

Growth Characteristics Booklet

Physical and Motor Development for the Age Group from Birth to Six Months

Reflexes & Motor Development (Birth to 6 Months)

1) Displays automatic, involuntary reflexive responses to specific stimulation.

- Turns head toward touch near mouth corners, demonstrating the rooting reflex (birth to ~2 months).
- Sucks on objects near the mouth, showing the sucking reflex (birth to ~2 months).
- Grasps objects placed in palm, indicating the grasp reflex (birth to ~3 months).
- Opens mouth, raises head slightly, and blinks when palms are pressed (Babkin reflex, birth to ~3 months).
- Startles by raising arms, then moves head backward (Moro reflex, birth to ~4 months).
- Toes fan outward when the sole of the foot is touched (Babinski reflex, birth to ~4 months).

Gross Motor Skills (Birth to 6 Months)

General outcomes:

1) Moves purposefully and with coordination.

- Turns head in both directions while lying on the stomach.
- Moves body opposite to head movements.
- Lifts head briefly.
- Raises head above body level, extending shoulders.
- Pushes up on arms while lying on the stomach.
- Lifts head to observe feet.

- Moves entire body while lying on the back.
- Rolls over from stomach to back and vice versa.
- Brings hands to chest from the sides.
- Makes small jumps when held upright on a firm surface.
- Kicks legs strongly in alternating motions.
- Reaches feet by bending torso.

2) Postural Control & Balance

- Maintains relatively stable head control when lifted into a sitting position.
- Sits with a straight back, except for the lower back.
- Sits with support while moving head from side to side to observe surroundings.
- Sits independently while supporting themselves with their hands.
- Exhibits good head control and balance while sitting.
- Maintains a stable standing position when feet touch a firm surface.
- Bears weight on legs, flexing and extending knees when placed on a solid surface.

Fine Motor Skills

(from birth to 6 months)

1) Controls fine muscles

- Attempts to reach for objects with hands and fingers.
- Begins using a fist to grasp objects.
- Plays with fingers.
- Puts fingers and hands in the mouth.
- Puts all objects that he holds in mouth
- Holds small objects (e.g., a rattle) for a short period.

Social-Emotional Development

(from birth to 6 months)

1) Expresses physical needs in age-appropriate ways.

- Searches for a nipple or bottle.
- Feeds well.
- Sleeps most of the time (~19 hours/day).
- Cries when in pain, wet, hungry, or sick.
- Gets disturbed by loud noises.
- Maintains a regular excretion pattern.
- Accepts bathing and daily routine regularly,
- responds with relaxation when being cleaned
- Begins eating solid food
- Touches himself when feeling pain.

Cognitive Development (Birth to 6 Months)

1) Maintains attention: pays attention to what he sees and hears.

- Responds to sudden clapping sounds.
- Turns head towards soft nearby sounds.
- Directs eyes toward the source of a sound.
- Follows moving objects with eyes.
- Turns head upon hearing mother's voice.
- Can see faces from about 20 cm away.
- Shows interest in specific colors (e.g., red and blue).
- Reacts to the disappearance of a familiar face.
- Searches for partially covered objects.
- Listens attentively to conversations.
- Prefers looking at human faces and three-dimensional objects.
- Tracks moving objects briefly within their field of vision.

- Shows some attention to sounds and Pauses feeding to listen to interesting sounds.
 - Smiles or reacts positively when seeing their reflection in the mirror.
- 2) **Develops a basic understanding of how to use things around him: discover objects using his senses**
- Examines objects around them.
 - Explores toys by holding, sucking, shaking, and hitting them.
 - Looks at objects, leans his body towards them, and touches them.
- 3) **Demonstrates a basic understanding of the cause-and-effect relationship: explores objects and observes how they work.**
- Recognize that shaking or hitting toys produces sounds (Cause and effect).
 - Show happiness upon seeing a milk bottle.
 - Repeats enjoyable behaviors such as shaking a rattle.
- 4) **Demonstrates a basic understanding of assembling objects: explores objects using all his senses**
- Reaches for objects using his entire hand.
 - Touches nearby objects (e.g., mother's necklace while being held).
 - Tracks a moving object up and down or from side to side in front of him.
- 5) **Develops problem-solving strategies: demonstrates awareness of the existence of a problem.**
- Shows discomfort when exposed to loud noise.
 - Cries when he wet himself.
 - Kicks a blanket with his foot if it gets stuck.

6) Engages in Pretend play

- Watches his mother's face while she talks to him.
- Follows the mother or caregiver as they pass by.

Language Skills for the Age Group: Birth to Six Months

- 1) **Develop receptive language skills: Shows interest in conversations.**
- Responds to human voices with high-pitched sounds.
 - Prefers listening to human voices.
 - Watches the speaker's face.
 - Responds to someone speaking by turning his head and smiling.
 - Looks around to find the source of a sound.
 - Stops whining when spoken to in a soft voice.

2) Develop expressive language skills: Uses facial expressions, body posture, and movement, types of crying or vocalization

- Expresses himself through crying and facial expressions.
- Begins to produce unclear sounds.
- Laughs.
- Smiles and coos to initiate and maintain interaction with caregivers.
- Repeats the sounds he makes.
- Changes his pitch, tone, and types of crying or vocalization.
- Begins to imitate sounds.
- Coos spontaneously or in response to the mother's speech.
- **Begins cooing in one syllabus and in single vowel-like sounds.**
- **Produces most vowel sounds and some consonants.**
- **Modulates sounds to express joy or frustration**

3) Participation in conversation: making sounds in response to interactions initiated by adults

- Cooing increases when spoken to.
- Cooing and smiling at other babies.
- Laughs when conversation suddenly stops.
- Raises hands to signal a desire to be picked up.

Social & Emotional Development (Birth to 6 Months)

1) Shows trust in caregivers and engages in social interactions: Recognizes and seeks interaction with familiar adults.

- Looks at people who initiate conversation or play.
- Recognizes mother and some family members.
- Seeks out adults as if he is calling them to play with him through crying, cooing, or smiling.
- Identifies parents' voices.
- Distinguishes between angry and calm tones.
- Feels comforted when seeing familiar faces.
- Uses eye contact to initiate, maintain, or stop interactions.
- Maintains eye contact with caregiver while feeding.

- Stops crying when caregiver approaches.
- Adapts to and enjoys daily routines (e.g., bathing).
- Turns towards the speaker's voice.
- Feels comforted when being held.
- Actively engages in social interactions (e.g., making sounds in response to adults, using varied facial expressions).
- Attempts to attract caregiver's attention using sounds and movements.

Social & Emotional Development (Birth to 6 Months)

2) Regulates behavior: begins to develop his own patterns for sleeping, eating, and other basic needs with the help of adults

- Expresses discomfort at specific times to indicate that food time has come
- Feels relaxed when sitting in a caregiver's lap and quickly falls asleep.
- Shows discomfort when needing a diaper change.

3) Shows compassion towards others : responds to others expressing their feelings

- Smiles in response to others' smiles.
- Cries when hearing other babies cry.
- Calms down when the caregiver shows love and attention.

4) Develops control over his own emotions: expresses various emotions and needs using facial expressions, movement, body language, and sounds.

- Communicates through crying, facial expressions, gestures, and smiles.
- Uses different cries to express various needs.
- Shows happiness by moving hands, legs, or making facial expressions.
- Calms down in the following situations: sucking, being held, being fed, hearing a voice
- Displays frustration to express needs or seek help.
- Cries when hungry and coos or laughs when satisfied

- Expresses happiness Laughs when tickled.
- 5) **Develops play behavior: observes and responds to other children**
 - Turns head towards a singing older child.
 - Moves legs while watching other children.
 - Turns towards another child sleeping nearby.
- 6) **Learns how to become a member of a group: shows enjoyment in being with others**
 - Expresses happiness when near another baby.
 - Smiles and coos when surrounded by a group.
 - Looks around when being held and smiles at familiar faces.

(6 to 12 months)

Motor Development (6 to 12 Months)- Gross Motor Skills

1) Moves with purpose and coordination.

- Actively moves arms with agility.
- Lifts feet towards the mouth and places one foot in his mouth then both.
- Rolls over from back to stomach and vice versa with ease.

2) Shows balance and coordination by:

- Shows control in holding head and chest up.
- Supporting weight on extended arms with open hands.
- Protecting self with arms when falling forward or sideways.
- Sitting on the floor without support.
- Sitting stably while playing without falling.
- Bending without losing balance.
- Turning body in different directions while picking up objects.
- Crawling on the stomach.
- Sitting on knees with minimal back support.
- Developing various crawling techniques.

- Making small jumps while in vertical position on a firm surface using support of baby walker.
- Keeping feet in a stable standing position.
- Stand with assistance.
- Standing while holding onto objects for a few seconds.
- Moving hands and feet in a bear crawl position.

Motor Development -Fine Motor Skills (Small Movements)

6months to 12 months

1) Increased control over fine muscles.

- Grasps objects using the pincer grip (thumb and fingers).
- Holds an object in each hand.
- Taps on table using objects in his hands
- Uses three fingers to hold objects.
- Repeats hand and finger movements, shakes rattle.
- Picks up small objects using thumb and index finger.
- Picks up object and Pulls it towards themselves.
- Points at desired objects with one finger.
- Claps hands in imitation.
- Intentionally throws toys.
- Attempts to use a spoon and eats with hands.
- Tries to lift a spoon to the mouth to feed themselves.
- Transfers toys from one hand to another and follows them if dropped.
- Removes shoes.

2) Developing Healthy Adaptive Behaviors

- Holds a bottle or cup while drinking.

- Grasps and eats small pieces of food (e.g., bread).
- Drinks well from a cup with minimal help.
- Holds a spoon while attempting to eat.
- Protects themselves from falling.
- Eats family food.

Cognitive Development

From 6 months to 12 months

1) Maintains attention and completes activities when interacting with adults.

- Takes blocks from the mother and places them in a box.
- Turns book pages and looks at pictures while being read to.
- Turns head toward someone calling their name.

2) Develop understanding how things around him work: Learns how things work by holding and observing how others use it.

- Presses toys to make sounds.
- Holds an empty cup and mimics drinking.
- Moves containers to empty their contents.
- Examines parts of objects.
- Looks at pictures in books.

3) Understanding Cause and Effect Relationships: discovers that repeating actions results in the same conclusions

- Associates milk flow with lifting the milk bottle.
- Connects tapping a spoon on the table with producing a sound.
- Understands that throwing toys from the bed gets the attention of others.

4) Demonstrates a basic understanding of assembling objects: notices specific characteristics of objects

- Feels or rubs a soft velvet pillow with fingers..
- Uses facial expressions to express dislike for certain foods.

- Tries to touch food with his hands.

5) Develops problem solving strategies : mimics other people ways of solving problems after observing them

- Holds a napkin and rubs his nose after seeing an adult clean theirs.
- Removes obstacles (e.g., adult hands) that prevent access to desired objects.

6) Engage in pretend play: mimics the action of others

- Claps hands after seeing adults clap.
- Waves "bye-bye" with his hands.
- Pats a toy's back just like an adult pats his.

7) Improves memory recall

- Responds immediately when called by his name
- Responds to one step instructions
- Searches for rolling objects that move away and disappear.
- Looks for familiar objects that have disappeared from sight but have a fixed place.
- Begins finding unseen familiar objects that have a designated place

Cognitive and linguistic aspects(6 months to 12 months)

1) Develops receptive language skills: responds to simple cues and changes in pitch and volume of sound

- Turns his head when hearing a familiar sound.
- Listens to a person's voice even if he cannot see them.
- Responds differently depending on the speaker's tone of voice that the child knows.
- Understands the meaning of some words.
- Responds immediately when called by name.
- Follows a one-step instruction (e.g., "Come here").

2) Develops expressive language skills: uses gestures, babbling, and sound combinations to communicate, and the first word emerges.

- Produces varied babbling sounds with differences in pitch, intensity, and rhythm.
- Adds new letters to his babbling.
- Begins forming and experimenting with syllables, leading to the first words.
- Uses non-verbal ways to communicate, such as pointing to a specific object
- Combines two similar syllables together.
- Combines two different syllables together.
- Imitates the sounds he hears.
- Repeats sounds he hears.
- May be able to say his first word.

3) Listens to books being read to him : shows the following behaviors patterns when dealing with books

- Puts the book page in his mouth when his mother holds both him and the book.
- Takes the book from his mother and bangs it on the floor.
- Crumples book pages with his hand when being read to.

4) Participation in discussions: imitates and modifies sounds and gestures when interacting with othe

- Opens his eyes and laughs when playing with others.
- Waves his hand, imitating movements in front of him.
- Imitates the mother or caregiver (e.g., kisses her after being kissed).
- Responds to adult smiles by smiling back.
- Shows discomfort when seeing an angry face.
- Quickly approaches people who show him attention.

Social-Emotional Development

(Age Group: 6 to 12 Months)

1) Shows trust in the caregiver and engages in social relationships: seeks to stay close to familiar adults

- Seeks attention and may cry to get it.
- Becomes more attached to the primary caregiver and seeks constant attention from them.
- Shows preference for a specific person or object.
- Explores new places with the presence of a caregiver.
- Moves away from the caregiver but looks back to ensure their presence.
- Displays surprise or curiosity when hearing new sounds.
- Enjoys watching and interacting with other children.
- Enjoys music and imitates simple rhythmic movements made by others.
- Imitates adults' and other children's movements (e.g., clapping hands).
- Begins recognizing himself by identifying body parts.
- Responds when called by name.

2) The child regulates their behavior: uses facial expressions, gestures, and sounds from others to regulate their behavior

- Observes the caregiver's facial expressions before acting (e.g., a caregiver's smile encourages him to proceed with an action).
- Repeats behavior if it is met with approval from the caregiver
- Stops continuing a certain behavior upon noticing the caregiver's frown and hearing the phrase 'Don't do that.'

3) Shows empathy towards others: Becomes more aware of how others express their emotions

- Notices children's laughter around him.
- Stops playing when the caregiver frowns.
- Shows discomfort when the caregiver appears upset.
- Pays attention to others' expressions of discomfort.

4) Shows control over his own emotions: uses facial expressions and gestures from others to guide his emotions and reactions.

- Shows fear of strangers when the caregiver disappears but gradually overcomes this fear.
- Cries when another child takes his toy but stops when given another toy by the caregiver.
- Gets startled or afraid of sudden noises but feels comforted when held by the caregiver.
- Displays separation anxiety when the mother leaves but gradually adapts.
- Stops crying when the caregiver approaches and holds him.
- Develops attachment towards one or more individuals.
- Laughs when interacted with.
- Clearly expresses joy, sadness, distress, and anger.

5) Develops play behavior: seeks out another child and plays with them for a short period

- Touches another child sitting nearby.
- Screams and tries to move away when another child crawls toward him.
- Pushes a ball towards another child.
- Looks at another child and extends his hand, attempting to grasp him.
- Enjoys playing with his reflection in the mirror.
- Engages in reciprocal play with caregivers, handing and receiving toys.
- Enjoys playing in the presence of other children.

6) Learns how to become a member of a group: feels secure when surrounded by familiar people

- Seeks the caregiver when hurt (e.g., after bumping his head).
- Protests when the mother leaves but calms down with the caregiver's help.
- Enjoys the company of siblings.
- Displays intentional behaviors to stay close to the caregiver.
- Expresses love through physical attachment

Physical and Motor Development -Fine Motor Skills Development(12 to 18 months)

1) Develops the ability to use both hands independently.

- Builds a tower with 2-3 blocks.
- Arranges toys on the floor.
- Collects and groups objects (e.g., LEGO).
- Grasps crayons using the whole hand.
- Turns book pages in groups.
- Places 2-3 rings on a pegboard.
- Removes 3-4 puzzle pieces.
- Begins to remove some clothing items (e.g., hat, shoes).
- Uses crayons to make random marks on paper.
- Scribbles randomly on paper.
- Holds and scribbles with a pencil or crayon.
- Puts large beads in string.

Cognitive Development (12 to 18 Months)

- **1)Maintains attention on chosen activities but gets distracted easily.**
- Stops playing when exposed to an attractive stimulus.
- Quickly identifies the source of a sound.
- Persists in reaching toys or objects of interest.
- Listens and responds when hearing their name.
- Searches for a specific item within a group of objects (e.g., toys).
- Plays a body-parts recognition game (major body parts).
- **2)Develops an understanding of how to perceive the things around him: uses familiar objects in simple ways.**
- Assembles a simple puzzle.

- Holds their toy and "feeds" it with a bottle.
- Enjoys placing objects in a box.
- Tries to fit their body into a box.
- Points to objects they want.
- **3) Demonstrates a basic understanding of the cause-and-effect relationship: explores different ways to make things happen**
- Hits or pushes a toy that makes sounds to reactivate it.
- Turns a faucet on and off to observe water flow.
- Repeats certain actions to achieve a specific result.
- **4) Demonstrates a basic understanding of assembling objects: Begins sorting objects based on characteristics.**
- Places wooden rings onto a peg.
- Picks out grapes from a mixed fruit bowl.
- Points to specific objects in picture books.
- **5) Develops problem-solving strategies: uses a trial-and-error approach to solve problems.**
- Eats pasta with fingers when unable to use a spoon.
- Tries to carry a large box; if unable, drags it instead.
- Touches themselves when feeling pain.
- **6) Engagement in Pretend Play: Uses objects imaginative play as he uses in the reality.**
- Pulls a blanket over themselves, pretending to sleep, then laughs to indicate they are playing.
- Feeds a toy using a bottle.
- Picks up a toy phone and says "Hello."
- **7) Develop the skill of recalling things from memory**
- Understands and follows simple commands.

- Mimics some actions(e.g., hopping like a rabbit).
- Imitates new behaviors observed from others.

Cognitive & Language Development(12 to 18 Months)

1) Expressive Language Development: Demonstrates an understanding of simple words presented in a familiar context.

- Understands simple phrases like "Where is your nose?"
- Follows simple instructions accompanied by gestures.
- Quickly identifies the source of sounds.
- Listens to music and enjoys it
- Demonstrates understanding of words through appropriate actions.
- Recognizes objects by their function (e.g., knowing a spoon is for eating).

2) Develops expressive language skills: uses gestures, word-like sounds, and single words to communicate

- Says a single word to express a full thought.
- Engages in babbling and makes unintelligible sounds ("baby talk").
- Uses "telegraphic speech" (combining two words to express an idea).
- Responds to some questions non-verbally.
- Expresses needs through pointing or crying.
- Uses the same word to refer to multiple objects.
- Points to objects, pictures, or family members when asked.
- Uses two to three words to describe a person or object, though pronunciation may be unclear.
- Attempts to imitate simple words.
- Responds immediately when called by name.
- Tries to sing.
- Mimics adults' speech and uses a few words with enthusiasm.

- Expresses wants and needs using gestures along with one or more words.
- Repeats short phrases heard by him in some situations.

3) Enjoys books and being read to

- Turns book pages and pauses briefly to look at pictures.
- Reacts with sounds or excitement when seeing familiar objects in books.
- Smiles when recognizing a familiar book cover.

4) Participation in Conversations: Interacts using a single word, word-like sounds, and gestures

- Expresses surprise or excitement with a specific word or sound.
- Repeats a familiar word (e.g., "ball") when asked to identify an object.
- New objects catch their attention and points it and calls it by its name if he knows the name.
- Seeks help by holding an adult's hand and leading them to the desired location.

Social & Emotional Development(12 to 18 months)

1) Shows trust in the caregiver and engages in social relationships: seeks familiar people for security when encountering someone for the first time or facing new situations

- Prefers to keep the caregiver within sight while exploring.
- Moves towards the caregiver when encountering strangers.
- Enjoys interacting with familiar adults.
- Starts testing limits set by caregivers.
- Requests help from adults using gestures and sounds.
- Demonstrates basic understanding of others' feelings (e.g., noticing when someone is upset).
- Enjoys observing others around them.

2) The child regulates their behavior: begins to respond to the caregiver's suggestions that offer an alternative behavior to what the child wants to do

- Walks near the caregiver while wanting independence.
- Moves to a safer location when advised (e.g., avoids sitting under a table).

3) Shows empathy toward others: responds to others' emotions with encouragement from adults.

- Approaches a crying child.
- Responds to others' emotions with encouragement from adults.
- Laughs when other children laugh.
- Pats a child on the back when carried by a caregiver.
- Responds positively to comforting gestures from familiar people (e.g., smiles back).
- Exchanges emotional expressions with familiar people (e.g., hugging, patting, or kissing).

4) Shows control over his own emotions: begins using strategies to regulate his emotions independently

- Holds a favorite toy for comfort.
- Requests a milk bottle when upset.
- Sometimes has tantrums.
- Covers face with hands when making a mistake.
- Associates emotions with facial expressions and words.
- Hugs a blanket before sleeping.

5) Develops play behavior: plays for a short time with other children.

- Sits briefly near another child, observing their activity.
- Plays alongside another child with similar toys.
- Enjoys playing with siblings.
- Enjoys independent play.
- Imitates adult activities.

6) Learns how to become a member of a group: begins participating in the daily routine of children.

- Joins the table when other children are eating.
- Looks towards the door when the caregiver helps them put on a coat and hat.

Physical and Motor Development – Gross Motor Skills(18 months to 24 months)

1) Shows more coordination in walking

- Walks with small steps, keeping legs close together.
- Walks with balance without needing to lift arms.
- Runs cautiously.
- Runs with head upright and eyes focused ahead (1–2 meters).
- Can walk over small obstacles.
- Walks while carrying a large toy.
- Moves backward sideways to sit on a chair.
- Runs safely, using both feet evenly, and stops easily.
- Pulls and pushes a large toy (e.g., a box) on the ground.
- Pushes and pulls a wheeled cart forward using a string.

2) Engages in various activities that require the use of large muscles.

- Enjoys climbing activities.
- Kneels without assistance.
- Squats to pick up objects from the ground.
- Sits in various positions.
- Stands up from a squatting position using hands for support.
- Climbs onto a chair, turns, and sits down.
- Climbs on furniture to look out the window or open a door, then climbs down.
- Ascends stairs with assistance (holding hands or support).
- Climbs up and down stairs while holding onto a railing or wall, placing both feet on the same step.
- Sits on a four-wheeled bicycle and moves it forward and backward using feet.

- Throws a ball forward without falling and runs towards it to kick it.

Physical and Motor Development – Fine Motor Skills(18 months to 24 months)

1) Shows increasing control and development in hand-eye coordination while performing simple motor skills.

- Scribbles circles and lines.
- Picks up small objects.
- Builds a tower of six or more blocks.
- Assembles three pieces of a puzzle.
- Removes wrappers from objects (e.g., candy).
- Turns two to three pages of a book at a time.
- Places six rings onto a vertical post.

Cognitive Development (18–24 Months)

1) Maintains attention : complete activity despite distractions.

- Completes an activity even with external stimuli.
- Imitates building a tower of 6-8 blocks.
- Adjusts the orientation of an image to its correct position.
- Points to body parts when asked.

2) Develops a basic understanding of how to use objects independently: plans to use objects to complete a one-step task.

- Uses a cloth to "dress" a toy.
- Pulls a pillow toward them to reach a toy placed on it.
- Uses a broomstick to push a ball out of a tight spot.

3) Demonstrates a basic understanding of the cause-and-effect relationship: expects people and objects to respond to his behavior in a certain way.

- Requests to have a story re-read and waits for a response.
- Inserts a tape into a player and presses a button to make it work.

- Begins to associate actions with consequences (e.g., turning on a light switch).
- Apply cause and effect relation(Hits a drum to hear its sound, Presses a button to turn on the TV)
- Participates in singing children's songs.

4) Demonstrates a basic understanding of assembling objects: begins to match similar objects

- Plays simple matching games with pictures.
- Groups blue blocks together.
- Calls unfamiliar animals by names of familiar ones (e.g., calling a donkey a horse).
- Puts their belongings back in their place.

5) Develops problem-solving strategies: continues to use a trial-and-error approach to solve problems

- Searches for a toy in multiple locations if it is out of sight.
- Adjusts puzzle pieces until they fit correctly.
- Attempts different objects to solve a problem.
- Adjust photo to its right position

6) Engages in pretend play: substitutes one object for another in imaginative play

- Uses a block as a car while playing.
- Wears an upside-down bowl as a hat.

7) Develops the skill of recalling and retrieving information from memory

- Recognizes familiar objects and people, pointing at them when asked.
- Identifies themselves by name and recognizes their image in the mirror.
- Points to body parts when requested.
- Names objects in picture books.
- Imitates actions, sounds, and movements after they have disappeared (delayed imitation).

- Begins to mimic and represent the actions of others.
- Finds objects that have disappeared from sight.

Cognitive and Linguistic Aspect(18 months to 24 months)

1) Develops receptive language skills: shows the beginnings of understanding simple instructions, questions, and stories

- Listens attentively to general conversations.
- Follows instructions without the need for visual cues or gestures.
- Understands simple action words like "eat" and "sleep."
- Recognizes sounds coming from another room.

2) Develops expressive language skills: expresses himself using single words or short phrases

- Spells simple two- to three-word sentences.
- Names familiar objects and people.
- Follows two-step instructions.
- Continues to use (telegraphic speech).
- Can point to more objects when asked.
- Talks to themselves while playing.
- Repeats words from sentences.
- Participates in singing and rhythmic activities in nursery.
- Asks about the names of objects and people.
- Speaks in a way that is about **25% understandable** to others.
- Refers to themselves by name.
- Requests familiar objects by name.
- Imitates animal sounds.
- Starts using pronouns like **"I" and "me."**
- Begins to use negation (e.g., **"no" or "not"**).

3) Enjoys books and being read to: engages more deeply with the content of the book being read to him

- Listens attentively when being read to.
- Shows increasing engagement with the content of a book.
- Points to pictures of animals when their sounds are imitated.
- Repeats words heard in stories.

4) Engages in conversation: initiates dialogue using words

- Searches for personal belongings (e.g., **looking for their ball**).
- Offers help when seeing mother do something
- Talks about objects, such as saying "**doll is sleeping.**"

Social and Emotional Development(18 months to 24 months)

1) Develops trust in caregivers and engages in social interactions: Becomes more comfortable interacting with unfamiliar children and new situations when near familiar adults

- Plays near others but still checks for the presence of a caregiver.
- Tries playing with new toys only with the presence of a caregiver.
- Enjoys being around other children when the caregiver is present.
- Shows **reduced fear of strangers** when around familiar adults.
- Uses their name when referring to themselves in conversation.
- Seeks comfort from adults, especially when sick or scared.

2) The child regulate his behavior : Begins to follow simple rules and instructions but may test boundaries.

- Participates in **gathering toys** when asked by caregiver and when seeing other children do the same.
- Tries to continue playing when asked to stop but **reacts when the request is repeated.**

3) Shows empathy towards others: shows awareness that others have needs and feelings different from others.

- Starts recognizing and responding to **the emotions of others** (e.g., noticing when someone is happy or sad).
- Brings something to comfort others (e.g., **fetching a tissue for a parent**).
- Asks why another child is crying when they see them upset.
- Talks about how characters feel in picture stories.

4) Shows control over his emotions: Uses strategies learned from adults to control emotions.

- Seeks help from caregiver when hurt.
- Says **"No"** when another child takes their toy and looks toward the caregiver.
- Protests when their needs are not met.
- Shows signs of frustration, anger, or emotional distress when disappointed.
- Expresses jealousy when a caregiver pays attention to other children.
- Displays resistance and stubbornness when expectations are not met.

5) Develop playing attitude : Begins parallel play (playing next to but not directly with other children).

- Play with sand alone next to other children who plays with sand
- Begins **parallel play** (playing next to but not directly with other children).
- Engages in **functional play** (e.g., holding a broom and pretending to sweep).
- Follows parents around the house and imitates their activities during play.

6) Learns how to be a member of group: begins to accept that others needs are important as his

- Offers a piece of playdough to another child.
- Learns to take turns while playing.
- Moves closer to another child at the table to sit beside them.

7) Develop self-exploitative : depends on himself

- Begins to feed himself using the spoon
- Tries to put his shoes on and hats

Physical and Motor Skills Development- Gross Motor Skills Development(2 – 3years)

1) Demonstrates **balance and coordination** in more complex movements.

- Climbs stairs confidently while holding the railing, placing both feet on the same step.
- Runs but **cannot stop or turn smoothly** at corners.
- Easily climbs playground equipment.
- Pushes and pulls large toys skillfully.
- Jumps with both feet from a low step.
- Stands briefly on tiptoes while imitating others.

2) Balance when moving arms and feet in active play

- Climbs stairs alternating feet.
- Carries a toy while **going up and down stairs**.
- Jumps from a step **landing on both feet**.
- Moves around obstacles while running, pushing, or pulling objects.
- Walks in confidence forward, backward, and sideways **while carrying a large toy**.
- Uses **pedals** when riding a tricycle and turns around **wide corners**.
- Climbs nursery toys with agility
- Balances on one foot briefly while imitating.
- Walks on **tiptoes**.
- Throws a ball from chest height.
- Kicks a **large ball** gently to the side.
- Throws a ball **overhead**.
- Tries to **catch a large ball** with both hands.
- Kicks a ball with **force**.

Physical and Motor Skills Development - Fine Motor Skills Development(2 to 3 years)

1) Improved hand-eye coordination while performing more complex tasks.

- Tries to **insert a key into a lock**.
- Turns book pages one by one and enjoys **looking at pictures**.
- Strings large beads.
- Copies **simple lines and drawings**.
- Builds a **tower of 6–7 blocks**, making it taller.
- Uses two or more blocks to make a **train**.
- Enjoys using a **large paintbrush**.
- Holds **scissors correctly**.
- Opens and closes **scissors**.
- Unbuttons **large buttons**.
- Opens a **zipper**.
- Pours **liquid into a cup**, spilling a little.
- Imitates **building a bridge**.
- Cuts paper using **scissors**.
- Copies a **circle drawing**.

Health, Safety, and Cognitive Development (Ages 2–3 Years)

1. Develop Self-Care Habits:

- Uses a **potty** if placed on it regularly.
- Stays **dry during the day** when assisted with regular bathroom visits.
- Helps **feed themselves**.
- Sleeps at **consistent and familiar times**.
- Washes hands **before meals**.

- Washes hands **after using the toilet** and dries them.
- Covers their **mouth or nose when coughing**.
- Recognizes and avoids **some dangers**.
- Drinks when **feeling thirsty**.
- Asks for help when **hurt or injured**.
- Occasionally **goes to the toilet independently**.
- Tries to **dress themselves**.

Cognitive Development(2 to 3 years)

1) Maintains focus: Complete activities to reach his goal despite distractions.

- Puts **all blocks** into a box.
- Solves **simple puzzles (2–4 pieces)**.
- Imitates **building a train using blocks**.
- Builds a **bridge or wall with blocks**.
- Constructs **complex structures using blocks**.
- Follows **two-step instructions**.
- Gives **one item** when requested.

2) Learns how to use surrounding objects : Plans to use objects in multi-step tasks

- Use surrounding objects, Pulls a chair to climb and open a cupboard
- finds a spoon, brings it, and uses it to prepare playdough

3) Demonstrates an early understanding of cause and effect: tries to find out why something unexpected happened

- Asks about food being prepared after smelling it.

- Looks inside their shoe when unable to put their foot in (e.g., checking if socks are bunched inside).
 - Frequently asks questions such as “Why?”, “Where?”, “What?”, “When?”.
- 4) Shows primary understanding towards collecting things: Groups objects with **similar characteristics**.
- Places **all blue beads in a specific box**.
 - Sorts **small toy cars into a box labeled with a car image**.
 - Matches **a picture with another identical picture**.
- 5) **Develop Problem-Solving Strategies: Uses a personal strategy to solve simple problems.**
- Uses a **spoon** to play with sand when no shovel is available.
 - **Sits on the floor** to wear shoes.
 - **Asks for tape** when their paper tears.
- 6) **Imaginative Play: Engages in pretend play using real and imaginary objects.**
- Uses hands as if driving a car.
 - Pretends to carry a water bucket to put out a fire.
 - Pretends to feed a doll by holding imaginary food.
 - Talks to themselves while playing.
- 7) **Develop the skill of recalling things from the memory**
- Remembers and **recites short songs**.
 - Recognizes and **says their name** when asked.
 - Counts automatically from 1 to 3
- 8) **Identify basic shapes without naming it**
- Increased understanding of basic concepts.
 - Differentiates between **light and heavy** objects.
 - Understands **big vs. small**.
 - Understands **basic spatial concepts** (on, in, under, above).
 - Recognizes **some basic colors**
 - Identifies **himself and others according to gender** (self and others).

Cognitive Linguistic Aspects

1) Develop Receptive Language Skills: Demonstrates understanding of spoken language.

- Points to **body parts** when asked.
- Follows **simple commands** (e.g., “Look! Who is knocking on the door?”).
- Understands **spatial terms** like “in” and “above”.
- Understands **descriptive words** like “big” or “happy”.
- Recognizes **opposites** (big/small).
- Enjoys **watching TV**.

2) Expressive Language Skill: Uses simple sentences and questions (3-word phrases).

- Frequently asks **about names of objects and people**.
- Correctly uses around **50 words**.
- Repeats **phrases they hear**, focusing and repeating certain words.
- Sings along with **nursery songs**.
- Names **familiar objects and pictures**.
- Knows their **full name**.
- Refers to themselves using “**I**” instead of their name.
- Talks about **things that are not present**.
- **Uses plural forms** but may **use rule incorrectly**
- **Uses pronouns correctly** (e.g., “I” and “you”).

- **Vocabulary expands significantly**, leading to **longer sentences**.
- **Forms complete sentences** in the correct word order.
- **Asks many questions** starting with "Who," "Where," and "What."
- **Plays with words**, changing pronunciation.
- **Answers simple questions**.
- **Substitutes sounds in words** with incorrect ones

3) **Interest in Books and Stories: Begins relating stories to real-life experiences.**

- Brings a toy mentioned in a story.
- Repeats familiar words from the story.
- Points to a picture and connects it to past experiences.
- Enjoys stories that describe events.
- Pretends to **read favorite books**.
- **Turns pages** and retells the story using pictures.

4) **Participation in conversations: Engages in group conversations.**

- Talks with family members during meals.
- Pretends to have a phone conversation with another child.
- Chats with peers while playing.

Social-Emotional Skills(2 to 3 years)

1) **Shows confidence in the caregiver and engages in social relationships: behaves with confidence and increased comfort in various situations even in the absence of familiar adults relying on relationships he has developed**

- Brings **family photos** when starting a new program.
- Becomes **comfortable outside the home** far from the mother.
- Feels **happy at the nursery**.

2) Regulate his behavior: Recognizes expected behavior in different situations.

- Puts on a **coat when the caregiver tells him it's time to leave**.
- Sits at the **table when the caregiver tells him it's mealtime**.
- Wants to get what he seeks immediately without delay

3) Shows empathy to others: responds to others' emotions with care

- Tries to **comfort a crying child**.
- Brings a **favorite toy** to a sad child.
- **Claps for peers** when they complete a task (e.g., building a tower).
- **Shares belongings** (e.g., candy) with others.

4) Regulate his emotions: starts to use words that describe his emotions

- Recognizes emotions in stories, pointing to a character and describing their feelings. (happy) and (sad)
- Explains reasons for crying kid that he is sad
- Expresses anger with words.
- **Accepts and follows instructions** from adults

5) Developing Play Skills: Begins to share toys with other children.

- **Continues parallel play**
- **Shows early signs of imaginative play** (e.g., putting a doll to bed, pretending to drive a car, mimicking washing clothes).
- **Observes other children's play** and may join for short periods.

6) Learning how to be part of group: Actively contributes to group activities.

- **Helps clean up toys** (e.g., putting blocks back in place).
- **Responds to questions** during storytime.
- **Wants to stay with group members**.
- **Begins to learn turn-taking** in activities.

7) Developing Independence: depends on himself in certain situations

- **Feeds themselves using a spoon**.
- **Asks for food and drinks** when needed.
- **Starts dressing independently** (e.g., putting on shoes and a hat).
- **Defends his personal belongings**.

- **Pulls down pants for bathroom use**, but may struggle to pull them back up.
- **Begins verbally expressing the need to use the toilet.**
- **Wants to be independent but still seeks adult approval.**

Gross Motor Development (Ages 3–4 Years)

- **Improves large muscle control.**
- **Climbs up and down stairs independently** like adults.
- **Moves confidently**, running, pushing, pulling, and climbing (e.g., stairs and trees).

Fine and Gross Motor Development (Ages 3–4 Years)

Gross Motor Skills

Developing Strength and Coordination

- **Rides a tricycle skillfully.**
- **Shows ability to turn and maneuver while moving.**
- **Stands on one foot for 3–5 seconds.**
- **Sits cross-legged comfortably.**

Balance and Control

- **Walks and runs independently**, going up and down stairs using alternating feet.
- **Walks, runs, and balances on tiptoes.**
- **Jumps on one foot.**
- **Turns sharply while running.**
- **Pushes and pulls objects with control.**
- **Jumps on the preferred foot for 3–5 seconds.**
- **Picks up objects from the ground while bending knees.**
- **Sits with legs crossed.**

- Throws a ball toward a target using both hands.
 - Catches a ball with both hands.
 - Kicks a ball with the dominant foot.
 - Uses a bat or racket to hit a ball toward a target.
-

Physical and Motor Development - Fine Motor Skills for the Age Group of Three to Four Years

It is expected that the child will be able to:

1- Show increased development of fine muscle skills.

- Forms simple shapes with playdough.
 - Fastens large buttons.
 - Pours liquid from a pitcher into a cup.
 - Builds a tower of 9–10 blocks.
 - Folds paper twice when imitating an adult.
 - Completes simple puzzles by placing pieces correctly.
 - Cuts paper into two pieces.
 - Traces a specific shape with a pencil.
 - Copies basic shapes, such as squares.
 - Holds a pencil like an adult.
 - Cuts along a drawn line on paper.
 - Threads small beads onto a string.
 - Draws a recognizable person with a head, body, nose, eyes, and mouth.
-

Develop self-care and personal hygiene behaviors.

- Dresses independently.
- Washes and dries hands.

- Uses a spoon while eating.
 - Brushes teeth independently.
 - Dresses and undresses independently, but cannot yet tie shoelaces or fasten small buttons.
 - Expresses feelings of warmth and cold.
 - Seeks help from others when facing a problem.
 - Recognizes the benefits of different foods.
-

Cognitive Development for the Age Group of Three to Four Years

It is expected that the child will be able to:

1- Maintain attention: Complete an activity to achieve a goal despite distractions.

- Completes a puzzle correctly.
- Participates in singing activities.
- Listens attentively to stories despite distractions.
- Enjoys watching television.
- Notices similarities and differences between objects.
- Pays attention to an average of four details in an image.
- Follows three-step instructions.
- Draws a human figure with a head, body, legs, and four fingers.

2-Develop an understanding of how to use objects around them: Plan to use objects to complete a multi-step task.

- Uses objects correctly (e.g., pencil, telephone, etc.).
- Uses sand creatively during play (e.g., builds castles and tunnels).
- Combines multiple objects to create something new (e.g., making artwork using stamping techniques).
- Uses tools to explore the environment:

- Measures height with blocks
 - Uses magnets to pick up objects
 - Uses a magnifying glass to examine small details
-

3-Develop a basic understanding of the cause-and-effect relationship: Begin to explore the reasons behind unexpected events.

- **Connects specific situations to their needs.**(purposes of trip)
 - **Begins to understand cause and effect:**
 - **Investigates unexpected events to determine causes.**
 - **Associates seasons with appropriate clothing.**
 - **Asks simple scientific questions** (e.g., "Why does a rabbit jump?").
 - **Recognizes the relationship between two variables** (e.g., sunlight melts ice).
-

4-Show a basic understanding of grouping objects: Sort objects based on shape, color, or size.

- Groups similar leaves together.
- Sorts objects based on texture (e.g., rough vs. smooth).
- **Understands the concept of units and groups.**

5-Develop problem-solving strategies: Use their own plan to solve simple problems.

- Tries to solve problems independently.
 - Provides multiple solutions to a single problem.
 - Frequently asks questions.
 - Uses guessing to find suitable solutions.
 - Arranges objects based on a specific property using trial and error (e.g., ordering from shortest to tallest).
 - Matches and pairs similar objects.
-

6-Engage in pretend play: Use real and imaginary objects in pretend play.

- Draws based on thoughts rather than what is seen.
 - Prefers role-playing activities.
 - Mimics adult behaviors.
 - Begins to play with other children.
-

7- Develop the skill of retrieval and recall of information from memory.

- Recalls and sequences two to three numbers.
 - Correctly names at least three colors-four colors.
 - Remembers and retells parts of a short story in simple sentences.
 - Understands and uses previous learning experiences.
 - Imitates behaviors even when the model is absent.
 - Searches for objects by recalling their appearance.
-

8- Show an increased understanding of basic concepts.

- Begins to recognize numbers by counting objects.
- Associates numbers with printed symbols meaningfully.
- Develops an understanding of opposites (e.g., big/small, tall/short).
- Starts grasping simple time concepts (e.g., today, tomorrow, yesterday).
- Adds details to previously learned concepts.
- Distinguishes between similar and different concepts.
- Describes objects based on their properties (e.g., "This ball is big," "This tree is tall").
- Knows their age.
- Recognizes their gender.
- Compares physical quantities to determine which is more.
- Counts up to three or four while pointing at objects.

- **Understands spatial relationships** (e.g., above, below, in front, behind, far, near).

Cognitive & Linguistic Development (Ages 3–4 Years)

At this stage, children are expected to

General Outcomes

1- Develop Receptive Language Skills: Show an understanding of more complex language levels.

Specific Outcomes:

- **Gradually understands phrases that contain humor.**
 - **Understands the meaning of questions directed at them.**
 - **Follows instructions from caregivers.**
 - **Recognizes terms that indicate possibilities (e.g., "It might rain").**
 - **Selects appropriate sentences to respond to specific situations (e.g., if asked to wear a coat, responds with "Where are we going?").**
 - **Understands conditional statements (e.g., "When you finish your food, you can go to the park").**
 - **Correctly follows requests to bring two items together.**
 - **Carries out three-step instructions in the correct order.**
 - **Applies knowledge from past experiences to new situations (e.g., recalls a story when seeing something related).**
 - **Listens attentively to gather information.**
 - **Develops a basic understanding of comparison concepts.**
 - **Understands that printed material has meaning.**
 - **Holds a book correctly.**
-

2- Develop expressive language skills: Use more advanced sentences than the previous stage and demonstrate greater control over language.

Specific outcomes:

- Can state their name, gender, and age.
- Uses pronouns and plural forms more accurately.
- Forms more complex sentences compared to earlier stages.
- Describes activities they are engaged in or past experiences.
- Modifies tone of voice to match different situations.

Cognitive & Linguistic Development (Ages 3–4 Years) – Continued

Expressive Language Skills (Continued)

- Uses newly learned words.
 - Begins using imperative verbs (e.g., making polite requests or asking for permission).
 - Uses new verb forms, including conditional sentences.
 - Struggles with pronouncing certain letters correctly (e.g., "T, TH, SH, R").
 - Expresses emotions using language.
 - Can name basic colors.
 - Speech becomes understandable to strangers.
 - Describes the functions of common household items.
 - Starts pronouncing difficult sounds like "Ḍ" (ض).
 - Uses consonants at the beginning, middle, and end of words.
 - Forms simple sentences to express themselves, though grammar may not be perfect.
 - Begins using more complex sentences, but with some grammatical mistakes.
 - Progresses to using grammatically correct complex sentences.
 - Starts using comparative forms (e.g., bigger, smaller, faster, slower).
-

3-Enjoys books and storytelling: Pretend to read their favorite book.

- Turns book pages and retells parts of a story.
 - Pretends to read a book using pictures.
 - Recites parts of a story to other children.
 - Starts singing if the story includes a familiar song.
 - Listens to longer stories (towards the end of this stage) and may mix facts with fiction when retelling them.
 - Actively engages in storytelling by asking questions about the main character.
 - Looks ahead at the next page of a story and predicts what will happen.
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4-Engage in conversation: Participate in a discussion with multiple people.

- Engages in conversations with family members during meals.
 - Has simple phone conversations with interest.
 - Talks with other children while playing.
 - Expands conversations by asking more questions.
 - Happily talks about what happened at preschool when asked.
 - Listens to adults' conversations.
 - Seeks to communicate with adults to express needs.
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Social-Emotional Skills (Ages 3–4 Years)

General & Specific Outcomes

General outcomes :

1-Show confidence in the caregiver and engage in social relationships: Behave with increasing confidence and ease in various situations and in the absence of familiar adults, relying on the relationships they have developed with them.

- Shows happiness when interacting with Children and caregivers.

- Expresses less anxiety about separation
 - Ask less frequently about the mother's arrival time.
 - Displays affection towards younger siblings.
-

2. Regulate behavior: Understand what behavior is expected in a given situation.

- **Shows an inclination towards obedience**
 - **Develops a basic understanding of authority** and its sources.
 - **Recognizes that actions have consequences** (e.g., good behavior leads to positive outcomes).
 - **Understands that behavioral rules vary** based on different settings (e.g., writing belongs on paper, not walls).
 - **Follows behavioral rules** with some supervision (e.g., taking turns on the swing).
 - **Transitions smoothly** from one activity to another with confidence.
-

3-Show empathy towards others: Respond to others' emotions with care and self-initiative.

- **Becomes more friendly** with others.
 - **Comforts peers or siblings** when they experience a problem.
 - **Helps peers** who are hurt or facing difficulties.
-

4. Show control over personal emotions: Begin using words to express feelings.

- **Expresses emotions clearly** (e.g., happiness, sadness, frustration).
 - **Verbally expresses anger** instead of acting out.
 - **Communicates feelings of distress** in words.
 - **Identifies animals they find scary.**
 - **Verbally expresses love** for people or things they cherish.
-

5. Develop play behavior: Begin to participate in games with other children.

- **Parallel play** (playing alongside others without direct interaction) continues.
 - **Engages in imaginative play** (e.g., creating imaginary characters or scenarios).
 - **Enjoys playing with others** using blocks, toy boxes, and dolls.
 - **Shares pretend play experiences** with other children.
 - **Understands and enjoys group games.**
 - **Starts playing with unfamiliar children** who share similar interests.
-

6. Learn how to become a group member: Actively participate in group experiences.

- **Forms and maintains at least one friendship.**
 - **Participates in daily social activities**, though still needs some adult guidance.
 - **Works in small groups** under adult supervision.
 - **Enjoys the company of a specific child** and seeks their presence.
-

7. Develop self-independence: Gradually rely on themselves in various situations.

- **Follows daily routines** with some guidance from caregivers.
 - **Can wash hands alone** but still requires some adult assistance.
 - **Can put on and take off pants** but may need help with zippers or buttons.
 - **Uses the toilet independently.**
 - **Chooses own clothes, food, or toys** based on preference.
 - **Engages in gender-appropriate behaviors.**
 - **Understands gender identity** (e.g., "I am a girl like my mom").
 - **Follows routines and completes tasks** with minimal assistance.
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8. Show gratitude for the blessings of Allah, the Almighty.

- **Expresses gratitude for blessings.**
- **Uses simple religious phrases**, such as:
 - Reciting a short prayer before eating.
 - Saying “Alhamdulillah” after finishing a meal