

**All children are different.  
All children matter.**



**ASN Developmental milestones.**

Developed in partnership with South Ayrshire Psychological Services



There are several pathways of learning, drawn from a theoretical understanding of development (see table below), which can inform the practitioner's understanding when working with learners at very early stages of development. Please note that this is not intended to be a fully-detailed list but one that is illustrative of some of the main stages of theoretical development.

Theories	Stages	Key messages
Learned behaviour	Habituation Early associative learning leading to classical conditioning Operant conditioning	Learners show a change in a response to a stimulus Learners anticipate and make associations between events Learners start to recognise that their action has a consequence
Stages of learning (Hierarchy)	Acquisition Fluency Maintenance Generalisation Application or adaptation	A Learners acquire new responses Learners reach a level of mastery Learners consolidate and maintain a high level of competency Learners achieve mastery in different settings or contexts Learners recognise similarities and apply in new situations
Communication	Pre-intentional communication Voluntary communication Unconventional communication Conventional communication	Learners show involuntary/reflexive responses Learners imitate and react to situations Learners communicate intentionally but in unconventional ways Learners use gesture or vocalisation to communicate intentionally
Cognitive development	Sensorimotor Pre-operational Concrete operational Formal operational	Learning is based on motor activity and physical interaction. Object permanence develops at this stage (the knowledge that objects don't disappear when out of sight). Learners begin to use symbols and words to represent objects as their memory and imagination develops. Learners begin to develop logical thinking and can work things out in their own heads.

Developmental guidance has been formulated from Teaching Talking Assessment, SEDAL checklist and South Ayrshire Developmental Milestones.

<b>Social Development</b>		
<b>Birth 0 - 6</b>	<b>6 – 12 months</b>	<b>12 – 18 months</b>
<p>Reacts positively to physical contact.</p> <p>Recognition of mother or carer.</p> <p>Smiles and makes noise in response to talk from a person of trust.</p> <p>Lifts head to explore environment and follows a person's face and follows them when they move away.</p> <p>Comforted by close body contact.</p> <p>Shows decrease in comfort at the arrival of the person of trust.</p> <p>Recognises familiar adults, smiles, may imitate facial expressions.</p>	<p>Initiates physical closeness or contact.</p> <p>Smiles at own reflection and pats mirror.</p> <p>May look worried or cry if a stranger comes close.</p> <p>Shows discomfort when a person of trust walks away.</p> <p>Initiates interactions with others. Example, dropping objects for an adult to pick up.</p> <p>Will pretend to drink from an empty cup, eat from an empty spoon and pretend to brush hair.</p> <p>Repeats actions sounds etc. when adults laugh at them.</p> <p>Shows affection or signs of greetings to familiar people, hugs, pats, kisses.</p> <p>Tries to inform person of trust of something, without it necessarily being understandable or clear.</p>	<p>Likes to have a familiar adult near.</p> <p>Hugs, kisses or carries a doll or teddy.</p> <p>Likes to look at a simple picture book with an adult.</p> <p>Accepts the presence of another child for more than 5 minutes when playing without an adult.</p> <p>Brings picture book to adult to look at or talk about.</p> <p>Shows concern or distress when another person cries.</p> <p>Copies simple actions from a person of trust.</p> <p>Turns to person of trust for support while exploring immediate environment.</p> <p>Looks for a sign or reaction to clarify what is allowed and what is not allowed.</p> <p>Tries to contact people by giving them a much-loved object.</p>


18 – 24 months	2 - 3 years	3 - 4 years
<p>Copies adult activities.</p> <p>Watches another child play and may copy.</p> <p>Talks allowed when playing with an adult or child.</p> <p>Will join two or three other children in play.</p> <p>Can be caring towards other children.</p> <p>Watches other children play with toys and will join in.</p> <p>Sometimes shares toys or food with another child.</p> <p>Visibly enjoys playing joint activities.</p> <p>Will go to person of trust for reassurance when in unfamiliar social situations.</p>	<p>Accepts rules, for example, need to sit still when drinking.</p> <p>Will respond to reasoning, but not consistently.</p> <p>Seeks adult involvement I pretend play.</p> <p>Talks to others when playing, does not expect a reply.</p> <p>Comforts or helps others cry, shows sympathy to others.</p> <p>Wants to do things independently which he/she considers him/herself capable of doing.</p> <p>Wants to behave well to receive appreciation from person of trust.</p> <p>Can wait briefly if another person is busy with something.</p>	<p>Co-operates in play with other children.</p> <p>Will share and turn take, may need encouragement.</p> <p>Co-operates in group activities led by adults.</p> <p>Seeks company of other children during play, including pretend paly.</p> <p>Asserts self appropriately with adults and other children.</p> <p>Shows understanding of right or wrong.</p> <p>Follows general rules without supervision.</p> <p>Can share or lend things without seeking something in return.</p> <p>Actively involves others in play, listens to them, and responds with talk.</p> <p>Anticipates behaviour of others</p> <p>Recognises when help is needed.</p>

4 – 5 years		
<p>Responds to less familiar adults with speech in less familiar situations.</p> <p>Willing to play or work with less familiar children. Helps other children.</p> <p>Is confident in trying new activities.</p> <p>Can share likes, dislikes and feelings.</p> <p>Asks for help with things that he/she is not able to do.</p> <p>Can participate in group activities for a minimum of 15 minutes without further direction.</p>		



**Emotional Development**

<b>Birth 0 – 6</b>	<b>6 – 12 Months</b>	<b>12 – 18 months</b>
<p>Reacts only with signs of pleasure or displeasure.</p> <p>Calms down when physically comforted.</p> <p>Discovers hands and feet to play with.</p> <p>Uses objects to stimulate the senses.</p> <p>Becomes restless when there is noise around them.</p>	<p>Shows distress when primary care patterns are changed.</p> <p>Experiments with their surroundings to create an effect.</p> <p>Can be comforted with a replacement object such as a toy.</p> <p>Reacts at hearing their name.</p> <p>Shows emotion such as joy, fear and anger.</p> <p>Looks for pleasant stimuli, e.g. rocking.</p>	<p>Engages in play with naturally present materials such as food or dirt.</p> <p>Reacts with signs of recognition, e.g. smiling or grabbing.</p> <p>Resonates with the emotions of the trusted person.</p> <p>Knows and uses their name.</p>
<b>18 – 24 months</b>	<b>2 – 3 years</b>	<b>3 – 4 years</b>
<p>Remains calm in a familiar setting.</p> <p>Directs frustration at who or what caused the emotion.</p> <p>Talks about people as being naughty or good.</p> <p>Shows emotion such as pride or jealousy.</p> <p>Is afraid something is going to hurt, based on previous experiences.</p>	<p>Insists on doing things by themselves.</p> <p>Imitates reality with pretend play.</p> <p>Is embarrassed when caught breaking the rules.</p> <p>Examines own reflection with interest.</p> <p>Can be calmed through verbal reassurance.</p> <p>Can engage in play without being distracted by external stimuli.</p>	<p>Describes themselves in concrete terms, e.g. I am strong.</p> <p>Can be outside familiar environment without a cuddly toy or security item.</p> <p>Shows disappointment through sulking or walking away.</p> <p>Some fantasies are seen as real, e.g. monsters under the bed.</p>

<p>Engages in imaginary play.</p>	<p>Does chores to receive praise.</p> <p>Can identify if someone is happy or angry but does not yet know the difference between real and fake.</p>	<p>Can give simple reason for basic emotions such as happy or sad.</p> <p>Blames others, e.g. it is ..... fault.</p>
<p><b>4 – 5 years</b></p>		
<p>Asks others about thoughts and feelings, e.g. do you like this?</p> <p>Can keep (a little) secret.</p> <p>Shows understanding when they cannot get something.</p> <p>Can choose behaviour based on how that makes them feel. Avoid behaviours that make them feel guilty/sad.</p> <p>Judges naughty behaviour by its consequences.</p>		



Self-help and Independence		
0 – 6 months	6 – 12 months	12 – 18 months
<p>Puts arms up to be lifted. Drinks from baby cup held by adult. Holds a spoon. Refuses food by closing lips. Grasps toy within reach.</p>	<p>Uses voice and gesture for attention. Feeds using fingers. Shows displeasure if toy is taken away. Tries to grasp spoon when being fed. Occupies self with toy for 5 – 10 minutes. Helps when being dressed. Gestures to show what they want.</p>	<p>Will indicate if wet or dirty. Will help to wash and dry own hands. Can take socks and shoes off if unfastened. Will sit on potty for a few minutes. Can drink from a cup. Can put arms into sleeves and legs into trousers. Remembers where objects belong.</p>
18 – 24 months	2 – 3 years	3 – 4 years
<p>Bowel control during the day. Can take off coat and trousers. Can eat skilfully with spoon or fork. Usually dry by day. Will attempt to wash and dry hands. Can use a large zipper. Can put on simple clothes, e.g. hat</p>	<p>Gives own name on request. Can eat meal by themselves. Can ask for the toilet. Shows initiative in meeting own needs and occupying self for a short period of time. Co-operates when dressing and undressing. Searches for things not found in usual place.</p>	<p>can put on some clothes without help, e.g. socks can undress themselves. Is willing to go to the toilet on their own. Gives full name. Gives first line of address. Is co-operative when encouraged. Can play on his own or with others for 20 – 30 minutes.</p>
4 – 5 years		
<p>Can wipe blow own nose. Asks for help when needed. Can place shoes on correct feet. Can dress and undress on their own. Uses knife and fork skilfully. Is confident in trying new activities. Conforms to routines and rules. Can talk about things he likes and dislikes.</p>		

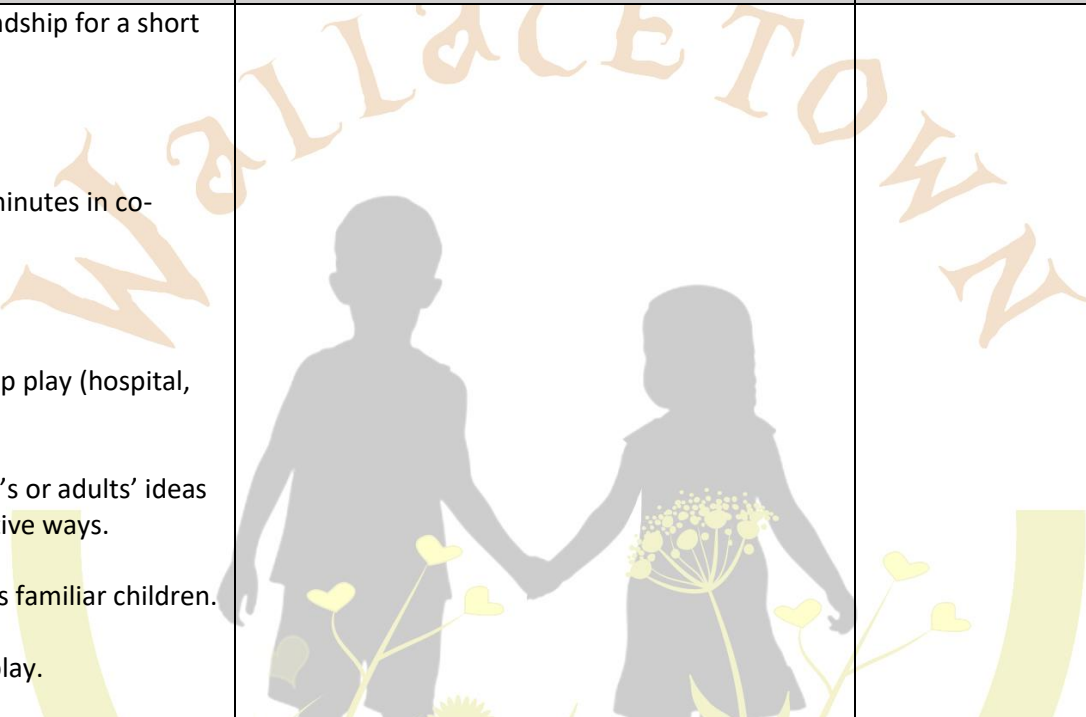


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## Development of Play Skills

Birth – 6 months	6 months – 12 months	12 months – 18 months
<p>Lifts head to explore environment.</p> <p>Reaches for objects and attempts to grab it.</p> <p>Explores toys by mouthing, banging and feeling.</p> <p>Enjoys physical play, being swung, and bounced.</p>	<p>Enjoys peek-a-boo games.</p> <p>Plays pat-a-cake (imitates clapping).</p> <p>Plays hiding games with adults, looks for hidden object.</p> <p>Drops object for an adult to pick up.</p> <p>Shakes or squeezes objects placed in hands.</p> <p>Plays unattended for 10 minutes.</p> <p>Plays alone contently near adult activity 15-20 minutes.</p> <p>Offers toy to adult but may not always release it.</p> <p>Squeezes or shakes toy to produce sound in imitation.</p> <p>Imitates movement of another child in play.</p>	<p>Copies simple actions.</p> <p>Initiates play of playful interactions.</p> <p>Is absorbed in own activity for short periods at time.</p> <p>Takes part in game pushing car or rolling a ball with another child (2-5 minutes).</p> <p>Takes part in manipulative games.</p> <p>Will do simple pretend play with adults.</p> <p>Imitates actions e.g. feeding doll, brushing hair.</p> <p>Enjoys exploring with toys, putting them in a box then tipping them out.</p> <p>Builds tower of bricks and enjoys knocking them down.</p> <p>Plays alongside 1 other child</p>

18 months – 24 months	2 – 3 years	3 – 4 years
<p>Visibly enjoys joint activities, being read to, singing together.</p> <p>Enjoys watching and imitating others play.</p> <p>Will join 2-3 peers at play.</p> <p>Watches others.</p> <p>Does simple pretend play.</p> <p>Copies adult activities i.e. sweeping the floor.</p> <p>Enjoys playing with large cardboard boxes.</p> <p>Sometimes share toys.</p> <p>Dresses up using one or two items.</p> <p>Likes finger painting, tipping and pouring water or sand poking or moulding playdough.</p>	<p>Will focus on own activity while playing alongside.</p> <p>Plays with large toys, riding, pushing, and pulling.</p> <p>Can pretend play e.g. pretend to drink tea where there is a cup but no tea.</p> <p>Enjoys boisterous play.</p> <p>Plays dress up with adult clothes.</p> <p>Will join in chasing games or physical play with adults/children.</p> <p>Starting to talk to others when playing.</p>	<p>Uses large boxes/tables as cars, houses etc. in imagination play with other children.</p> <p>Co-operates in play with children.</p> <p>Will share and turn take with some encouragement</p> <p>Co-operates in group activities.</p> <p>Joins in organised games such as hide and seek, ring a ring of roses.</p> <p>Actively involves others in play, listens to them and responds with talk.</p>

4 – 5 years		
<p>Can maintain one or more friendship for a short period time.</p> <p>Will take turns.</p> <p>Plays with 2-3 children for 20 minutes in co-operative play.</p> <p>Will share toys and turn-take.</p> <p>Will take different roles in group play (hospital, shop etc.).</p> <p>Uses and adapts other children's or adults' ideas in play in imaginative and creative ways.</p> <p>Willing to play or work with less familiar children.</p> <p>Will begin to pretend write in play.</p>		

	HWB Milestone	Success Criteria	Corresponding link to Curriculum for Excellence	Corresponding benchmark at end of Early Level
1	I can express my feelings.	Uses gesture, crying, babbling to express feelings. Seeks comfort when upset. Is beginning to self-regulate.	0.01a - I am aware of and able to express my feelings and am developing the ability to talk about them	No benchmark
2	I can show some empathy to others	Will show an awareness of others beginning upset. Give a hug to others when they are upset or hurt.	0.04a – I understand my feelings and reactions can change upon what is happening within and around me. This helps me to understand my behaviour and the way others behave.	No benchmark
3	I can let others play alongside me and in my space.	Can tolerate peers playing alongside them in play. Shows an interest in what others are doing. Beginning to copy the play of others.	0.05a – I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. I know that as I develop and value relationships, I care and show respect for myself and others.	No benchmark
4	I can express my likes/dislikes through gestures.	Through making noise wither laughing, screaming or babbling can indicate if they are enjoying an experience, snack etc or not. Will use noise or gesture to indicate if they are upset.	0.02a – I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	No benchmark
5	I can wash my hands to take part in daily hygiene routines.	Will wash hands with adult support or independently. Washes hands using soap and water.	0.33a – I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.	Demonstrates how to perform daily hygiene routines for example, hand washing, teeth brushing.
6	I can persevere and complete tasks with support for a few minutes.	Takes part in own/adult lead experiences. Can complete experiences with support and on my own. Spends a few minutes at experiences.	0.11a – I make full use of and value the opportunities I am given to improve and manage my learning and in turn I can help to encourage learning and confidence in others.	No benchmark
7	I can choose my learning using pictures/concrete items.	Able to select experience to take part in using pictures or concrete items. Can independently pick resources to play with.	0.19a – in everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.	No benchmark
8	I can run, jump and balance.	Can run with some sense of direction and knows when to stop, avoids some obstacles. Abe to use a balance beam etc without/with adult support. Safely jumps off objects, steps etc.	0.22a – I am developing my movement skills through practice and energetic play	Is developing postural control when performing physical actions.
9	I am aware of different risks that could cause me harm.	With adult support I can avoid dangerous and harmful hazards, ie hanging upside down, jumping off objects. I can wait for an adult to help me.	0.16a – I am learning to assess and manage risk, to protect myself and others, and to reduce the potential harm when possible.	No benchmark
10	I can hold and use small tools and equipment.	Is able to build a tower of bricks. Uses peg boards, posting boxes. Can hold a pencil or similar tool to make marks on paper and other surfaces.	0.21a – I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.	Is beginning to demonstrate eye/hand and eye/foot coordination required for movement skills, for example, pass objects from one hand to another.

	Literacy Milestone	Success Criteria	Corresponding link to Curriculum for Excellence	Corresponding benchmark at end of Early Level
1	I can take turn when listening to a conversation	Will look in the direction of someone talking. Responds in conversation by babbling or making sounds. Can respond to a simple instruction.	0.02a – As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	Follow and gives simple instructions
2	I can indicate my needs using pictures or gestures	Can point to pictures of where they want to go. Uses pictures to make needs known, i.e. snack, drink, toilet. Makes needs known through gestures, vocalising, taking a hand etc. Uses pictures to make choices.	0.04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.	Understands and responds to spoken text. Identifies new or interesting information from spoken text.
3	I can respond appropriately to words or phrases	Able to respond to an adult or peer by babbling, vocalising, gestures or using words. Can use babbling, vocalising, gestures or words to communicate needs and wants.	0.02a – As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	Talks clearly to others in different contexts, sharing feelings, ideas and thoughts
4	I can respond to familiar rhymes in different ways.	Demonstrates awareness of rhyme by joining in/vocalising with songs, action games rhymes etc. With support is beginning to match picture/objects of words that rhyme.	0.01a - I enjoy exploring and playing with the pattern and sounds of language and can use what I learn.	Hears and says rhyming words and generates rhyme from a given word
5	I regularly choose to look at a book	Looks for a specific book and will look through it on own or with a peer/adult. Is beginning to show enjoyment in a story by listening, vocalising and actions. Will point to characters/objects in a familiar story	0.01b – I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.	Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes and can share likes and dislikes
6	I can interact with a familiar story/book	Shows excitement in response to a favourite book or story. Shares a story 1-1, small group or in a large group. Explores puppets, props or visuals from a familiar story.	0.01c – I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. 0.04a – I listen or watch for useful or interesting information, and I use this to make choices or learn new things.	Retells familiar stories in different ways, for example, role play puppets, and/or drawings
7	I can respond to my name	Responds to familiar voices and turns to own name. Will identify own name using a picture clue. Aware of some print, such as first letter in name Can identify name using the initial letter With support will be able to find name card from a choice.	0.01a -I enjoy exploring and playing with the pattern and sounds of language and can use what I learn. 0.13a – I explore sounds, letters and words, discovering how they work together, and use what I learn to help me read and write.	Hears and says the different single sounds made by letters
8	I can recognise that pictures and symbols have meaning	Matches objects to pictures Points to a picture of a given object in a book or picture. With support can use Makaton/pictures/sign to express needs and thoughts.	0.13a - I explore sounds, letters and words, discovering how they work together, and use what I learn to help me read and write.	No benchmark
9	I can use a range of tools to make marks	Uses preferred hand and a variety of tools to make marks. Produces marks such as scribbles with some form/meaning beginning to show in pictures. Demonstrates ability to hold and release a variety of tools for writing	0.21b – As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.	Uses a pencil with increasing control and confidence
10	I can mark make for different reasons	Shows an interest in making marks Explores a variety of marking making tools. Scribbles and makes marks to represent ideas May copy different shapes and lines. May produce marks that have meaning to them i.e. drawing mummy or scribbling name.	0.20a – I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. 0.26a – Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.	Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts



	Numeracy Milestone	Success Criteria	Corresponding link to Curriculum for Excellence	Corresponding benchmark at end of Early Level
1	I can recognise and identify some numerals	Joins in with number rhymes or songs, may vocalise to represent numbers. Gives a given number when asked.	0.02a – I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	Identifies and recognise numbers from 0 - 20
2	I am beginning to touch and count items	With support can point to objects as they are beginning count. Can indicate 1-1 counting by pointing and vocalising or attempting to recite.	0.02a – I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. 0.03a – I use practical materials and ‘count on’ and ‘back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.	Uses one to one correspondence to count a given number of objects to 20
3	I can follow a simple sequence of numbers	Will follow counting before joining in an activity or knocking something down, i.e., a sandcastle Is attempting to join in with number songs and actions.	0.02a - I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	Groups items that the appearance of the group has no effect on the overall total (conservation of number)
4	I can count out objects	Can count out a requested number of items. With support will copy clapping, tapping out numbers. Takes part in finger rhymes.	0.02a - I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	Identifies ‘how many?’ in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns without having to count
5	I can explore different lengths, heights, weights and amounts	Enjoys exploring a variety of objects to fill and empty. Uses different materials to explore length and weight. With support can demonstrate an awareness of different lengths and weights. Organises objects by size etc.	0.11a – I have experimented with everyday items as units of measures to investigate and compare sizes and amounts in my environment, sharing my findings with others.	Compares and describes lengths heights, weights and mass using everyday language including longer shorter, taller, heavier, lighter, more and less
6	I can explore simple pattern in my environment	Can match items together that are same. Using concrete items can copy a 1 or 2 item pattern. Arranges objects in a pattern.	0.13a – I have spotted and explored patterns in my own and the wider environments and can copy and continue these and create my own patterns.	Copies, continues and creates simple patterns involving objects, shapes and numbers
7	I can explore 2D and 3D objects to build and create	Explores different shapes through using insert jigsaws, posting shapes, rolling objects etc. Can build with a range of resources.	0.16a – I enjoy investigating objects and shapes and can sort, describe and be creative with them.	Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved
8	I can show an awareness of positional or directional language	Will follow peers to line up at the door. Joins in with movement games/dance following simple directions, i.e. turn around With support can follow simple positional language, i.e., jacket up, sitting down.	0.17a – In movement, games and using technology I can use simple directions and describe positions.	Understands and correctly uses the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards, to solve simple problems in movement game
9	Shows an awareness of matching and sorting objects	Is able to group items the same together. Can match objects to a picture. Sorts, lines up groups of objects	0.20b – I can match objects and sort using my own and others’ criteria, sharing my ideas with others.	Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways

10	I can demonstrate an awareness of using pictures to find out information	Shows an interest in pictures to indicate needs. Can follow pictures to make choices, Now and Next. Demonstrates an understanding of what happens next by looking at a daily routine chart.	0.20c – I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.	Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making
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