

DEVELOPMENTAL MILESTONES 0 – 18 MONTHS

ONE (1) MONTH

A child should be able to:

- bring both hands towards his or her mouth;
- turn towards familiar voices and sounds;
- suckle the breast and touch it with his or her hands;
- have BCG and DPT immunization;
- be registered officially (Birth registration);
- should be able to open eyes and see;

THREE (3) MONTHS

A child should be able to:

- turn head towards bright colours and light;
- make fists with both hands;
- move eyes to loud sounds;
- wriggle and kick with legs and arms;
- enjoying playing and clapping;
- smile;
- make cooing sounds;
- breastfeed frequently;
- DTP immunizations;
- Sleep well during the day.

TWELVE (12) MONTHS

A child should be able to:

- sit without support
- crawl on hands and knees and pull up to stand;
- try to imitate words and sounds and respond to simple requests;
- potty or toilet training when a child is not using disposable nappy;
- enjoy playing and clapping;
- picking things up with thumb and one finger;
- start holding objects such as spoon and cup and attempt self-feeding;
- give affection to a specific person;
- say two or three words;
- breastfeed frequently and have other foods three to five times a day;
- have measles immunization (9 months).

EIGHTEEN (18) MONTHS

A child should be able to:

- walk unaided;
- enjoy playing and clapping;
- play with Lego;
- arrange simple puzzles;
- improve on self-feeding;
- improve on toilet training;
- imitate songs and dancing steps;
- feed five to six times a day;
- smile always.

EARLY CHILDHOOD SCREENING TOOLS

HEARING – if the child:

- does not run towards the source of new sounds or voices;
- has frequent ear infections (discharge from ear, ear-ache);
- does not respond when you call unless he can see you;
- watches your lips when you speak;
- talks in a very loud or soft voice;
- does not talk or talks strangely.

SEEING – if the child:

- is often unable to find small objects which he/she has dropped;
- has red eyes or chronic discharge from eyes, spots on the eyes, a cloudy appearance to eyes, frequently rubs eyes;
- often bumps into things while crawling or moving around;
- sometimes or always crosses one or both eyes (after six months of age).

TALKING – if the child:

- does not say mama (or equivalent) by 18 months of age).

UNDERSTANDING – if the child:

- does not react to own name by age 1;
- cannot identify parts of face by age 1.

PLAYING – if the child:

- does not enjoy playing games by the age of 1 year.

MOVING – if the child:

- is unable to sit unsupported by 10 months.

DEVELOPMENTAL MILESTONES 18-60 MONTHS (1½ - 5 YEARS)

AREAS OF LEARNING/DEVELOPMENT	18-24 MONTHS PLAYGROUP	24-36 MONTHS NUR 1	36-48 MONTHS NUR 2	48-60 MONTHS KG
1. Personal, Social and Emotional Development a. making relationship	<ul style="list-style-type: none"> • Play with others or a familiar adult. • Return from a play to be cuddled 	<ul style="list-style-type: none"> • Show interest in others' play • Form a special friend to show affection towards 	<ul style="list-style-type: none"> • Play in a group, initiate play • Exhibit friendly behaviour 	<ul style="list-style-type: none"> • Attend to and take account of what others say • Take steps to resolve conflicts with other children
b. Self confidence self-awareness.	<ul style="list-style-type: none"> • Explores new toys and environment • Demonstrate sense of self as an individual • Engage in pretend play with toys 	<ul style="list-style-type: none"> • Separate from main carer with support from a familiar adult. • Express own preferences and interests. 	<ul style="list-style-type: none"> • Select and use activity with help • Love responsibility of carrying out small tasks or errands • Confident to talk to other children • Exhibits confidence in asking adults for help 	<ul style="list-style-type: none"> • Can describe self in positive terms • Confident to speak to others about own needs, wants, interests and opinions
c. Managing feelings and behavior	<ul style="list-style-type: none"> • Aware of others' feelings • Growing sense of will and determination • Learn same things are theirs or not, to be shared or belong to others. 	<ul style="list-style-type: none"> • Can express feelings when sad, happy, worried, scared, annoyed. • Try to comfort others when distressed • Can stop bad habit. 	<ul style="list-style-type: none"> • Aware of own feelings • Aware that some actions and words can hurt others' feelings • Share resources • Accept the needs of others. 	<ul style="list-style-type: none"> Understand that own actions can affect other people • Aware of boundaries setting • Negotiate and solve problems without aggression.
2. Communication and Language a. Listening and Attention	<ul style="list-style-type: none"> • Listening to and enjoy rhymes and stories • Explore and imitate sound. 	<ul style="list-style-type: none"> • Listen to stories • Recognises and responds to many familiar sounds • Show interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> • Listen to others one to one or in small groups • Listen to stories • Able to follow direction. 	<ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during appropriate activity
b. Understanding	<ul style="list-style-type: none"> • Select familiar objects by name • Identify objects from a group • Understand simple sentences. 	<ul style="list-style-type: none"> • Identify action words • Understand more complex sentences. • Understand 'who', 'what', 'where', 'when', simple questions • Understand simple comparison concepts 	<ul style="list-style-type: none"> • Understand use of objects • Show understanding of prepositions to carry out actions appropriately 	<ul style="list-style-type: none"> • Understand humour, rhymes, jokes • Follow a story with pictures • Listen and respond to ideas expressed by others.
c. Speaking	<ul style="list-style-type: none"> • Put two words together • Use different types of everyday words • Ask Simple questions • Talk about people or things that are not present. 	<ul style="list-style-type: none"> • Use language to share feelings, experiences and thoughts • Learn new words very rapidly and use them for communication • Ask variety of questions 	<ul style="list-style-type: none"> • Use complex sentences to link thoughts • Can recall simple past events in correct order • Explain what is happening and anticipate what can happen. 	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming • Introduce storyline or narrative into their play.

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3. Physical Development (a) Moving and Handling	<ul style="list-style-type: none"> • Walk upstairs holding hand of adult • Come downstairs backwards on knees • Begin to balance blocks to build as small tower. 	<ul style="list-style-type: none"> • Run safely on whole foot • Squat with steadiness • Play with objects on the ground • Can kick a large ball • Turn pages in a book, Several pages at once • Show control in using jug to pour. • Use three fingers to hold writing tools. • Walk upstairs or downstairs holding onto a rail 	<ul style="list-style-type: none"> • Move freely with pleasure and confidence • Mount stairs with alternative feet • Can stand on one foot • Can catch a large ball • Use one-handed tools • Can copy some letters 	<ul style="list-style-type: none"> • Experiment with different ways of moving • Jump off an object and land appropriately • Negotiate space successfully when playing, racing games • Have more grip on ball in throwing and catching • Use simple tools to effect changes to materials • Use anti-clockwise movement and trace vertical lines
b. Health and Self Care	<ul style="list-style-type: none"> • Develop own likes and dislike in food and drink • Willing to try new food textures and tastes • Hold up with both hands and drink without spilling • Show awareness of bladder and bowel urges • Show a desire to help in dressing and undressing and hygiene routine. 	<ul style="list-style-type: none"> • Feed self competently with spoon • Drink well without spilling • Communicate the need for potty or toilet • Recognise danger • Help with clothing • Show Independence in self-care 	<ul style="list-style-type: none"> • Can express one's feelings/needs • Understand safety measures • Gain more bowel and bladder control • can manage washing and drying of hands • Dress with help. 	<ul style="list-style-type: none"> • Eat healthy range of food stuffs • Usually dry and clean during the day • show understanding how to store equipment safely - understand safety - can manage some risks
4. Letter-Work (a) Reading	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. 	<ul style="list-style-type: none"> • Have some favourite stories, rhymes, songs, poems or jingles • Fill in the missing word or phrase in a known rhyme, story or game. 	<ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Listen to stories with increasing attention and recall. • Look at books independently. • Known information can be relayed in form of print. • Hold books correctly and turn pages correctly • Read from left to right 	<ul style="list-style-type: none"> • Hear and say initial sounds in words • blend sounds to form simple sentence and read • Link sounds to letters • enjoy an increasing range of books • Know information can be retrieved from books and computers.

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b. Writing	<ul style="list-style-type: none"> • Make use of sensory and physical experience 	<ul style="list-style-type: none"> • Make use of marks, signs and symbols in the environment to talk about what they represent 	<ul style="list-style-type: none"> • Give meaning to marks in drawing and painting/colouring • Ascribe meaning to marks that they see in different places 	<ul style="list-style-type: none"> • Give meaning to marks in drawing, writing and painting/colouring. • Hear and say initial sounds in words • Link sounds to letters naming and sounding the letters of the alphabet. • Write own name and other things like labels captions • Attempt to write short sentences in meaningful contexts.
5. Mathematics a. Numbers	<ul style="list-style-type: none"> • Know things exist even when out of sight. • Sort objects into categories. • Say some counting numbers/words randomly. 	<ul style="list-style-type: none"> • Select a small number of objects from a group when instructed. • Recite some numbers names in sequence. • Create and experiment with symbols and marks representing ideas of number. • Compare two quantities. • knows some quantities increase or decrease when added to or taken away. 	<ul style="list-style-type: none"> • Use numbers names and language spontaneously. • Use numbers names accurately in play. • Recite numbers names orderly. • Represent numbers using fingers, marks on paper or pictures. • Match numbers and quantity appropriately. • Solve simple number problems. • Show interest in numerals in the environment • Realize not only objects that can be counted. 	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Count actions or objects which cannot be moved. • Add simple objects together. • Take away some numbers.

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Mathematics b). Shape, space and measure	<ul style="list-style-type: none"> Fit shapes to spaces or inset boards or jigsaw/puzzles Use block to create their own simple structures and arrangements Enjoy filling and emptying containers 	<ul style="list-style-type: none"> Notice simple shapes and patterns in pictures Categorize objects according to properties such as shape or size. Use language of size. Understand some talk on immediate future or past. Anticipate specific time based events such as meal times. 	<ul style="list-style-type: none"> Show interest in shape and space. Playing with shapes and making arrangement with objects Show awareness of similarities of shapes in the environment Use positional language Use shapes appropriately for tasks. 	<ul style="list-style-type: none"> Use mathematical names for 3D-shapes and flat 2D shapes Select a particular named shape Can describe position such as next to or fair. Order two or three items by length or height, by weight or capacity Use familiar object to represent create patterns and build models Use the language of time. Use everyday language related to money.
6). Understand the World a). People and Communities	<ul style="list-style-type: none"> Curious about people Show interest in stories and themselves and their family Enjoy personal pictures, siblings and other familiar People 	<ul style="list-style-type: none"> Have a sense of own immediate family and relations Imitate everybody's actions and events from family members in pretence play Have personal friend(s). 	<ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them Remember and talk about significant events of their own experiences Show interest in different occupation Talk about some of the similarities and difference in relatives 	<ul style="list-style-type: none"> Talk about and present events in own lives They are sensitive to other people's lives Know about similarities and differences between people among and communities

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The World	<ul style="list-style-type: none"> Explore objects by linking together using different approaches such as, shaking, feeling, tasting, pulling, turning, hitting e.t.c Remember the right position of objects or items. Match part of objects that fit together e.g Pot and Lid 	<ul style="list-style-type: none"> Enjoy playing with small-wall models eg Farm, Garage, occupations- Nursing, Engineering, Teaching etc 	<ul style="list-style-type: none"> Comment and ask questions about aspect of their familiar world Talk about what they observe eg Plant, Animals and natural objects Talk about how and why things happen around them Show care and concern for living things and the environment 	<ul style="list-style-type: none"> Know about similarities and differences in relatives, places, objects, materials living things. Make observations in animals around them. Explain why some things occur.
b). Technology	<ul style="list-style-type: none"> Anticipate repeated sounds, sights and actions Show interest in toys with buttons, flaps, simple mechanism Learn to operate simple mechanism 	<ul style="list-style-type: none"> Seek to acquire basic skills in turning on and operating some ICT equipment Operate mechanical toys eg turn the knob of a wind-up toy or pull. 	<ul style="list-style-type: none"> Can operate simple equipment eg CD Players TVset and remote control. Show interest in technological toys with pulleys. Show skills in making toys work. Know that information can be retrieved from the computer. 	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. Can select and use technology for particular purposes.
7). Arts and Design a). Exploring media and materials	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Participating in singing favourite songs in soaps or adverts. Create sound by banging, shaking tapping, blowing Show interest in the way musical instruments sound Experiment with blocks, colours and marks. 	<ul style="list-style-type: none"> Enjoy joining in with dancing and games. Sing a few familiar songs Move rhythmically, Imitate movement in response to music. Explore and learn how sounds and colours can be changed. Use various construction materials. Realise tools can be used for a purpose Join construction pieces to build and to balance 	<ul style="list-style-type: none"> Explore different sound of music Explore the outcomes of mixture of colour. Experiment to create Construct with a purpose in mind. Use simple tools and techniques competently and appropriately Select simple tools appropriately.

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b).	<ul style="list-style-type: none"> Express self through physical action and sound Pretend that one object represents another. 	<ul style="list-style-type: none"> Use representation to communicate Make believe by pretending. 	<ul style="list-style-type: none"> Develop preferences for form of expression Use movement and create movement in response to music or song Imitate adults Engage in imaginative role play Build stories around toys Capture experiences and respond to them. 	<ul style="list-style-type: none"> Create simple representation of events, people and objects Engage in imaginative role-play Choose particular colours to use for a purpose. Introduce a story line into their play. Play along side other children Play cooperative as part of a group