of the small muscles in the hands and fingers, such as colouring, cutting, manipulation, eye-hand coordination, etc. Physical activities can also provide opportunities to promote social skills such as sharing and taking turns.

### **Artistic and Creative Development**

Artistic and creative development refers to the ability of young children to express ideas and feelings, and use their imagination and creativity to interact with the environment. Children should be given the opportunity to participate in a variety of creative activities such as art, drama, music, and dance, for example. These opportunities provide children with a variety of materials and techniques to investigate creatively. The emphasis should be on the process rather than the product. This contributes to developing a child's confidence and self-esteem. Artistic and Creative development is closely linked to other areas of development, as it increases understanding of language, enhances knowledge and understanding of the world, develops fine and gross motor skills and the acquisition of social skills.

### **Final Thoughts**

The development of standardized programming tools and training modules for implementation within child care settings, will create the standard of evidence based developmental programming practice. This will result in supported Early Childhood experiences for young children which will promote their optimal development and enhance parent and educator relationships. The Quality Child Care Niagara Model provides a continuum of research based standards for the entire community. The Quality Child Care Niagara reference charts will provide developmental programming guidelines for planning early learning experiences through play. Intentional manipulation of the environment by Early Childhood Educators ensures children are experiencing a variety of opportunities to maximize developmental outcomes.

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# EARLY LEARNING REFERENCE CHART FOR EARLY CHILDHOOD EDUCATORS - BIRTH TO SIX YEARS OLD EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

0-12 Months	12-24 Months	2 - 3 Years	3-4 Years	4-6 Years
<p>Infants should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ feel loved, safe and secure- nurtured, protected; provided with food, warmth, consistency and familiar people</li> </ul>	<p>Toddlers should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ have a caregiver who is loving, caring and responsive and who understands the importance of safety and nurturing the toddler through the egocentric stage through developmentally appropriate practices</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ have a caregiver who continues to nurture the child, recognizing the child's increasing need to establish himself as an individual</li> <li>❑ have adult respect for an imaginary friend</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ form positive relationships with other children and adults and begin to develop preferred friendships with other children</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ act and talk in appropriate ways with peers and adults during activity periods</li> <li>❑ demonstrate consideration for others by helping them</li> </ul>
<ul style="list-style-type: none"> <li>❑ be exposed to people in their community</li> </ul>	<ul style="list-style-type: none"> <li>❑ access toys and books showing individuals from a variety of cultures</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop positive attitudes towards diversity</li> </ul>	<ul style="list-style-type: none"> <li>❑ become aware that the celebration of cultural and religious festivals is important in people's lives</li> </ul>	<ul style="list-style-type: none"> <li>❑ identify some events that occur every year</li> </ul>
<ul style="list-style-type: none"> <li>❑ develop bonding and basic trust with parent and/or primary caregiver, which is the foundation for attachment and the development of human relationships</li> </ul>	<ul style="list-style-type: none"> <li>❑ start to understand about the feelings of other adults and children. (toddlers are egocentric , but can learn about empathy and social skills by modeling the adults)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop an awareness of the needs and feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>❑ express appropriate feelings, needs and preferences</li> </ul>	<ul style="list-style-type: none"> <li>❑ identify feelings and emotions and express them in acceptable ways</li> <li>❑ identify and talk about their own interests and preferences</li> <li>❑ express their own thoughts and shared</li> </ul>

0-12 Months	12-24 Months	2 - 3 Years	3-4 Years	4-6 Years
				experiences
<ul style="list-style-type: none"> <li><input type="checkbox"/> pay attention to an activity or person for a short period of time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn to listen and follow simple directions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn about their feelings. Adult will provide words for the child's feelings and demonstrate understanding of child's feelings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become aware of/and respect the needs and feelings of others in their behaviour and learn to follow rules</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate self control by following classroom rules and routines in different contexts in the school</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> begin to play alongside another child</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn about kindness and empathy through interactions with people and the environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access books and materials. (e.g., puzzles, games, dolls, puppets) showing inclusion of diversity as part of daily activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop positive attitudes towards others whose gender, language, religion or culture is different from their own</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize special places and buildings within their community and describe their function</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> be exposed to simple routines (e.g., tidy up)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow the adults lead in tidying up toys and helping with household chores</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe and assist adults caring for environment (e.g., recycling)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> care for the environment and for other people in the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways in which people use the natural environment</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> have a caregiver who has awareness of individual infants feelings and reactions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop as a separate individual wanting some independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> indicate readiness for toilet training</li> <li><input type="checkbox"/> develop independence (e.g., mealtimes, cloakroom)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> care for themselves and their personal safety</li> <li><input type="checkbox"/> develop independence in dressing and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and apply basic safety rules</li> <li><input type="checkbox"/> recognize in situations involving others advances or suggestions that threaten their safety or well-being</li> <li><input type="checkbox"/> identify substances that are harmful to the body</li> <li><input type="checkbox"/> identify nutritious foods</li> <li><input type="checkbox"/> practice appropriate personal hygiene</li> </ul>

0-12 Months	12-24 Months	2 - 3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li>❑ smile or make eye contact as way of getting attention</li> <li>❑ show interest in communicating with an adult (e.g., cries, sounds, gestures)</li> </ul>	<ul style="list-style-type: none"> <li>❑ make many of their own choices, where choices are an option</li> <li>❑ develop independence in feeding self at mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>❑ make choices in their activities</li> <li>❑ show curiosity about the world and eager to try new experiences</li> </ul>	<ul style="list-style-type: none"> <li>❑ make and express choices, plans and decisions</li> <li>❑ develop the ability to cope with small changes</li> </ul>	<ul style="list-style-type: none"> <li>❑ attempt new tasks willingly</li> <li>❑ share responsibility for planning classroom events and activities</li> </ul>
<ul style="list-style-type: none"> <li>❑ begin to link object to its function (e.g., bottle, spoon, blanket)</li> </ul>	<ul style="list-style-type: none"> <li>❑ be praised for their efforts</li> <li>❑ imitate a play activity involving housework</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in helping with chores/special jobs (e.g., putting things away)</li> </ul>	<ul style="list-style-type: none"> <li>❑ perform simple errands</li> </ul>	<ul style="list-style-type: none"> <li>❑ enjoy being independent</li> </ul>
<ul style="list-style-type: none"> <li>❑ express emotions (e.g., happy, sad, anger)</li> </ul>	<ul style="list-style-type: none"> <li>❑ express their personal feelings understanding that typically they are demanding at this age</li> </ul>	<ul style="list-style-type: none"> <li>❑ establish their independent identity</li> <li>❑ say "no" to adult request</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop confidence, self-esteem and a sense of security</li> </ul>	<ul style="list-style-type: none"> <li>❑ demonstrate self-reliance</li> <li>❑ recognize personal strengths and accomplishments</li> <li>❑ adapt readily to new situations</li> </ul>
<ul style="list-style-type: none"> <li>❑ have prompt attention that is responsive to their needs and cues</li> </ul>	<ul style="list-style-type: none"> <li>❑ have consistency in their routine that is predictable</li> </ul>	<ul style="list-style-type: none"> <li>❑ rest and relax as desired- through cozy areas, flexible nap/rest schedule that makes allowances for early risers/non-nappers</li> </ul>	<ul style="list-style-type: none"> <li>❑ have quiet and relaxing rest time- may still nap</li> </ul>	<ul style="list-style-type: none"> <li>❑ give up daily afternoon nap, but may continue to benefit from a quiet time</li> </ul>
<ul style="list-style-type: none"> <li>❑ have a safe environment that is stimulating and interesting ( e.g., mobiles, bright colours, soft toys, rattles, grasping toys, nesting toys, board books, cause/effect toys)</li> </ul>	<ul style="list-style-type: none"> <li>❑ actively explore their environment , both indoors and out</li> <li>❑ access simple activities and materials that promote the learning of cause and effect relationships through</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop pretend play skills through a variety of dramatic/imaginative play activities</li> </ul>	<ul style="list-style-type: none"> <li>❑ play co-operatively with one to two children of similar age</li> </ul>	<ul style="list-style-type: none"> <li>❑ play co-operatively, take turns and share resources</li> <li>❑ use a variety of simple strategies to solve social problems</li> </ul>



0-12 Months	12-24 Months	2 - 3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li><input type="checkbox"/> offer toys and objects to others</li> </ul>	<p>interactions with toys and activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play with a variety of toys- push/pull/ride on toys, safe climbing activities, balls, blocks, nesting cups, rings, dolls, kitchen, pots/pans, clothing, water play, chunky crayons, books, edible dough, musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use objects symbolically in play For example, a wood block could become a train engine</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use props to enhance symbolic play, assuming roles. For example: Doctor, Mommy, Fireman, etc</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in role playing that becomes more imaginative and creative</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> have adult and peer contact</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play near other children (parallel play) and continue to have solitary play opportunities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> experience many social interactions that will develop their skills as they move from parallel play (at 2 years of age) to cooperative play (3 years of age)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy dramatic play activities with others where each have a role</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate willingly in creative movement, dance, and other daily physical activities</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> socialize with other children</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play beside other children their own age</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop basic turn taking skills, with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> take turns independently with minimal adult assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate consideration for others by helping them</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> have routines that are based on infants own schedule</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have clear, simple, consistent limits</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> start to tidy up and put away own toys, understand and be less upset by limits</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> comply with limits and fits into routine of a household</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate self-control by following classroom rules and routines in different contexts in the school</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR EARLY CHILDHOOD EDUCATORS- BIRTH TO SIX YEARS OLD COMMUNICATION AND LANGUAGE

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<p>Infants should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ have lots of eye contact and baby talk ("motherese"-imitation and repetition of sounds, and simple turn taking)</li> <li>❑ develop listening skills through voices, music and sounds</li> <li>❑ listen to music, noise makers and fingerplays (e.g., "Round and Round the Garden")</li> </ul>	<p>Toddlers should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ have a caregiver who will expand on their words and talk about the child's activities, play and routines, and who repeats new words often (children this age understand far more than they can speak)</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ interact with an adult who will talk about a variety of experiences/activities and encourage the child to talk, through questions such as "What/Why/Where"</li> <li>❑ have individual conversations with the adult (mutual listening/talking)</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ talk to other children or with an adult about themselves and their experiences</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ communicate effectively by listening and speaking</li> </ul>
<ul style="list-style-type: none"> <li>❑ respond to simple directions such as, "Where's Mommy?" and "Come here"</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand simple, consistent single step directions</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow two part directions</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow three part directions (by 4 years)</li> <li>❑ pay attention to information and instructions from an adult</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow directions and respond appropriately to familiar questions</li> </ul>
<ul style="list-style-type: none"> <li>❑ develop their expressive skills through cooing, gurgling, babbling, laughing, crying, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop expressive skills through sounds, words, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>❑ express their feelings with assistance from the adult as necessary</li> </ul>	<ul style="list-style-type: none"> <li>❑ use language for a variety of purposes. (e.g., to describe, explain, predict, ask questions and develop ideas)</li> </ul>	<ul style="list-style-type: none"> <li>❑ communicate needs to peers and adults; use gestures, tone of voice and other non-verbal means to communicate more effectively; ask</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
				questions, express feelings and share ideas
<ul style="list-style-type: none"> <li>❑ practice sounds and intonations of early developing language</li> <li>❑ play labeling games (simple body parts ) and peek-a-boo games</li> <li>❑ recognize and respond to their own name</li> </ul>	<ul style="list-style-type: none"> <li>❑ name themselves, familiar people, familiar objects and simple body parts</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop expressive skills through vocabulary and language (individual levels of development and adaptations may include: gestures, sign language, communication boards)</li> </ul>	<ul style="list-style-type: none"> <li>❑ have fun with language and making stories</li> </ul>	<ul style="list-style-type: none"> <li>❑ describe personal experiences and re-tell familiar stories, using appropriate vocabulary and basic story structure</li> </ul>
<ul style="list-style-type: none"> <li>❑ have a language role model who will talk about what is happening around the infant, labeling familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to and participate in stories</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in simple songs, fingerplays, musical opportunities</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen and respond to the sound and rhythm of words and stories</li> </ul>	<ul style="list-style-type: none"> <li>❑ use language to connect new experiences to what they already know</li> <li>❑ make connections between their own experiences and those of storybook characters</li> </ul>
<ul style="list-style-type: none"> <li>❑ participate in simple songs with rhyming words such as baba, mama, dada, to a simple tune</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to and participate in sing a long songs (e.g., clapping, finger plays)</li> </ul>	<ul style="list-style-type: none"> <li>❑ enjoy playing with and singing along using musical instruments (e.g.,finger plays, acting out parts)</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to songs, music, rhymes and poetry</li> <li>❑ enjoy songs, rhymes, chants and simple number games</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate willingly in creative movement and dance</li> </ul>
<ul style="list-style-type: none"> <li>❑ be introduced to sturdy, colourful, books that have simple pictures (or photographs) and are read daily</li> </ul>	<ul style="list-style-type: none"> <li>❑ access puppets and a variety of simple, sturdy, board books with clear, simple, realistic pictures or photographs and different textures and shapes</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop a love of books as a source of enjoyment through independent access to a reading centre and books that have simple, familiar topics, repeated phrases</li> </ul>	<ul style="list-style-type: none"> <li>❑ use books to find interesting information</li> <li>❑ have favorite stories and books</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to stories, poems and non-fiction materials for enjoyment and information</li> <li>❑ respond appropriately to a variety of materials read aloud to them</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li><input type="checkbox"/> listen to and enjoy being read to from simple picture books</li>   <li><input type="checkbox"/> hold book by self, may be upside down</li>   <li><input type="checkbox"/> have stories read to them daily</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name some pictures in a book (e.g., labeling objects and their sounds)</li> <li><input type="checkbox"/> point to and name familiar objects</li>   <li><input type="checkbox"/> turn book right side up</li>   <li><input type="checkbox"/> have stories read to them daily</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access to a variety of books such as silly stories, word books, poetry, theme books such as colour, size and shape</li>   <li><input type="checkbox"/> explore a literacy rich environment where books and sensory accessories (puppets, flannel boards, etc) are used to promote the development of vocabulary, imagination, listening skills and pre-reading awareness (words tell the story)</li> <li><input type="checkbox"/> have stories read daily, both as a small group and individually</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand some of the language and layout of books</li>   <li><input type="checkbox"/> take part by filling in the blanks</li> <li><input type="checkbox"/> describe action in pictures</li>   <li><input type="checkbox"/> have the opportunity to dialogue about the books</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify some features of books and other written materials and use these features to help them understand printed text</li>   <li><input type="checkbox"/> re-tell the story and try to "read" books from memory</li>   <li><input type="checkbox"/> make up their own stories</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> play with puppets, dolls, teddies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> "talk" to doll or teddy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play out roles related to family members</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use talk during role play and re-tell the story or rhyme</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify favourite books and re-tell the stories in their own words</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li>❑ progress from babbling to using simple words</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop first words by 12-18 months</li> <li>❑ say about 8-10 words by 18 months (ideally up to 50)</li> <li>❑ combine two words together (e.g., more juice) by 24 months</li> </ul>	<ul style="list-style-type: none"> <li>❑ begin to use short sentences (e.g., daddy fix it)</li> <li>❑ play with words and use new and unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>❑ use sentences of four to six words in length</li> <li>❑ develop an awareness of letter names and sounds in the context of play experiences, recognize some familiar words and letters (e.g., the initial letter in their name)</li> </ul>	<ul style="list-style-type: none"> <li>❑ use sentences that almost sound like an adult and participates in conversation</li> <li>❑ demonstrate awareness of individual sounds and sound patterns in language (rhyming)</li> <li>❑ words can be divided into parts (sounds and syllables)</li> </ul>
<ul style="list-style-type: none"> <li>❑ have object in a simple book pointed out to them</li> </ul>	<ul style="list-style-type: none"> <li>❑ look at and name simple pictures in a book</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow with their finger words on a page from left to right</li> </ul>	<ul style="list-style-type: none"> <li>❑ recognize the link between the written and spoken word</li> </ul>	<ul style="list-style-type: none"> <li>❑ recognize that words identify most of the letters of the alphabet, and demonstrate that letters represent sounds and that written words convey meaning</li> </ul>
<ul style="list-style-type: none"> <li>❑ scribble on paper</li> <li>❑ start to develop pincer grasp to pick up toys</li> </ul>	<ul style="list-style-type: none"> <li>❑ draw vertical and horizontal lines</li> <li>❑ hold a brush and paint on paper</li> <li>❑ use palmar grasp for crayons</li> </ul>	<ul style="list-style-type: none"> <li>❑ copy a cross and circle in imitation</li> <li>❑ begin to develop appropriate pencil grip</li> </ul>	<ul style="list-style-type: none"> <li>❑ experiment with symbols, letters and in some cases words, in writing</li> <li>❑ use their own drawings and written marks to express ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>❑ write using a variety of tools and media</li> <li>❑ write simple messages using a combination of pictures, symbols, letters, phonetic spellings and familiar words</li> <li>❑ print most of the letters of the alphabet, their own name and names of family members</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR EARLY CHILDHOOD EDUCATORS- BIRTH TO SIX YEARS OLD KNOWLEDGE AND UNDERSTANDING OF THE WORLD

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<p>Infants should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ foster visually directed reaching which allows the infant to plan an action, carry it out, and is the first step in gaining control of their environment</li> </ul>	<p>Toddlers should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ sort, match, stack, and examine objects ( not small enough to go in mouth) including large stringing beads, shape sorters, formboard puzzles, nesting toys, stacking rings, lightweight blocks and accessories</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ have access to activities of varied difficulty (e.g., puzzles of increasing difficulty)</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ recognize patterns, shapes and colours in the world around them</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ identify and reproduce simple patterns</li> <li>❑ create and extend simple patterns using a variety of materials or actions</li> </ul>
<ul style="list-style-type: none"> <li>❑ examine objects and experiment with putting them in/out containers</li> </ul>	<ul style="list-style-type: none"> <li>❑ begin to distinguish colours and shapes</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop understanding of concepts (e.g., colour, shape, size, letters and numbers, time/space ) through a variety of play based activities</li> </ul>	<ul style="list-style-type: none"> <li>❑ recognize familiar shapes during play activities</li> </ul>	<ul style="list-style-type: none"> <li>❑ identify and sort two and three dimensional objects and shapes</li> </ul>
<ul style="list-style-type: none"> <li>❑ foster visual development of tracking through mobiles, mirrors, pictures and toys</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore a variety of sensory experiences</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore art/creative activities that are related to learning expectations and promote individual expression</li> </ul>	<ul style="list-style-type: none"> <li>❑ sort and categorize things into groups</li> </ul>	<ul style="list-style-type: none"> <li>❑ sort and classify objects into sets according to specific characteristics and describe those characteristics</li> <li>❑ compare information on objects using two categories</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li>❑ exhibit a one handed visually directed reach</li> <li>❑ develop a neat pincer grasp (e.g., tip of index finger touches thumb)</li> </ul>	<ul style="list-style-type: none"> <li>❑ unwrap small objects that are loosely wrapped</li> <li>❑ enjoy sensory activities such as pudding painting</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore creative activities which promotes learning of the differences in lines and shapes (e.g., playdough, crayons, plasticene, painting) as a pre-requisite for later development in recognizing the differences in letter shapes</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand some properties of materials (e.g., soft/hard, smooth/rough)</li> </ul>	<ul style="list-style-type: none"> <li>❑ place some specific types of objects on concrete graphs and pictographs</li> <li>❑ use simple grids correctly</li> </ul>
<ul style="list-style-type: none"> <li>❑ examine and bang two objects together</li> <li>❑ put objects into a container (e.g., blocks)</li> <li>❑ place both hands together at mid-line to grasp an object</li> </ul>	<ul style="list-style-type: none"> <li>❑ pick objects up with tongs and squeeze them</li> <li>❑ take an object out of a container</li> <li>❑ develop the ability to hold container with one hand and put objects in the container with the other hand, releasing them easily</li> </ul>	<ul style="list-style-type: none"> <li>❑ snip/cut with scissors</li> <li>❑ access materials that enhance and support themes/activities such as computer software and videos</li> </ul>	<ul style="list-style-type: none"> <li>❑ become aware of everyday uses of technology and use these appropriately (e.g., scissors, waterproof clothing, fridge, bicycle)</li> </ul>	<ul style="list-style-type: none"> <li>❑ describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them</li> <li>❑ use familiar technology appropriately</li> <li>❑ identify familiar technological items and describe their use in daily life</li> <li>❑ work with others in using technology</li> <li>❑ describe the function of common objects found at home and school</li> <li>❑ identify energy sources used by familiar tools or toys</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li>❑ experience tactile activities (e.g., food, teething rings, textured toys)</li> </ul>	<ul style="list-style-type: none"> <li>❑ access non-toxic paint, crayons, playdough, fingerpaint on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>❑ experiment with sensory activities on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop their powers of observation using their senses</li> <li>❑ recognize objects by sight, sound, touch, smell and taste</li> </ul>	<ul style="list-style-type: none"> <li>❑ demonstrate awareness of the need for recycling</li> </ul>
<ul style="list-style-type: none"> <li>❑ be taken for a walk daily</li> </ul>	<ul style="list-style-type: none"> <li>❑ be outdoors daily</li> </ul>	<ul style="list-style-type: none"> <li>❑ experience and explore the outdoors and opportunity to discuss nature (e.g., birds, animals, plants)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop an appreciation of natural beauty and sense of wonder about the world</li> </ul>	<ul style="list-style-type: none"> <li>❑ demonstrate awareness that familiar objects are designed to suit the human body</li> <li>❑ describe some natural occurrences using their own observations</li> <li>❑ express their feeling of wonder and curiosity about the world</li> </ul>
<ul style="list-style-type: none"> <li>❑ increase attention span through music, noisemakers, singing and language opportunities</li> </ul>	<ul style="list-style-type: none"> <li>❑ have access to simple, sturdy books that have clear, simple, realistic pictures or photographs about a variety of concepts</li> </ul>	<ul style="list-style-type: none"> <li>❑ have daily access to a variety of books (e.g., familiar stories, animal characters, for example) and promoting understanding that there is a connection between the spoken word and written work (simple alphabet and word books)</li> </ul>	<ul style="list-style-type: none"> <li>❑ use books to find interesting information</li> <li>❑ listen with enjoyment and respond to stories, music, rhymes and poetry</li> </ul>	<ul style="list-style-type: none"> <li>❑ order two or more objects according to size or mass</li> <li>❑ estimate and count to identify sets with more, fewer, or the same number of objects</li> <li>❑ use some non-standard and standard measuring devices appropriately</li> </ul>
<ul style="list-style-type: none"> <li>❑ build a tower with 2 to 3 blocks</li> </ul>	<ul style="list-style-type: none"> <li>❑ build tower of 4 to 5 blocks</li> </ul>	<ul style="list-style-type: none"> <li>❑ build tower of 6 to 8 blocks</li> <li>❑ understand the concept one and group objects by size and shape</li> <li>❑ access developmentally</li> </ul>	<ul style="list-style-type: none"> <li>❑ build tower of 9 to 11 blocks</li> <li>❑ understand and use mathematical processes such as matching, sorting, grouping,</li> </ul>	<ul style="list-style-type: none"> <li>❑ build tower of 11 to 12 blocks</li> <li>❑ match objects by 1:1 correspondence</li> <li>❑ demonstrate awareness of addition and</li> </ul>



0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
		<p>age appropriate concrete math/number/science activities that enable children to explore concepts through sorting, matching, and distinguishing through size, shape and quantity</p>	<p>counting and measuring</p> <ul style="list-style-type: none"> <li>❑ apply these processes in solving mathematical processes</li> <li>❑ identify and use numbers up to 10 during play experiences and counting games</li> </ul>	<p>subtraction in everyday activities</p> <ul style="list-style-type: none"> <li>❑ recognize and write numerals from one through ten</li> <li>❑ count orally to thirty using cardinal and ordinal numbers during play and daily classroom routines</li> </ul>
<ul style="list-style-type: none"> <li>❑ play and experiment with nesting toys</li> </ul>	<ul style="list-style-type: none"> <li>❑ pour and fill spoons, measuring cups and different size containers</li> </ul>	<ul style="list-style-type: none"> <li>❑ learn about words for size and shape, measuring, number games and quantity</li> </ul>	<ul style="list-style-type: none"> <li>❑ use mathematical language appropriate to the learning situation</li> </ul>	<ul style="list-style-type: none"> <li>❑ use language accurately to describe basic spatial relationships</li> <li>❑ use simple measurement terms correctly</li> </ul>
<ul style="list-style-type: none"> <li>❑ develop routines (e.g., naptime, meal times, bed time)</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand today and soon, and learns to adapt to routines</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand today, tomorrow, yesterday</li> </ul>	<ul style="list-style-type: none"> <li>❑ be aware of daily time sequences and words to describe/measure time (e.g., snack time, morning, first, next)</li> </ul>	<ul style="list-style-type: none"> <li>❑ talk about time in relation to certain events or activities</li> </ul>
<ul style="list-style-type: none"> <li>❑ understand causality (e.g., handing adult the toy to make it work)</li> <li>❑ develop an awareness of the functional use of objects. For example, cup for drinking</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand special and form discrimination. For example, shape sorters.</li> <li>❑ imitate function of mechanical objects (e.g., pushing a button to make a train go forward, electronic toys)</li> </ul>	<ul style="list-style-type: none"> <li>❑ discover cause and effect (e.g., if you ring the doorbell, it makes a sound)</li> </ul>	<ul style="list-style-type: none"> <li>❑ ask questions, experiment, design and make, and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>❑ make a specific plan, describe the steps, and carry out the plan</li> <li>❑ make things using a variety of tools and techniques</li> <li>❑ make appropriate observations about results or findings</li> <li>❑ experiment with simple machines</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<ul style="list-style-type: none"> <li><input type="checkbox"/> actively explore a safe and stimulating environment that provides developmentally appropriate toys and activities (e.g., grasping toys, nesting toys, soft blocks, books, squeaky toys, and textured toys)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> actively explore the environment safely, both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> increasing exploration of a safe environment both indoors and out</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> care for living things (e.g., plants, pets at home)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe some differences between living and non-living things</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> cooperate in dressing</li> <li><input type="checkbox"/> finger feed self</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attempt to assist the adult in dressing</li> <li><input type="checkbox"/> feed themselves with a spoon and drink from a cup</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attempt to dress/undress, wash self and help to clean up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> be aware of feeling good, and of the importance of hygiene, diet, exercise and personal safety</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify nutritious foods</li> <li><input type="checkbox"/> practice appropriate personal hygiene</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> be comforted by familiar adults</li> <li><input type="checkbox"/> express emotions (e.g., happy, sad, fear, anger)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> be aware of gender differences</li> <li><input type="checkbox"/> notice familiar sounds in the environment (e.g., dogs barking, birds chirping, cars, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand changes in the environment (e.g., rainy day, sunny day) and to themselves</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> be aware of change and its effects on them (e.g., their own growth, changes in weather, trees, flowers)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an awareness of health and safety practices</li> <li><input type="checkbox"/> identify patterns and cycles in their daily lives</li> <li><input type="checkbox"/> identify patterns and cycles in the natural world</li> <li><input type="checkbox"/> describe different kinds of weather and the ways in which people adapt to the weather</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> develop relationships with caregiver(s) and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop pretend play through dramatic play props that would include: child sized</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> expand on pretend play by having a variety of props and accessories to enhance the dramatic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become familiar with the early years setting and places in the local area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and describe familiar geographical features in their area</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
	<p>furniture, simple dress-up clothes, dishes/pots/pans, dolls and furniture, telephone, and unbreakable mirror</p> <ul style="list-style-type: none"> <li>❑ play out roles of familiar people (e.g., parent, doctor)</li> </ul>	<p>play area</p> <ul style="list-style-type: none"> <li>❑ become familiar with community helpers</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand the routines and jobs of familiar people</li> </ul>	<ul style="list-style-type: none"> <li>❑ recognize special places and buildings within their community and describe their function</li> <li>❑ describe local, natural habits</li> <li>❑ identify ways in which people use the natural environment</li> <li>❑ identify people who help others in the community and describe what they do (e.g. doctor, store clerk, firefighter, police officer, mail carrier)</li> </ul>
<ul style="list-style-type: none"> <li>❑ develop object permanence</li> </ul>	<ul style="list-style-type: none"> <li>❑ further develop the concept of object permanence</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand concept of object permanence at a more abstract level</li> </ul>	<ul style="list-style-type: none"> <li>❑ be able separate from parent over time</li> </ul>	<ul style="list-style-type: none"> <li>❑ be able to separate from parent understanding that they will be back for them</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR EARLY CHILDHOOD EDUCATORS- BIRTH TO SIX YEARS OLD PHYSICAL DEVELOPMENT AND MOVEMENT

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<p><b><u>Gross Motor</u></b> Infants should be given the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> access bounce chairs, wind up swings, be given exercise and fresh air daily</li> </ul>	<p><b><u>Gross Motor</u></b> Toddlers should be given the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> actively explore the environment safely, both indoors and outdoors</li> </ul>	<p><b><u>Gross Motor</u></b> Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> move around the environment with more independence</li> </ul>	<p><b><u>Gross Motor</u></b> Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy energetic activities both indoors and out</li> <li><input type="checkbox"/> develop an awareness of space</li> </ul>	<p><b><u>Gross Motor</u></b> Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate spatial awareness</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> roll, sit, crawl, stand, climb and explore their environment both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop walking, running, jumping, kicking skills with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have access to stairs for climbing, develop coordination, and improve running skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> run, jump, climb stairs with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate balance, ease and flexibility in movement</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> access to push/pull riding toys for balance</li> <li><input type="checkbox"/> crawl through/climb over boxes, soft blocks, tunnels, chairs, slides, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop gross motor skills through toys such as push/pull/pedal/ride on toys, age appropriate climbing equipment with mats for cushioning, balls, small slide, tumbling mats, and large cardboard boxes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop gross motor skills through having a wide variety of large muscle equipment (e.g., balls, steps, climbers, hoops, tunnels, balance beam)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> climb, balance, throw and catch with increasing skill and confidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> bounce and catch a large ball, learn how to walk a balance beam heel-toe and backwards, walk up and down stairs using alternate feet</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> actively explore a safe environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn about basic safety rules and boundaries. For example, wagons are for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have an understanding of how playground equipment operates in terms of safety with</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> increase awareness of safety rules in using gross motor equipment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify safe and unsafe situations, materials and equipment</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
	sitting in	adult guidance . For example, climbing stairs using the railing		<ul style="list-style-type: none"> <li>❑ demonstrate understanding that adults make most decisions regarding safety rules and seek assistance when needed</li> <li>❑ identify and apply basic safety rules</li> </ul>
<ul style="list-style-type: none"> <li>❑ be given age-appropriate toys and equipment that will allow them to develop muscle coordination</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in active play on a daily basis, using indoor active play in inclement weather</li> </ul>	<ul style="list-style-type: none"> <li>❑ learn more about what their bodies can do through a variety of toys and equipment (e.g., tricycles, swings)</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore different ways in which they use their bodies in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate willingly in creative movement, dance and other daily physical activities</li> </ul>
<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>❑ develop eye hand coordination by taking object by hand and putting it in mouth</li> <li>❑ one hand visually directed reach</li> <li>❑ picking up and holding objects</li> </ul>	<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>❑ develop eye-hand coordination, using materials such as chunky crayons, formboard puzzles, large stringing beads, etc.</li> </ul>	<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>❑ increasingly develop eye hand coordination (e.g. nesting objects, graduated in size)</li> <li>❑ move fingers one at a time individually</li> </ul>	<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>❑ be proficient in eye-hand coordination through a variety of activities (for example, stringing beads, patterning)</li> <li>❑ touch each finger individually to their thumb on the same hand</li> </ul>	<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>❑ screw together threaded objects</li> <li>❑ spontaneously build both horizontally and vertically</li> </ul>
<ul style="list-style-type: none"> <li>❑ given opportunity to develop palmar and pincer grasp</li> <li>❑ examine objects using index finger</li> </ul>	<ul style="list-style-type: none"> <li>❑ to develop palmar and pincer grasp by providing nesting toys, shape sorters, formboard puzzles, mega blocks/duplo blocks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop scissors skills by holding scissors comfortably and snipping paper</li> <li>❑ learn about objects graduated in size</li> </ul>	<ul style="list-style-type: none"> <li>❑ progress to cutting along a straight line with scissors and cutting a 5 inch square paper in two</li> </ul>	<ul style="list-style-type: none"> <li>❑ show skill in cutting, painting and pasting by cutting out simple shapes, magazine pictures and paper dolls</li> </ul>

<b>0-12 Months</b>	<b>12-24 Months</b>	<b>2-3 Years</b>	<b>3-4 Years</b>	<b>4-6 Years</b>
<ul style="list-style-type: none"> <li>❑ be allowed access to a variety of objects that are cause and effect toys (e.g. shape sorters with noise)</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore cause/effect toys with increased dexterity such as knobs, switches, doors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop beginning stages of hand preference, pre-writing skills (e.g., scribbling, painting)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop hand preference 75% of the time</li> <li>❑ scribbles begin to take form (e.g., circles, curves and lines)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop appropriate pencil grasp</li> <li>❑ draw simple recognizable pictures (e.g., person, shapes)</li> </ul>
<ul style="list-style-type: none"> <li>❑ explore board books</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore board books and books that have simple, realistic concepts</li> </ul>	<ul style="list-style-type: none"> <li>❑ turns pages of books</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand that pages of books are to be turned one at a time</li> </ul>	<ul style="list-style-type: none"> <li>❑ be proficient at turning pages in books</li> </ul>
<ul style="list-style-type: none"> <li>❑ fill and empty containers</li> </ul>	<ul style="list-style-type: none"> <li>❑ have regular access to sand/water play and accessories</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore and manipulate creative materials (e.g., playdough) Make some recognizable objects (e.g., ball, rope)</li> </ul>	<ul style="list-style-type: none"> <li>❑ access a variety of manipulative and creative materials (e.g., play, plasticene, different varieties of playdough)</li> </ul>	<ul style="list-style-type: none"> <li>❑ use a variety of tools and materials in creating art works or making presentations</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR EARLY CHILDHOOD EDUCATORS- BIRTH TO SIX YEARS OLD ARTISTIC AND CREATIVE DEVELOPMENT

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
<p>Infants should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ respond to adult interaction with gurgling and cooing</li> </ul>	<p>Toddlers should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ participate in movement games that develop the child's sense of separateness and exploration of the different ways in which they can move their body</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ play out adult roles in pretend play</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ use role play or puppets to recreate and invent situations</li> <li>❑ increase use of verbal language in role play and the use of clearly defined roles during creative play</li> <li>❑ play with 2-3 children in cooperative games (e.g., Candy Land, Concentration, Jr. Board games)</li> <li>❑ investigate and use a variety of media and techniques such as 3 dimensional art, painting, drawing, and printing with fabrics, clay and other materials. Express their thoughts and feelings through creative art</li> <li>❑ move rhythmically and expressively to music through a variety of sounds, rhythms, and</li> </ul>	<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ decide who will take each role in classroom drama activities</li> <li>❑ enact stories from their own and other cultures</li> <li>❑ play the parts of characters from folk tales and legends of various countries</li> <li>❑ solve problems creatively</li> <li>❑ take turns working on specific tasks in making things</li> <li>❑ mix paint to create new colours and textures</li> <li>❑ show skill in cutting, pasting and painting</li> <li>❑ use a variety of tools and materials in creating art works or making presentations</li> <li>❑ use familiar materials in new ways</li> <li>❑ share materials in visual art activities</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 Years
			<p>songs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create music by singing, clapping, and use of instruments that expresses their thoughts and feelings</li> <li><input type="checkbox"/> participate in simple dancing and singing games (e.g., London Bridge, Simon Says)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use some simple terms correctly</li> <li><input type="checkbox"/> identify elements of visual images, such as colours and variations in shape and size</li> <li><input type="checkbox"/> describe some aspects of visual art forms from a variety of cultures</li> <li><input type="checkbox"/> demonstrate understanding of rhythmic patterns</li> <li><input type="checkbox"/> show appreciation for folk songs and dances</li> <li><input type="checkbox"/> make preparations for performances</li> <li><input type="checkbox"/> perform in a group</li> <li><input type="checkbox"/> name different elements in a performance</li> <li><input type="checkbox"/> move in response to tempo and mood of music</li> <li><input type="checkbox"/> recall and repeat familiar songs, dance steps and rhymes</li> <li><input type="checkbox"/> name different movements they can do</li> <li><input type="checkbox"/> adapt songs, fingerplays and rhymes</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> respond to "Pat-a-Cake" and "Peek-a-Boo" games</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use simple verbal and non-verbal language in pretend play</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play games with simple rules with adult direction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow basic play activities but not always willing to take turns</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have close friendships with one or two children where play involves working together toward specific skills</li> </ul>



<b>0-12 Months</b>	<b>12-24 Months</b>	<b>2-3 Years</b>	<b>3-4 Years</b>	<b>4-6 Years</b>
<ul style="list-style-type: none"> <li>❑ explore a variety of edible sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>❑ experiment with creative activities such as sensory (e.g., playdough, pudding painting, water play) and art materials (crayons, painting)</li> </ul>	<ul style="list-style-type: none"> <li>❑ have access to a variety of creative media (e.g., scissors, paper, paint, markers, crayons, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop increased control in the use of crayons, markers, scissors ,etc</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop 3 dimensional objects and letters, shapes, numbers</li> </ul>
<ul style="list-style-type: none"> <li>❑ be exposed to a variety of music media- music boxes, cd's/tapes, lullabies, wind up musical toys</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in musical activities (e.g., "singing" along, clapping, moving their body to the music, and using musical instruments)</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop a sense of rhythm</li> </ul>	<ul style="list-style-type: none"> <li>❑ sing a long with a group, learn simple songs and enjoy all social types of music</li> </ul>	<ul style="list-style-type: none"> <li>❑ dance and move to music</li> <li>❑ play with rhythm instruments</li> </ul>
<ul style="list-style-type: none"> <li>❑ attend to simple songs and respond to caregiver singing</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in simple action songs (e.g., Head and Shoulders)</li> </ul>	<ul style="list-style-type: none"> <li>❑ imitate and follow instructions in simple music games (London Bridge)</li> </ul>	<ul style="list-style-type: none"> <li>❑ take the lead in music activities (e.g., Simon Says)</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in group rhythm band activities (e.g., similar instruments grouped together)</li> </ul>

## GLOSSARY OF TERMS: EARLY EDUCATORS/COMMUNITY PARTNERS

BONDING	<ul style="list-style-type: none"> <li>the instinctive strong attachment babies have for their mother/primary caregiver. Bonding is necessary for normal emotional development to take place</li> </ul>
CAUSE AND EFFECT	<ul style="list-style-type: none"> <li>action A produces response B. For example: pop-up-toy (button is pushed; animal pops up)</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>ability to communicate, think creatively and abstractly, solve problems and develop good judgement</li> </ul>
COOPERATIVE PLAY	<ul style="list-style-type: none"> <li>to interact and play with more than one peer</li> </ul>
DEVELOPMENTALLY APPROPRIATE	<ul style="list-style-type: none"> <li>age appropriate toys and activities</li> </ul>
DIVERSITY	<ul style="list-style-type: none"> <li>difference; unlikeness</li> </ul>
EGOCENTRIC	<ul style="list-style-type: none"> <li>regarding one's self as the object of all experiences</li> </ul>
EYE-HAND COORDINATION	<ul style="list-style-type: none"> <li>the ability to look at an object and coordinate hand movement</li> </ul>
"MOTHERESE"	<ul style="list-style-type: none"> <li>a language which the mother uses with infant/child (horsey, doggy)</li> </ul>
OBJECT PERMANENCE	<ul style="list-style-type: none"> <li>child recognizes an object is still there even if it is hidden from view</li> </ul>
PALMAR GRASP	<ul style="list-style-type: none"> <li>to rake toys or objects using palm of the hand</li> </ul>
PATTERNING	<ul style="list-style-type: none"> <li>the ability to imitate or create a pattern. For example, beads and blocks</li> </ul>
PINCER GRASP	<ul style="list-style-type: none"> <li>to pick up objects using thumb and forefinger</li> </ul>
PARALLEL PLAY	<ul style="list-style-type: none"> <li>to play beside one or more children; no interaction</li> </ul>
SENSORY MATERIALS	<ul style="list-style-type: none"> <li>materials that promote awareness and development of the senses. For example: cloth, sandpaper, water, sand, playdough, ice, etc.</li> </ul>
SOCIAL SKILLS	<ul style="list-style-type: none"> <li>the skills children need to develop that are necessary for successful social interactions</li> </ul>
SOLITARY PLAY	<ul style="list-style-type: none"> <li>to play by oneself</li> </ul>
TRACKING	<ul style="list-style-type: none"> <li>child follows object with eyes when it is moved from side to side</li> </ul>
VISUALLY DIRECTED REACHING	<ul style="list-style-type: none"> <li>child looks at something within reach, opens hand, and closes fingers to grasp the object</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR PARENTS - BIRTH TO SIX YEARS OF AGE EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<p>Does your baby have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> get held close and cuddled</li> <li><input type="checkbox"/> feel safe and secure- that no one will hurt him/her, and that they will be looked after with food, warmth, and familiar people</li> </ul>	<p>Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have a parent who is loving, caring and responsive, who understands the importance of safety and recognizes that toddlers are only able to think about themselves?(egocentric stage)</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have a parent who will nurture their child and recognize their need to want to be more independent</li> <li><input type="checkbox"/> know it's okay to have an imaginary friend</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop friendships with other children and adults</li> <li><input type="checkbox"/> be able to tell you what they like and don't like</li> <li><input type="checkbox"/> follow rules in the home</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> show respect for friends and adults and demonstrate good manners</li> <li><input type="checkbox"/> show consideration for others by helping them</li> </ul>

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<ul style="list-style-type: none"> <li>❑ be exposed to people in their community</li> </ul>	<ul style="list-style-type: none"> <li>❑ access books and toys showing a people from a variety of cultures</li> </ul>	<ul style="list-style-type: none"> <li>❑ to be exposed to different cultures</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand that people in their lives come from a variety of cultural and religious backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>❑ understands and shows respect for different cultural and religious celebrations</li> </ul>
<ul style="list-style-type: none"> <li>❑ feel comforted when held by the parent (bonding and basic trust with parent and/or primary caregiver, which is the foundation for attachment and the development of human relationships)</li> </ul>	<ul style="list-style-type: none"> <li>❑ begin to understand that other children and adults have feelings too? Toddlers are egocentric (that is, think the world revolves around them), but can learn about kindness and feelings (social skills) by watching other adults and children as role models</li> </ul>	<ul style="list-style-type: none"> <li>❑ to learn that others have feelings and needs</li> </ul>	<ul style="list-style-type: none"> <li>❑ become aware of and respect the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>❑ display their feelings and emotions in an acceptable manner</li> <li>❑ visit special places in the community (for example: library, museum)</li> </ul>
<ul style="list-style-type: none"> <li>❑ get smiled at, carried around, sung to, talked to, and placed where he/she can see you</li> </ul>	<ul style="list-style-type: none"> <li>❑ be encouraged for their efforts (e.g., "Good for you")</li> </ul>	<ul style="list-style-type: none"> <li>❑ to help with jobs or chores around the house</li> </ul>	<ul style="list-style-type: none"> <li>❑ feel good about themselves</li> </ul>	<ul style="list-style-type: none"> <li>❑ increase independence</li> </ul>

<b>0-12 months</b>	<b>12-24 months</b>	<b>2-3 years</b>	<b>3-4 years</b>	<b>4-6 years</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> feed themselves finger foods (e.g., cheerios) after approximately 6 months of age</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become more independent (e.g., feeding themselves at mealtimes, trying to dress/undress themselves)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> show readiness for toilet training</li> <li><input type="checkbox"/> feed themselves and dress themselves independently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> dress themselves with minimal assistance from you</li> <li><input type="checkbox"/> make his/her own choices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> show increasing independence (e.g., wanting to do things for themselves)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> make a choice from two toys offered to them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> show preference for a preferred toy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make their own choices for toys, games, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> defend their toys and possessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> share their toys and participate in turn taking games</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> get picked up when he/she cries and have prompt attention that is responsive to his/her needs and cues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand there is routine in his/her life (e.g., lunch routine, nap/bedtime routine) that is generally consistent and predictable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have a cozy area for naps, quiet play, reading, and listening to music</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continue to have quiet rest/reading time each day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy quiet time if they choose</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> to be around other children as well as adults</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play near other children each doing their own thing(parallel play) and still have the chance to play alone</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy playing in a group with adult guidance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with a friend and take turns</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with a variety of friends and take turns</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> have routines that are based on infants own schedule- when he/she is hungry, he/she is fed, when he/she is tired, then it is time for a nap</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow one direction at a time from you. At this age, this is all they can understand</li> <li><input type="checkbox"/> have routines that are predictable (e.g., mealtimes/nap/bedtimes)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand and follows simple rules (e.g., 2 step directions)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make and express choices, plans and decisions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> share responsibility for planning classroom events and activities</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR PARENTS - BIRTH TO SIX YEARS OLD COMMUNICATION AND LANGUAGE

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 years
<p>Does your baby have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have lots of eye contact and baby talk with you ("motherese"). Babies like it when you raise your eyebrows, make different expressions with your voice, and make silly faces</li> </ul>	<p>Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> hear you expand on their words (if they say one word, then you can add words and repeat it back to them), You can talk about their activities, play and routines, You can repeat your toddlers new words often. Children this age understand far more than they can say</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> answer what, where and who questions</li> <li><input type="checkbox"/> have individual conversations with you and take turns listening to you</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> talk to other children and adults about their day</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> come home and tell you about some things that happened at school</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> hear you imitate them cooing, gurgling, babbling, laughing, etc. At this stage, babies are learning that when they make a sound, you will respond. It is basic turn taking that will lead to conversations later on</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with sounds, words and ask for things</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow directions that ask him/her to do two things (e.g., get a toy and a book?)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow 2 unrelated directions given at once (e.g., close the book and pick up the pen)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow 3- step related directions from you (e.g., hang your coat up, take your shoes off and bring me your back pack)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> respond to his/her own name</li> <li><input type="checkbox"/> enjoy playing simple</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> say his/her name, name familiar people, familiar objects and simple body</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> tell you how he/she feels. You may need to help him/her put the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask questions, answer questions, and describe things to you</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use "big" words like "humungous" and words that are exaggerated</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 years
people games (e.g. peek-a-boo)	parts	feelings into words	<input type="checkbox"/> play with language and make up new words and stories	such as "gigantic"
<input type="checkbox"/> hear you talk about what is happening around you , name familiar objects	<input type="checkbox"/> repeat words and be exposed to new objects and experiences	<input type="checkbox"/> see lots of different things in the environment so they have lots to talk about?	<input type="checkbox"/> talk to other children and adults about themselves and their experiences	<input type="checkbox"/> describe personal experiences and re-tell familiar stories using appropriate vocabulary and basic story structure
<input type="checkbox"/> explore lots of interesting infant toys - grasping toys, busy boxes, nesting cups, toys with textures	<input type="checkbox"/> explore lots of toddler toys ( e.g., large stringing beads, nesting toys, shaper sorters, simple puzzles, beads that pop together, chunky crayons, stacking rings). Ensure these toys are large enough not to fit in their mouth because of choking. These types of toys help the toddler learn about cause and effect (e.g., if you push the button, the toy pops up which will stimulate language)	<input type="checkbox"/> look at and name familiar things in a picture book? <input type="checkbox"/> to talk about what they are doing while playing and pretending?	<input type="checkbox"/> talk about imaginary friends and situations	<input type="checkbox"/> play with children their own age and use props to re-create everyday situations (e.g., going to work, making dinner)
<input type="checkbox"/> listen to voices, music and sounds <input type="checkbox"/> listen to music, noise makers and fingerplays (e.g., Round and Round the Garden)	<input type="checkbox"/> listen to and join in stories that you read	<input type="checkbox"/> look at books on their own every day <input type="checkbox"/> hear a story read by an adult every day	<input type="checkbox"/> have a story read to them at least once a day, and the chance to repeat familiar lines or re-tell the story	<input type="checkbox"/> re-tell familiar stories without the book, and make up their own stories

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 years
<ul style="list-style-type: none"> <li>❑ have sturdy, colourful, books that have simple pictures (or photographs) that are read to him or her daily</li> </ul>	<ul style="list-style-type: none"> <li>❑ have puppets and a variety of simple, sturdy, board books with clear, simple, realistic pictures or photographs and different textures and shapes</li> </ul>	<ul style="list-style-type: none"> <li>❑ have familiar, simple story books available about every day life (e.g., the farm, family life, transportation)</li> <li>❑ play with puppets and act out stories with the puppets</li> </ul>	<ul style="list-style-type: none"> <li>❑ access simple poetry and nursery rhyme books, tapes/cd's and a wider variety of story books (e.g., adventure stories, books with predictable endings)</li> <li>❑ use puppets, flannel board, doll house characters, dress up clothes (e.g., to act out the story)</li> </ul>	<ul style="list-style-type: none"> <li>❑ make up endings for simple rhyming stories (such as: the fat cat sat on the ____ (bat))</li> <li>❑ create their own stories and situations using puppets, dress up clothes, etc.</li> </ul>
<ul style="list-style-type: none"> <li>❑ respond to simple questions such as "Where's Mommy?", "Give it to me"</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow simple 1 step directions (e.g., bring me your shoe)</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow two, sometimes three step connected directions</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow the rules by playing simple board games (e.g., candyland, lotto)</li> </ul>	<ul style="list-style-type: none"> <li>❑ play simple board games cooperatively with two-four children, (e.g., taking turns and following the rules)</li> </ul>
<ul style="list-style-type: none"> <li>❑ participate in simple songs with rhyming words such as "baba, mama, dada" to a simple tune</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to and join in sing-along songs that you sing together</li> </ul>	<ul style="list-style-type: none"> <li>❑ access sing-a-long tapes/cd's and musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>❑ play singing games that have directions ( e.g., London Bridge, Simon Says, Wheels on the Bus)</li> </ul>	<ul style="list-style-type: none"> <li>❑ have rhythm band parades and follow directions dancing and moving to music</li> </ul>
<ul style="list-style-type: none"> <li>❑ live in a safe environment both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>❑ actively explore their environment safely, both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>❑ visit places in the community such as the library, shopping mall, pet farm/store</li> </ul>	<ul style="list-style-type: none"> <li>❑ recognize and talks about familiar places in the community</li> </ul>	<ul style="list-style-type: none"> <li>❑ request to be taken to favourite places in the community (e.g., library, toy store, petting zoo/pet store)</li> </ul>



# EARLY LEARNING REFERENCE CHART FOR PARENTS - BIRTH TO SIX YEARS OLD KNOWLEDGE AND UNDERSTANDING OF THE WORLD

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 years
<p>Does your baby have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have hanging mobiles, crib gyms and toys to bat at and try to grasp</li> </ul>	<p>Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have toys that he or she can match, stack, and examine including large stringing beads, shape sorters, formboard puzzles, nesting toys, stacking rings, lightweight blocks and accessories (make sure toys are not a choking hazard)</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play with a variety of toys (e.g., puzzles, duplo blocks, peg boards, shape toys)</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play with simple games</li> <li><input type="checkbox"/> play with 10-15 piece puzzles</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> imitate familiar patterns (e.g., using shapes make a pattern of circle, square, triangle, circle, square, circle)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> follow with his or her eyes (tracking) people, toys, activity around him or her</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore a variety of sensory experiences (e.g., water play, sand play, playdough)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with playdough, paint and crayons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand some materials are hard/soft, rough/smooth (different textures)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with a variety of creative materials (e.g., glue, plasticene, markers)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> pay attention to music, noisemakers, singing and language opportunities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> listen to and join in singing simple, repetitive songs, CD's and tapes regularly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> watch and listen to music videos/dvd's and be interested in how they work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become aware of everyday uses of technology and use these appropriately</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the use of common objects found at home and at school</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> put objects in and out of containers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with shape sorters</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play magnetic letters and shapes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize familiar shapes while playing (e.g., a plate is round)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> draw simple shapes</li> </ul>

<b>0-12 Months</b>	<b>12-24 Months</b>	<b>2-3 Years</b>	<b>3-4 Years</b>	<b>4-6 years</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> examine and bang two objects together (e.g., blocks)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> pick objects up with tongs and squeeze them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> snip/cut with child safety scissors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cut along a line, and out of magazines with child safety scissors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cut simple outlines with child safety scissors (e.g., shapes-circle, triangle, square)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> be exposed to everyday items and their use (e.g., cup)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn about the use of everyday items</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the use of some common objects (e.g., car, spoon, chair)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the use of common objects ( e.g., fridge, stove, bed)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe objects at home and at school</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> sit on your lap and listen to you read/point to a simple board book that has simple pictures and objects in it</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have access to simple, sturdy books that have clear, simple, realistic pictures or photographs about a variety of concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have simple books with clear pictures ( e.g., alphabet and word books)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> tell a story about what is happening in a book</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> begin to recognize some words in books</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> play with blocks and containers of different sizes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> start to sort objects (e.g., blocks, animals)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> match simple objects (e.g., blocks, beads, toy animals)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> count 1-10</li> <li><input type="checkbox"/> match and sort by colour</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize numbers 1-10 and recognize some letters</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> develop routines (e.g., naptime, meal times, bed times)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn to adapt to routines</li> <li><input type="checkbox"/> understand "today" and "soon"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> talk about today, tomorrow and yesterday</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know that there are times for things (e.g., lunch, snack, sleep)</li> <li><input type="checkbox"/> solve some problems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> begin to plan for activities (e.g., getting ready for school in the morning)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> actively explore a safe and stimulating environment that has infant toys (e.g., grasping toys, nesting toys, soft blocks, books, squeaky toys, and textured toys)</li> </ul> <p>Note: Baby will put everything in his or her mouth</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize some signs of danger indoors and outdoors with adult direction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore things indoors and outdoors and ask questions about what things do or what they are made of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> care for animals, know about changes in the environment (e.g., weather, flowers, trees)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know about living and non living things</li> </ul>

0-12 Months	12-24 Months	2-3 Years	3-4 Years	4-6 years
<ul style="list-style-type: none"> <li>❑ enjoy the company of you and other trusted adults and get the opportunity to see other children</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop pretend play through dramatic play props that may include: child sized furniture, simple dress-up clothes, dishes/pots/pans, dolls and furniture, telephone, and unbreakable mirror</li> </ul>	<ul style="list-style-type: none"> <li>❑ play out familiar adult roles (e.g., mommy/daddy- helping with familiar household routines such as vacuuming/dusting, folding clothes)</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand what community helpers do (e.g., doctor, fireman)</li> </ul>	<ul style="list-style-type: none"> <li>❑ know about familiar buildings and their use (e.g., library, hospital)</li> </ul>
<ul style="list-style-type: none"> <li>❑ learn that people, toys, and objects continue to exist even when they can't see them (object permanence). For example, when a toy is hidden and the baby looks for it, or when Mommy leaves the room and the baby looks for her</li> </ul>	<ul style="list-style-type: none"> <li>❑ find an object hidden under a cup</li> </ul>	<ul style="list-style-type: none"> <li>❑ find an object hidden under one of three cups</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand that when an adult leaves the child, they will come back to pick them up</li> </ul>	<ul style="list-style-type: none"> <li>❑ accept parent/guardian departure</li> </ul>

# EARLY LEARNING REFERENCE CHART- BIRTH TO SIX YEARS OLD PHYSICAL DEVELOPMENT AND MOVEMENT

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<p><b><u>Gross Motor</u></b> Does your baby have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sit in a bounce chair and/or a wind up swing</li> <li><input type="checkbox"/> go outside for fresh air daily</li> </ul>	<p><b><u>Gross Motor</u></b> Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have indoor and outdoor play each day</li> </ul>	<p><b><u>Gross Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spend part of the morning and afternoon in an outdoor environment ( e.g., the park, walks) in addition to playing inside</li> </ul>	<p><b><u>Gross Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play inside and outside daily using large muscle equipment (e.g., climber, slide)</li> </ul>	<p><b><u>Gross Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy active physical activity (e.g., running, jumping, climbing and throwing) inside and outside on daily basis</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> roll, sit, crawl, stand, climb and explore their environment both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> climb over furniture, develop running skills safely, and walk up and down stairs with railing or having their hand held</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access areas for jumping, running, hopping, and climbing safely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use climbers, swings, and slides</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> learn about balance and movement</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> have push/pull riding toys that he or she can use for balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play on toddler riding toys ( e.g., small bikes that enable their feet to touch the ground to motor them along)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ride a tricycle, kick and throw a ball, and engage in balancing activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with balls of different sizes in a variety of ways (e.g., catching, throwing, kicking)</li> <li><input type="checkbox"/> ride a tricycle with ease.</li> <li><input type="checkbox"/> participate in activities with hoops, ropes, and bean bags</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> bounce and catch a ball</li> <li><input type="checkbox"/> run on tiptoes</li> </ul>

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<ul style="list-style-type: none"> <li>❑ have toys such as boxes, soft blocks, tunnels, chairs and/or a slide, to crawl over</li> </ul>	<ul style="list-style-type: none"> <li>❑ access toddler climbing equipment and slide (indoor or outdoor), and cushions or rugs for tumbling</li> </ul>	<ul style="list-style-type: none"> <li>❑ play on jungle gyms and other climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>❑ learn about basic safety rules on outdoor equipment</li> </ul>	<ul style="list-style-type: none"> <li>❑ understand basic safety rules</li> </ul>
<ul style="list-style-type: none"> <li>❑ have infant toys that will allow him/her to use his/her muscles to develop muscle coordination and time to roll around on the floor</li> </ul>	<ul style="list-style-type: none"> <li>❑ use cushions or rugs to develop rolling and tumbling skills</li> </ul>	<ul style="list-style-type: none"> <li>❑ jump off the floor with both feet together</li> <li>❑ stand on one foot momentarily</li> </ul>	<ul style="list-style-type: none"> <li>❑ stand on one foot for one to three seconds</li> <li>❑ try to hop on one foot</li> </ul>	<ul style="list-style-type: none"> <li>❑ enjoy dancing and other daily physical activities</li> </ul>
<p><b><u>Fine Motor</u></b> Does your baby:</p> <ul style="list-style-type: none"> <li>❑ have infant toys to bat at, grasp, bang together and later play with to develop eye- hand coordination</li> </ul>	<p><b><u>Fine Motor</u></b> Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ explore a variety of toys that will develop eye-hand co-ordination (e.g., large beads, chunky crayons, formboard puzzles, large stringing beads, blocks)</li> </ul>	<p><b><u>Fine Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ continue to develop eye-hand co-ordination skills by providing paints, paintbrush, crayons, blocks, puzzles, pegs, beads for stringing</li> </ul>	<p><b><u>Fine Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ string beads, build block towers, button large buttons, put together 10-15 piece puzzles</li> </ul>	<p><b><u>Fine Motor</u></b> Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li>❑ make a necklace with small beads (cheerios) and straws, do lacing cards, button up small/large buttons on front of clothing, complete large floor puzzle</li> </ul>
<ul style="list-style-type: none"> <li>❑ have infant toys that he/she can put in/out of containers and stack</li> </ul>	<ul style="list-style-type: none"> <li>❑ play with toys that they can put objects in and out of such as: shape sorter, blocks and cups</li> </ul>	<ul style="list-style-type: none"> <li>❑ snip with child safety scissors</li> <li>❑ understand that certain toys fit inside each other (e.g., nesting cups, Babushka dolls, for example)</li> </ul>	<ul style="list-style-type: none"> <li>❑ cut with child safety scissors</li> </ul>	<ul style="list-style-type: none"> <li>❑ cut along lines, curves, and shapes with child safety scissors</li> </ul>

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<ul style="list-style-type: none"> <li>❑ have infant toys that make noises when touched or a button is pushed, for example, so that he/she learns that if they do something, then something else will happen (cause and effect toys)</li> </ul>	<ul style="list-style-type: none"> <li>❑ play with door knobs, switches, pop beads, stacking rings</li> <li>❑ use their thumb and index finger (pincer grasp) to pick up small objects such as raisins and cheerios</li> </ul>	<ul style="list-style-type: none"> <li>❑ scribble with crayons or paint on paper which is a pre-writing skill</li> </ul>	<ul style="list-style-type: none"> <li>❑ draw a person with three parts</li> <li>❑ draw a circle, straight line and a cross</li> </ul>	<ul style="list-style-type: none"> <li>❑ draw a person with 4-6 body parts, copy simple shapes, uses same hand consistently, print first name</li> </ul>
<ul style="list-style-type: none"> <li>❑ show interest in sturdy board books</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore board books that have simple, clear pictures</li> </ul>	<ul style="list-style-type: none"> <li>❑ turn pages of simple picture books</li> </ul>	<ul style="list-style-type: none"> <li>❑ turn pages of books one at a time</li> </ul>	<ul style="list-style-type: none"> <li>❑ colour and stay within the lines of colouring books</li> </ul>
<ul style="list-style-type: none"> <li>❑ fill and empty containers</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore sand and water play with containers</li> </ul>	<ul style="list-style-type: none"> <li>❑ play with playdough or clay and make shapes (e.g., ball, rope)</li> <li>❑ continue to play with sand and water with lots of accessories</li> </ul>	<ul style="list-style-type: none"> <li>❑ play with different kinds of playdough or clay. Playdough shapes take more form (e.g., people, circles, snowmen)</li> </ul>	<ul style="list-style-type: none"> <li>❑ enjoy creating art using a variety of different material (e.g., boxes, textured paper, pipe cleaners, glitter)</li> </ul>

# EARLY LEARNING REFERENCE CHART FOR PARENTS - BIRTH TO SIX YEARS OLD ARTISTIC AND CREATIVE DEVELOPMENT

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<p>Does your baby have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> respond to you with gurgling and cooing</li> </ul>	<p>Does your toddler have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> say simple words when talking to dolls/ favourite toys</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> dress up and pretend play</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play with puppets and act out adult roles (e.g., Mommy, Daddy, baby)</li> <li><input type="checkbox"/> use his/her imagination through fantasy play (e.g., space people, teacher, family member)</li> </ul>	<p>Does your child have the opportunity to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> decide who they will be in pretend play</li> <li><input type="checkbox"/> make up their own stories and act them out</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> play pat-a-cake and peek-a-boo games</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> try to do the actions of simple action songs (e.g., "Head and Shoulders")</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play simple games ( e.g., "Simon Says", "Row row your boat", "London Bridge")</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with two-three children and take turns</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> to solve problems in their own way</li> <li><input type="checkbox"/> takes turns with two-five children to work on a specific task</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> explore a variety of edible sensory materials (e.g., painting with pudding)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have creative activities to experiment with such as playdough, painting with pudding, water play (sensory) and crayons and painting (art materials)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> play with scissors, paint, paper, markers, and crayons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use many different art materials (e.g. fabric, clay, stickers, paper, paint, markers)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> mix paint to make new colours</li> <li><input type="checkbox"/> cut out and paste pictures from a magazine</li> <li><input type="checkbox"/> use many different art materials (e.g., buttons, spools, gel pens, in addition to markers, paint, pencils)</li> </ul>

0-12 months	12-24 months	2-3 years	3-4 years	4-6 years
<ul style="list-style-type: none"> <li>❑ have a chance to see and hear a variety of music accessories (e.g., music boxes, tapes, lullabies, wind up musical toys)</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in musical activities- "singing" along, clapping, moving their body to the music, and using musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>❑ play with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>❑ make music by singing, clapping and using instruments</li> </ul>	<ul style="list-style-type: none"> <li>❑ listen to music from a variety of different cultures</li> <li>❑ enjoy different kinds of music (e.g., Raffi, classical, relaxation, lullabies, pop)</li> <li>❑ act out their plays by themselves and with a group</li> </ul>
<ul style="list-style-type: none"> <li>❑ pay attention to simple songs and respond to your singing</li> </ul>	<ul style="list-style-type: none"> <li>❑ participate in movement games that develop the child's sense of separateness and exploration of the different ways in which they can move their body</li> </ul>	<ul style="list-style-type: none"> <li>❑ dance to music, hop, jump, and play follow the leader</li> </ul>	<ul style="list-style-type: none"> <li>❑ take part in simple dancing and singing games</li> </ul>	<ul style="list-style-type: none"> <li>❑ repeat familiar songs and rhymes</li> </ul>



# GLOSSARY OF TERMS FOR PARENTS

BABBLE/COO	<ul style="list-style-type: none"> <li>a variety of sounds that a baby makes</li> </ul>
BASIC TRUST	<ul style="list-style-type: none"> <li>the idea that the child learns that his/her needs will be met. For example: if the child cries, he/she will be picked up</li> </ul>
BOARD BOOKS	<ul style="list-style-type: none"> <li>hard, cardboard books</li> </ul>
BONDING	<ul style="list-style-type: none"> <li>the strong attachment babies have for their mother or primary caregiver</li> </ul>
CAUSE AND EFFECT TOYS	<ul style="list-style-type: none"> <li>Toys that react to something that the child does. For example: pop-up-toys, rattles</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>being able to communicate, to pay attention and to solve problems, to think both creatively and abstractly, and develop keen judgement and a lifelong readiness to learn</li> </ul>
COOPERATIVE PLAY	<ul style="list-style-type: none"> <li>to take turns with more than one child</li> </ul>
AGE APPROPRIATE	<ul style="list-style-type: none"> <li>toys and activities suitable for the child's developmental age</li> </ul>
EGOCENTRIC	<ul style="list-style-type: none"> <li>child only thinks about himself and his needs, not others</li> </ul>
EYE-HAND COORDINATION	<ul style="list-style-type: none"> <li>child looks at an object and is able to reach out and grab it</li> </ul>
DRAMATIC PLAY	<ul style="list-style-type: none"> <li>make believe play</li> </ul>
HAND PREFERENCE	<ul style="list-style-type: none"> <li>child chooses which hand he/she prefers to use</li> </ul>
IMAGINARY FRIEND	<ul style="list-style-type: none"> <li>a pretend friend</li> </ul>
MANIPULATIVE	<ul style="list-style-type: none"> <li>child plays with and examines a toy or object</li> </ul>
"MOTHERESE"	<ul style="list-style-type: none"> <li>language which a mother uses with infant or child. For example: horsey, doggy</li> </ul>
OBJECT PERMANENCE	<ul style="list-style-type: none"> <li>child knows that toys, objects and people exist even when they can't see them. For example: when a toy is hidden under a cup and the child looks for it</li> </ul>
PALMAR GRASP	<ul style="list-style-type: none"> <li>holding objects in the palm of the hand</li> </ul>
PARALLEL PLAY	<ul style="list-style-type: none"> <li>to play alone beside one or more children</li> </ul>
PATTERNING	<ul style="list-style-type: none"> <li>child copies patterns with blocks and beads for example</li> </ul>
PEERS	<ul style="list-style-type: none"> <li>friends and children the same age</li> </ul>
PINCER GRASP	<ul style="list-style-type: none"> <li>holding objects between the thumb and index finger</li> </ul>
PRIMARY CAREGIVER	<ul style="list-style-type: none"> <li>main person who looks after the child</li> </ul>
SENSORY MATERIALS	<ul style="list-style-type: none"> <li>materials such as water, sand, playdough, cloth, wool, bells, etc</li> </ul>
SOCIAL SKILLS	<ul style="list-style-type: none"> <li>being able to make friends and get along with others</li> </ul>
SOLITARY PLAY	<ul style="list-style-type: none"> <li>to play alone</li> </ul>
TRACKING	<ul style="list-style-type: none"> <li>child follows objects with eyes. For example: adult moves rattle from side to side in front of the baby</li> </ul>
TURN-TAKING	<ul style="list-style-type: none"> <li>to take turns in play with another child or adult</li> </ul>

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## DEVELOPMENTAL REFERENCE CHART

### BIRTH - 12 MONTHS

#### EMOTIONAL, PERSONAL, AND SOCIAL DEVELOPMENT

##### Emotional/Social

- ❑ attentive to the human face
- ❑ smiles and responds to attention
- ❑ cries/vocalizes for attention
- ❑ makes sounds when happy-cooing, gurgle
- ❑ responds to mirror image
- ❑ looks at own hands and smiles
- ❑ reaches for familiar persons and objects
- ❑ waves bye-bye
- ❑ holds arms out to be picked up
- ❑ may be afraid of strangers
- ❑ develops ability to demonstrate different emotions-happy, sad, surprised, fear, anger, etc.
- ❑ plays social games such as Pat-a-Cake and Peek-a-Boo
- ❑ will start to hug and kiss familiar caregivers

##### Personal

- ❑ able to suck and swallow liquids
- ❑ reaches for bottles
- ❑ holds bottle independently
- ❑ eats pureed food fed by caregiver
- ❑ eats semi-solids by chewing and swallowing
- ❑ feeds self with fingers
- ❑ drinks from sipper cup using two hands
- ❑ uses spoon with help
- ❑ cooperates with dressing

#### COMMUNICATION AND LANGUAGE

- ❑ turns head towards sounds
- ❑ squeals
- ❑ babbling begins - self, others and objects
- ❑ vocalizes pleasure and displeasure - coo, gurgle, laughing, crying
- ❑ nods for "yes", shakes head for "no"
- ❑ recognizes and responds to own name
- ❑ understands first words but cannot yet verbalize them

- ❑ starts to follow simple directions in conjunction with gestures as cues (e.g., "give mommy the ball")
- ❑ uses intonation

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

- ❑ beginning of the development of object permanency
- ❑ hand/eye coordination begins to develop
- ❑ explores objects by touching, mouthing
- ❑ places objects in/out of containers
- ❑ transfers objects from one hand to another
- ❑ points to eyes, nose and mouth
- ❑ bangs objects together

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

### **Gross Motor:**

- ❑ rolls part way to side
- ❑ turns head from side to side
- ❑ lifts head slightly
- ❑ rolls from side to back
- ❑ bends and straightens limbs
- ❑ lifts chest and head up on elbow and forearm while on stomach
- ❑ reaches for objects in front of face
- ❑ grasps objects in front of face
- ❑ reaches and grasps objects in front of face
- ❑ reaches for object of choice
- ❑ kicks feet in air
- ❑ grasps foot with hand
- ❑ rolls from back onto their stomach
- ❑ puts feet in mouth
- ❑ pulls to sitting with adults fingers
- ❑ sits when supported
- ❑ sits unsupported
- ❑ sits unsupported, leaning forward for balance
- ❑ sits unsupported
- ❑ rolls from stomach to back
- ❑ sits unsupported for 5 minutes
- ❑ crawls or drags body
- ❑ move from sitting to crawling position
- ❑ creeps on hands and knees
- ❑ can move from crawling position back into sitting position

- ❑ can pull self to standing, holding onto object for assistance
- ❑ walks, with both hands held
- ❑ walks, with one hand held
- ❑ takes a few steps independently
- ❑ may walk independently

### **Fine Motor:**

- ❑ puts fist in mouth
- ❑ looks at object placed in hands
- ❑ bats at object at midline
- ❑ plays with fingers
- ❑ plays with rattle
- ❑ reaches and grasps for objects
- ❑ grasps toy placed at midline
- ❑ bangs two objects together - blocks for example
- ❑ pincer grasp is emerging
- ❑ pokes objects with index finger
- ❑ pincer grasp continues to develop
- ❑ coordinates Pat-a-Cake motions
- ❑ places objects in/out of container

### **ARTISTIC AND CREATIVE DEVELOPMENT**

- ❑ develops ability to track objects
- ❑ looking at themselves in the mirror (in crib for example)
- ❑ attentive to music - lullabies, for example
- ❑ bats at toys held at midline
- ❑ plays with rattle when placed in hand
- ❑ bangs two toys together
- ❑ plays peek-a-boo and pat-a-cake
- ❑ squeezes toys to make sounds
- ❑ enjoys cause and effect toys that make sounds

## DEVELOPMENTAL REFERENCE CHART

### 12-18 MONTHS

#### EMOTIONAL, PERSONAL, AND SOCIAL DEVELOPMENT

- ❑ Responds differently to strangers as versus familiar people
- ❑ Separates from Mother for short periods of time
- ❑ Hugs/ kisses a doll or person
- ❑ Gives things to others upon request
- ❑ Shares spontaneously with adults (for example: offers a parent a cookie, hands adult a book to be read)
- ❑ Repeats an activity that is laughed at
- ❑ Waves and smiles at self in the mirror
- ❑ Play is parallel
- ❑ Initiates simple game playing such as rolling a ball
- ❑ Rolls ball to another child with verbal encouragement
- ❑ Interest in play outside of own needs- such as feeding a doll or parent, brushing hair of doll or parent
- ❑ May initiate and be interested in activities and social interaction with another child
- ❑ Wants to take a favorite toy to bed with them
- ❑ Uses caregiver as a secure base, from which to explore the environment
- ❑ Interested in playing with a variety of toys, each activity has a different purpose
- ❑ Starts to understand relationship between certain objects and their function (such as cup is for a drink, brush is for hair)
- ❑ Will finger feed self
- ❑ Drinks from cup spilling a little
- ❑ Scoops food from dish (palm down)
- ❑ Takes spoon to mouth, with some spilling
- ❑ Co-operates in dressing/undressing
- ❑ Takes off simple items of clothing such as shoes/socks
- ❑ Co-operates in hand washing
- ❑ Can suck from straw

#### COMMUNICATION AND LANGUAGE

- ❑ Vocalizes 3 words in addition to "Mama. Dada" (12mos)
- ❑ Expressive vocabulary of 10 words or more (18mos)
- ❑ Can respond to simple one step instructions (e.g. "go get your coat"). Could be accompanied by gestures
- ❑ Calls at least one person by his/her name
- ❑ Can recognize the name of a pet, favorite toy, or family member when asked "Where is?"

- ❑ Responds to the word “no”, by stopping activity
- ❑ Can point to familiar pictures upon request- such as cat/dog
- ❑ Can repeat 2 word sentence

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

- ❑ Displays a momentary interest in the pictures of a book on at least 3 different pages
- ❑ Imitates actions of others such as putting toys in a box or trying to stack blocks for example
- ❑ Can find a hidden object under a cup
- ❑ Actively explores environment- begin to understand cause and effect relationships
- ❑ Everything goes into the mouth- sensory activities (playdough, music boxes, smelling activities, water play are valuable, but need to be safe and hygienic)
- ❑ Good books include clear, simple, realistic photographs or pictures. Toddlers will enjoy books with different textures and shapes, board books are encouraged for resilience

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

- ❑ Dumps objects from container
- ❑ Puts a raisin in a bottle, upon request
- ❑ Picks up an object using pincer grasp
- ❑ Places 1 ring on a peg or stick
- ❑ Puts 2 or more large pegs in a pegboard
- ❑ Removes 1 peg from a pegboard
- ❑ Places large round form in formboard
- ❑ Pulls pop beads apart
- ❑ Can build a 2-3 block tower
- ❑ Imitates scribbles on paper - crayon held in fist
- ❑ Unwraps a small food item
- ❑ Turns pages of a book several pages at a time
- ❑ Turns pages of board book one at a time
- ❑ Crawls upstairs
- ❑ Crawls downstairs backward
- ❑ Walks independently
- ❑ May walk sideways/ backwards two steps
- ❑ Pulls toy behind self when walking
- ❑ Carries object while walking
- ❑ Moves from hands and knees to hands and feet to standing
- ❑ Climbs in/out small chair
- ❑ Seats self in small chair



## **ARTISTIC AND CREATIVE DEVELOPMENT**

- "Dances" to a variety of music
- enjoys floor time with another child or adult (e.g., crawling around, turn taking with a ball, peek-a-boo)
- begins to develop a sense of separateness and exploration of the different ways in which they can move their body
- interaction with interesting objects and toys helps develop their curiosity

## DEVELOPMENTAL REFERENCE CHART- 18-24 MONTHS

### EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

- ❑ Plays with toys alone for 10-15 minutes
- ❑ Plays beside 2-3 children with some exchange of toys
- ❑ Greets familiar people
- ❑ May comfort others in distress
- ❑ Takes part in a game ( for example, pushing a car or rolling a ball with another child
- ❑ Explores own home
- ❑ Imitates simple household tasks
- ❑ "Performs" for others
- ❑ Remembers where familiar objects are kept
- ❑ Uses spoon
- ❑ Chews well
- ❑ Holds cup, takes it to mouth and drinks without assistance
- ❑ Sucks from a straw
- ❑ Asks for food at the table
- ❑ Spits out non-edible substances ( for example, soap, sand, etc)
- ❑ Washes own hands
- ❑ Co-operates in tooth brushing
- ❑ Removes own socks
- ❑ Unzips own clothing
- ❑ Assists in undressing
- ❑ Puts on hat
- ❑ Unties bow
- ❑ Removes shoes
- ❑ Pushes arm through sleeves and legs through pant legs

### COMMUNICATION AND LANGUAGE

- ❑ Answers "yes" or "no" questions
- ❑ Uses questioning intonation
- ❑ Asks for food items
- ❑ Follows many 1 and some related 2 part instructions (e.g., "get your shoes and put them on")
- ❑ Has a verbal vocabulary of at least 50 words
- ❑ Uses name to refer to self
- ❑ Points to 3-4 body parts on self or on a doll-mouth, eyes, nose, feet
- ❑ Names common objects and pictures when requested
- ❑ "Talks" to doll or teddy in pretend play

- ❑ turns book right side up
- ❑ pays attention to pictures in a book
- ❑ knows sounds animals make
- ❑ Talks to dolls or teddy in pretend play
- ❑ Sings syllables from songs
- ❑ Points to common objects in pictures
- ❑ Uses intonation of questions
- ❑ Begins to combine 2 words together to make a short sentence

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

- ❑ pushes 3 blocks train style
- ❑ imitates building a chair with blocks
- ❑ matches object with a picture of the same
- ❑ scribbles
- ❑ imitates circular strokes
- ❑ scribbles
- ❑ places 5 pegs in a pegboard

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

- ❑ Pokes and plays with playdough
- ❑ Completes simple 3-4 piece puzzles
- ❑ Strings 1 large bead
- ❑ Unscrews small lid
- ❑ Attempts to turn door knob, not necessarily opening door
- ❑ Stacks a 4-5 block tower
- ❑ Walks upstairs and downstairs holding onto railing or with hand held
- ❑ Walks alone up stairs, with both feet on each step
- ❑ Walks up/down a 30 degree incline
- ❑ Stands on one foot while hands are held
- ❑ Jumps with both feet off the floor
- ❑ Maintains balance on irregular surfaces
- ❑ Bends at waist to pick up object without falling

## **ARTISTIC AND CREATIVE DEVELOPMENT**

- ❑ Enjoys creative movement to a music with different rhythmic sounds
- ❑ Learns about concepts by participating in movement songs (e.g., to learn about body parts, animals, etc0
- ❑ Begins to enjoy fantasy play (e.g., pretending to be a puppy)
- ❑ Starts to assign representation to an object (e.g., telephone, doll)
- ❑ Experiments with crayons, paint, chalk as a means of self expression

## DEVELOPMENTAL REFERENCE CHART

### 2-3 YR OLDS

#### EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

- ❑ Complies with parental request 50% of the time
- ❑ Enjoys helping parent with chore by doing part of it (such as holding the dustpan)
- ❑ Says please and thank-you
- ❑ Brings or takes toy or object from another room
- ❑ Can attend to a story or music for 5-10 minutes
- ❑ Able to play dress-up
- ❑ Interacts socially with peers, and sometimes takes turns
- ❑ Able to claim and defend a possession
- ❑ Makes a choice when asked
- ❑ Displays understanding of feelings verbally- such as mad, happy, etc
- ❑ Washes and dries face with assistance
- ❑ Dries hands independently
- ❑ Turns faucet on/off
- ❑ Indicates a need to sit on the toilet by using gestures, noise or the actual word
- ❑ Sits on the toilet for a few minutes
- ❑ Stays dry during nap time
- ❑ Has a B.M. or urinate in the toilet 50% of the time
- ❑ Attempts to pull down pants to use the toilet
- ❑ Feeds self with spoon and cup
- ❑ Scoops/stabs food with fork
- ❑ Chews and swallows only edible substances
- ❑ Wipes nose when reminded
- ❑ Uses napkin when reminded
- ❑ Pours from a small pitcher into glass
- ❑ Uses a straw
- ❑ Avoids hazards such as sharp furniture, corners, open stairs
- ❑ Carries breakable object with two hands
- ❑ Removes coat from hook, rather than pulling it off
- ❑ Places coat on hook that is child height
- ❑ Puts on shoes, but not always on the correct foot
- ❑ Takes off simple clothing that is unfastened
- ❑ Unfastens snaps on own clothing
- ❑ Puts on socks, coat, sweater, and shirt
- ❑ Finds the front of clothing
- ❑ Unbuttons large front buttons
- ❑ Is able to button a few front buttons
- ❑ Unties a bow

## COMMUNICATION AND LANGUAGE

- ❑ Uses plurals in speech
- ❑ Able to use a two to three word phrase (such as "me go car") by end of 24 months
- ❑ Add "ing" to verb words (such as "sitting")
- ❑ Uses possessive pronouns ( such as "I, me, mine, my")
- ❑ Appropriately use the words "this" and "that" verbally
- ❑ Incorporates "is" in verbalizations (such as, "this is doll")
- ❑ Understands imperatives, such as sit down, stand up
- ❑ Uses a pronoun to refer to others
- ❑ Uses "no", or "not" when talking
- ❑ Understands "what" and "where" questions
- ❑ Can respond to "who" questions with his/her name
- ❑ Asks simple questions (such as "me go car?")
- ❑ Asks simple questions using "this" or "that"? (such as "what's this?")
- ❑ Can follow 2-3 step directions
- ❑ Knows if he/she is a boy/girl
- ❑ Holds up fingers to tell age
- ❑ Uses word for toileting needs
- ❑ Able to talk about activity when pretend playing (with doll and crib for example)
- ❑ Says "please" and "thank-you" appropriately
- ❑ Can talk about immediate experiences
- ❑ Uses 3 to 5 word sentences by 36 months of age
- ❑ Can talk about action in pictures
- ❑ Names familiar environmental sounds (such as doorbell, train, etc)
- ❑ Can repeat 2 numbers back to adult

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- ❑ Understands concept of big/little
- ❑ Understands concept of in/out
- ❑ Understands concept of on/off
- ❑ Understands concepts of open/closed, up/down
- ❑ Can put objects in, on, or under, when requested
- ❑ Can match 3 colours
- ❑ Can draw a vertical and horizontal line, in imitation
- ❑ Can draw a circle, in imitation
- ❑ Can draw a cross ( or plus) in imitation
- ❑ Can explain "why do we have \_\_\_\_\_?" (objects such as chairs, cars, beds, houses, pencils, and dishes)
- ❑ Understands body parts by pointing to : mouth, eyes, nose, feet, legs, hair, tongue, head, arms, back, ears, hands, stomach, toes, fingers, and teeth

- ❑ Can name several body parts when asked "What is this part called?"
- ❑ Can name 4 common pictures
- ❑ Shows recognition of a familiar character ( Barney) by pointing to him in other pictures
- ❑ Can put together a 4-5 part nesting toy
- ❑ Can complete a simple 4 piece formboard puzzle
- ❑ Can stack at least 5 rings on a peg in order

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

- ❑ Kicks a large stationary ball
- ❑ Uses both hands in an overhead position to throw a ball forward
- ❑ Jumps on the spot with both feet in place four times consecutively
- ❑ Jumps over small object placed on the ground
- ❑ Jumps forward with both feet together
- ❑ Jumps from a bottom step 6-8 inches high
- ❑ Stands on one foot for a moment
- ❑ Walks backward 6 feet
- ❑ Walks on tiptoes 3 steps
- ❑ Walks a straight line
- ❑ Progresses from walking downstairs independently with both feet on each step to walking downstairs alternating feet, with one hand held
- ❑ Walks upstairs, alternating feet with one hand held
- ❑ Runs without falling
- ❑ Can hop once on a foot of preference, with one hand held
- ❑ Bends at waist to pick up an object on the floor
- ❑ Turns a door knob or handle to open the door
- ❑ Pushes and pull large objects that he/she is playing with
- ❑ Makes strokes while painting
- ❑ Holds scissors correctly, open and close the scissors, and snip paper held by adult
- ❑ Unwraps a small wrapped object
- ❑ Unscrews a nesting toy and stack objects that are graduated in size
- ❑ Scribbles on a paper, without going off paper
- ❑ Holds crayon with fingers, not in fist hand
- ❑ Builds a tower of 6-8 blocks
- ❑ Strings a minimum of 4 large beads with ease
- ❑ Pounds 5 pegs
- ❑ Squeezes, pulls, and rolls playdough or clay

## **ARTISTIC AND CREATIVE DEVELOPMENT**

- ❑ Plays dress up
- ❑ Talks while playing and pretending in the dramatic play centre
- ❑ Shows understanding of feelings through verbalizing mad, happy, sad, etc

## DEVELOPMENTAL REFERENCE CHART

### 3-4 YEARS

#### EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

- ❑ Can separate from parent
- ❑ Greets familiar adults without reminder
- ❑ Plays in a group of 3-4 children for at least 10 minutes
- ❑ Takes turns/shares with other children with supervision and guidance
- ❑ Claims and defends possessions
- ❑ Requests permission to use a toy a peer is playing with
- ❑ Develops a preference for particular friends
- ❑ Follows rules in group games led by adult and by imitating actions of other children, such as tidy up time
- ❑ Enjoys helping others
- ❑ Shows interest in the conversation of others
- ❑ Delivers simple messages
- ❑ Tells his/her age and the names of siblings
- ❑ Unsnaps front snaps, side buttons, and unzip a separating front zipper
- ❑ Differentiates between the front and back of clothing
- ❑ Dresses/undresses with minimal supervision with the exception of difficult fasteners and pullover clothes
- ❑ Puts on coat, boots/shoes and mittens
- ❑ Feeds self entire meal independently using the side of a fork to cut foods that are soft
- ❑ Uses a napkin
- ❑ Pours juice from a small pitcher into a cup without spilling (wipe up spills that do occur)
- ❑ Uses the toilet independently (boys urinate standing up)
- ❑ Turns faucet on/off and wash and dry own hands
- ❑ Blows nose when reminded
- ❑ Brushes teeth with assistance

#### COMMUNICATION AND LANGUAGE

- ❑ Interacts and follows along during story reading for about 5 minutes
- ❑ Tells about immediate experiences
- ❑ Tells about 2 events in order of occurrence and sequence a 3 part event
- ❑ Expresses future occurrences using "going to", "want to"
- ❑ Asks simple questions such as "can I?", "what's that?"
- ❑ Delivers simple messages
- ❑ Offers verbal greetings
- ❑ Sings/says a few songs completely
- ❑ Follows verbal directions such as "bring me the..."

- ❑ Follows 2 part unrelated directions
- ❑ Uses regular past tense forms
- ❑ Uses regular plural forms as well as some irregular ones
- ❑ Uses most pronouns and possessive pronouns
- ❑ Uses 3-4 prepositions and some prepositional phrases
- ❑ Uses "is" in a sentence (e.g. the bull is gone)
- ❑ Uses adjectives appropriately
- ❑ Understands most negative forms ( i.e. "the boy is not running")
- ❑ Tells their full name when requested and know their gender and age
- ❑ Uses sentences of 4-6 words
- ❑ Repeats a series of 3 numbers

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

- ❑ Understands the concepts- big/little, fast/slow, up/down, in/out, over/under, and far/near
- ❑ Differentiates between long/short, heavy/light, same/different
- ❑ Understands cold, tired and hungry
- ❑ Identifies a boy or girl when asked
- ❑ Points to 10 body parts when asked verbally
- ❑ Points to and name common objects and tell how they are used
- ❑ Identifies 2 events or characters from a book or television
- ❑ Repeats fingerplays with words and actions
- ❑ Recognizes 3-4 colours and name on request
- ❑ Sorts objects by colour- red, yellow, and blue
- ❑ Matches 3 shapes- circle, square, and triangle
- ❑ Names 3 shapes- circle, square, and triangle
- ❑ Imitates drawing a circle and square
- ❑ Imitates drawing a vertical line, horizontal line and a cross
- ❑ Draws a "V" stroke and copy a series of "VVVVVVV" strokes
- ❑ Adds an arm/leg to their drawing of a person
- ❑ Puts two parts together to make a whole
- ❑ Arranges objects into categories (animals, toys, etc)
- ❑ Matches at least 3 objects 1:1
- ❑ Counts to 10 objects in imitation
- ❑ Builds a 10 block tower
- ❑ Builds a bridge with 3 blocks in imitation
- ❑ Matches a sequence of pattern of blocks or beads
- ❑ Recognizes a few numbers on sight
- ❑ Completes a 6 piece puzzle independently



## **PHYSICAL DEVELOPMENT AND MOVEMENT**

- ❑ Balances on one foot for five seconds
- ❑ Hops on one foot of preference for 5 hops and the alternate foot for one hop
- ❑ Walks a balance beam independently
- ❑ Walks on tiptoes a few steps
- ❑ Walks up and down steps independently, alternating feet going up only
- ❑ Speeds up, slow down, dodge, turn, go or stop smoothly
- ❑ Marches
- ❑ Jumps forward 6-8 times
- ❑ Jumps over a bar 2" off the ground
- ❑ Jumps down from a step 8" high
- ❑ Kicks a rolling ball
- ❑ Catches a ball with both hands
- ❑ Throws a large ball with both hands 8-9 feet
- ❑ Climbs up and slide down a 4-6 foot slide
- ❑ Pedals and steer a tricycle for 5 feet
- ❑ Snips with scissors
- ❑ Cuts a piece of paper that is 5" in diameter in half
- ❑ Exhibits hand preference 75% of the time
- ❑ Traces large templates
- ❑ Makes balls, and roll ropes with playdough
- ❑ Folds paper in half lengthwise or crosswise

## **ARTISTIC AND CREATIVE DEVELOPMENT**

- ❑ Acts out stories he or she hears
- ❑ Paints, draws, prints, and models with fabrics, clay and other materials
- ❑ expresses thoughts and feelings in pictures, paintings and models
- ❑ uses role play or puppets to re-create and invent solutions
- ❑ uses verbal and non-verbal language in role play
- ❑ listens and respond to sounds, rhythms, songs and a variety of music
- ❑ makes music by singing, clapping, and playing percussion instruments
- ❑ uses instruments by themselves and in groups to invent music to express their thoughts and feelings
- ❑ moves expressively and rhythmically to music
- ❑ participates in simple dances and singing games

## DEVELOPMENTAL REFERENCE CHART

### 4-5 YEARS

#### EMOTIONAL, PERSONAL, AND SOCIAL DEVELOPMENT

- ❑ asks for assistance when having difficulty
- ❑ says excuse me to interrupt
- ❑ apologizes without reminder 75% of the time
- ❑ asks permission to use object belonging to others
- ❑ shares with other children
- ❑ acknowledges compliments
- ❑ joins in on adult conversation
- ❑ follows directions given in group situation
- ❑ will take turns
- ❑ plays with 2-3 children in co-operative games (some adult intervention may be necessary)
- ❑ dresses up and pretend he/she is someone else
- ❑ acts out stories
- ❑ engages in appropriate social behavior in public
- ❑ repeats songs
- ❑ knows first and last name
- ❑ puts zipper foot in catch (may need help)
- ❑ unbuttons front buttons
- ❑ buttons front buttons
- ❑ unsnaps fasteners
- ❑ snaps fasteners
- ❑ buckles and unbuckle belt
- ❑ laces shoes
- ❑ may tie shoes
- ❑ unzips separating zipper
- ❑ knows front/back clothing
- ❑ hangs up clothes on hanger
- ❑ dresses self, but may need help with ties
- ❑ combs or brush own hair
- ❑ brushes teeth unassisted
- ❑ washes hands and face unassisted
- ❑ bathes self
- ❑ uses toilet, wipe self, flush, and wash hands
- ❑ wipes nose 75% of time without reminder
- ❑ uses correct utensils for food
- ❑ uses knife for spreading soft spreads
- ❑ helps set table by placing cutlery in correct place (some verbal cues can be given)
- ❑ clears place at table
- ❑ serves self at table (adult may need to hold dish)

## COMMUNICATION AND LANGUAGE

- ❑ responds to commands involving 3 actions
- ❑ follows directions in front, beside, above, below, and behind
- ❑ repeats 4-6 word sentence
- ❑ re-tells a familiar story
- ❑ answers questions- "If...What..?, and What...When..?"
- ❑ include the use of possessive pronouns followed by a noun (e.g. "his" "hers" and "their")
- ❑ uses "could" and "would" in speech
- ❑ uses compound sentences ( for example- "I had a toy car and it rolled away")
- ❑ uses contractions (for example- "won't, can't, don't)
- ❑ describes things using grammatically correct sentences
- ❑ tells names of parents and siblings
- ❑ tells name of city lived in
- ❑ uses the words: sister, brother, grandmother, grandfather

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- ❑ rote counts 1-20
- ❑ picks up 1 or two objects on request
- ❑ matches some numbers
- ❑ counts objects and answer question: " How many?"
- ❑ names penny, nickel, dime
- ❑ sorts on basis of discrimination
- ❑ puts 6 cylinders in order of size
- ❑ reproduces a repeating block or bead pattern
- ❑ names 5 different textures
- ❑ names time of day associated with activity (for example: night/bed)
- ❑ names or point to missing part in a picture
- ❑ knows first, middle, last position
- ❑ identifies what is missing when one object is removed from three
- ❑ names 8 colours
- ❑ names picture that does not belong
- ❑ matches circle, square, triangle
- ❑ points to circle, square, triangle
- ❑ copies a square, and possibly a triangle
- ❑ understands a "pair" of
- ❑ can find top/bottom of objects
- ❑ knows loud/soft
- ❑ understands some/many, heavy/light, long/short, slow/fast, go/stop
- ❑ knows what to do in certain situations (for example, when you're sick, tired, hungry, cold, dirty)

- ❑ knows increased amount of the function of common objects
- ❑ completes simple opposite analogies (for example, "sky up, ground down")
- ❑ repeats familiar rhymes
- ❑ tries to read books from memory
- ❑ interested in different kinds of stories
- ❑ likes to follow along in a book when being read to
- ❑ matches some uppercase letters
- ❑ points to some uppercase letters
- ❑ names some uppercase letters

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

### **Gross Motor:**

- ❑ walks forward on line heel/toe a distance of 6 feet
- ❑ walks balance beam with hands at side
- ❑ walks backward and sideward on balance beam (sliding feet)
- ❑ walks a circular line
- ❑ walks downstairs alternating feet while holding rail
- ❑ walks upstairs carrying object in one hand
- ❑ runs freely, stops, starts, changes directions, turns sharp corners quickly and easily
- ❑ stands on one foot for 5 seconds
- ❑ hops forward 3 feet
- ❑ jumps forward consecutively 10 times
- ❑ jumps backward 6 times
- ❑ jumps down from a 2 foot height without hands touching floor
- ❑ skips on one foot
- ❑ catches thrown ball arms and body
- ❑ throws large ball a distance of 12 feet
- ❑ throws a tennis ball a distance of 10-12 feet
- ❑ bounces and catch a large ball
- ❑ sits on haunches
- ❑ performs one somersault independently
- ❑ rides tricycle well turning corners

### **Fine Motor:**

- ❑ cuts along curved line
- ❑ cuts out a 2" circle
- ❑ cuts out and paste simple shapes
- ❑ draws simple recognizable pictures (for example, man, house, apple)
- ❑ imitates a cross
- ❑ copies a circle, square, triangle and diamond

- ❑ traces and stay within 1/4" of a line
- ❑ draws a man ( head, eyes, and one set of extremities)
- ❑ holds crayon and pencil properly
- ❑ screws together threaded object
- ❑ builds a tower of 10 blocks or more
- ❑ builds a 3 block bridge
- ❑ completes 5-6 piece puzzles (fitted, not inset)

### **ARTISTIC AND CREATIVE DEVELOPMENT**

- ❑ imagination may interfere with truthfulness
- ❑ enjoys fantasy play across different settings
- ❑ acts out elaborate events that tell a story
- ❑ acts as though an animal or doll can think and has feelings
- ❑ may change rules of game during the game
- ❑ determines who will take each role in dramatic play activities

## DEVELOPMENTAL REFERENCE CHART

### 5-6 YEARS

#### EMOTIONAL, PERSONAL, AND SOCIAL DEVELOPMENT

- ❑ can tell address and phone number
- ❑ knows birthday
- ❑ answers phone, takes simple messages and delivers them
- ❑ delivers two part message orally
- ❑ imitates adult roles
- ❑ states own feelings
- ❑ joins in on conversations
- ❑ interacts with materials appropriately in group activity
- ❑ follows directions given to group
- ❑ explains rules of games to others
- ❑ shows some competitive spirit
- ❑ chooses own friends
- ❑ has a preferred playmate
- ❑ protective of younger siblings and playmates
- ❑ comforts child who is upset
- ❑ likes to play community helpers
- ❑ acts out a story that has been read (may use props)
- ❑ likes to dress up in play clothes
- ❑ puts away toys
- ❑ defines objects in terms of their use (for example, horse is to ride, fork is to eat with)
- ❑ understands today and tomorrow
- ❑ likes to finish what he/she starts
- ❑ safety conscious of roads
- ❑ uses knife for spreading
- ❑ cuts own food with knife
- ❑ makes own sandwich (may be messy)
- ❑ prepares own cereal
- ❑ open juice carton
- ❑ pours from 1 litre container
- ❑ serves self at dinner table
- ❑ dresses unsupervised
- ❑ fastens zipper including threading the foot
- ❑ unbuttons back of clothing
- ❑ selects own clothing to wear
- ❑ knows appropriate clothing for seasons
- ❑ attempts to tie shoe, and may succeed
- ❑ brushes/combs hair
- ❑ bathes without assistance, but with supervision

- ❑ buckles own seatbelt (supervised)
- ❑ knows difference between boys/girls
- ❑ completes daily chores around house (for example: make bed)

## **COMMUNICATION AND LANGUAGE**

- ❑ asks meaning of words
- ❑ defines words
- ❑ relates imaginary tale
- ❑ tells address and phone number
- ❑ tells jokes
- ❑ relates daily experiences
- ❑ answers "Why" questions with an explanation
- ❑ asks definition of unfamiliar words
- ❑ answers questions "what happens if"
- ❑ puts together and tell 3-5 sequence story
- ❑ relates a simple familiar story in sequence
- ❑ answers phone, take message and deliver it
- ❑ delivers a 2 part message orally
- ❑ uses future tense of verbs (for example, "I will go")
- ❑ uses dependent clauses (for example, "The truck, which is broken is on the shelf")
- ❑ uses 5-6 word sentences consistently
- ❑ uses a full range of speech sounds accurately by 7 years old
- ❑ discriminates consonant sounds
- ❑ discriminates vowel sounds

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

- ❑ recites numbers to 30 (may count up to 100)
- ❑ recognizes numbers 0-20
- ❑ prints numbers 0-10
- ❑ counts and answer question, "How many?" to 10
- ❑ puts numbers 0-10 in order
- ❑ matches correct object to number
- ❑ tells which number comes next (after number stated by adult)
- ❑ recognizes 1 cent, 5 cents, 10 cents and 25 cents
- ❑ understands first, middle, last
- ❑ adds sets to 5 ( for example, 3 objects and 2 objects)
- ❑ completes dot to dot 1-10
- ❑ repeats 4 number sequence ( for example, "4529")
- ❑ understands "half"
- ❑ understands few/many, left/right, most/least, same/different, more/less
- ❑ differentiates between real and unreal objects

- ❑ defines objects in terms of their use (for example, horse is to ride, fork is to eat with)
- ❑ knows why we have objects (expansion of objects)
- ❑ knows function of community helpers
- ❑ knows where to go for services (buy clothing, see animals, etc)
- ❑ identifies materials from which objects are made (paper napkin)
- ❑ finishes what is started
- ❑ practical understanding of yesterday, today, tomorrow
- ❑ names days of the week
- ❑ recites alphabet
- ❑ matches uppercase and lowercase letters
- ❑ points to upper and lowercase letters
- ❑ names upper and lowercase letters
- ❑ prints first name without help
- ❑ may print last name
- ❑ prints letters sequentially
- ❑ attempts to read by looking at pictures and may read some words by sight
- ❑ discriminates designs- selects a design different out of 3 choices
- ❑ completes simple maze

## **PHYSICAL DEVELOPMENT AND MOVEMENT**

### **Gross Motor:**

- ❑ stands on tiptoe for 20 seconds
- ❑ stands on preferred foot for 10 seconds
- ❑ hops forward on foot for a distance of 20 feet
- ❑ walks up/down stairs carrying object
- ❑ walks down a 6 step ladder (or longer) alternating feet
- ❑ walks backward heel/toe for six steps
- ❑ walks backward a distance of 6-8 feet
- ❑ walks on balance beam forward, backward, sideways
- ❑ walks on tiptoes 10 feet or more without touching down
- ❑ skips alternating feet
- ❑ runs 100 feet in 15-20 seconds
- ❑ marches in time to music
- ❑ jumps rope
- ❑ rides tricycle "expertly" backing and turning
- ❑ rides bike with training wheels
- ❑ steers wagon with one foot
- ❑ catches bounced ball ( large and small) with both hands
- ❑ throws large/small ball 10 feet or more
- ❑ dribbles ball 3-5 times
- ❑ kicks a soccer ball through the air 8 feet



- ❑ uses hands more than arms to catch a ball
- ❑ retrieves object from ground while running
- ❑ hangs from bar on climber

### **Fine Motor:**

- ❑ develops mature pencil grip
- ❑ colours within lines 95% of time
- ❑ makes circles between writing lines
- ❑ makes vertical lines between writing lines
- ❑ draws 8-10 part person
- ❑ completes partially drawn person
- ❑ copies square, triangle and diamond
- ❑ copies drawing from book
- ❑ cuts 13 cm circle within 35 seconds
- ❑ cuts curving line within 6 mm
- ❑ cuts variety of materials (paper, material, cardboard)
- ❑ makes little balls from tissue rolled in finger
- ❑ uses playdough and make recognizable objects
- ❑ opens lock with the key
- ❑ winds thread onto bobbin
- ❑ sews/laces holes in lacing card
- ❑ completes 12-15 piece fitted puzzle
- ❑ hits nail with hammer
- ❑ uses pencil sharpener

### **ARTISTIC AND CREATIVE MOVEMENT**

- ❑ play activities involve cooperation with peers towards specific goals
- ❑ plans, creates and provides props to create their own play production
- ❑ props are used to represent the different roles acted out in dramatic play
- ❑ participates in group singing, dancing and rhythm bands
- ❑ uses more abstract objects in their creative projects
- ❑ enjoys pencil activities such as, dot-to-dot, tracing, copying and find the missing item activities
- ❑ plans methodically what they are going to draw or create

