

Cognitive Milestones

thinking, reasoning, problem-solving, understanding

*** By One Year**

- * follows moving object with eyes
- * recognizes differences among people; responds to strangers by crying or staring
- * responds to and imitates facial expressions of others
- * responds to very simple directions
- * imitates gestures and actions
- * liputs small objects in and out of container with intention

Between Two & Three Years

- * responds to simple directions
- * selects and looks at picture books, names pictured objects, and identifies several objects within one picture
- * matches and uses associated objects meaningfully
- * stacks rings on peg in order of size
- * recognized self in mirror, saying baby, or own name
- * can talk briefly about what he/she is doing; imitates adult actions
- * has limited attention span; learning is through exploration and adult direction
- * is beginning to understand functional concepts of familiar objects and part/whole concepts

Between Three & Four Years

- * recognizes and matches six colors
- * intentionally stacks blocks or rings in order of size
- * draws somewhat recognizable picture that is meaningful to child if not to adult; names and briefly explains picture
- * asks questions for information: why and how questions requiring simple answers
- * knows own age
- * knows own name
- * has short attention span; learns through observing and imitating adults and by adult instruction and explanation; is very easily distracted
- * has increased understanding of concepts of the functions and grouping of objects and part/whole
- * begins to be aware of past and present

Between Four & Five Years

- * plays with words: creates own rhyming words, says or makes up words having similar sounds
- * points and names four to six colors
- * matches pictures of familiar objects

- * draws a person with two to six recognizable parts, such as head, arms, and legs; can name or match drawn parts to own body
- * draws, names, and describes recognizable pictures
- * rote counts to five, imitating adult
- * knows own street and town
- * has more extended attention span; learns through observing and listening to adults, as well as through exploration; is easily distracted
- * has increased understanding of concepts of function, time, part/whole relationships; function or use of objects may be stated in addition to names of objects
- * time concepts are expanding; can talk about yesterday or last week, about today, and about what will happen tomorrow

Between Five & Six Years

- * retells story from picture book with reasonable accuracy
- * names some letters and numerals
- * rote counts to ten
- * sorts objects by single characteristics
- * is beginning to use accurately time concepts of tomorrow and yesterday
- * uses classroom tools meaningfully and purposefully
- * begins to relate clock time to daily schedule
- * attention span increases noticeably; learns through adult instruction; when interested, can ignore distractions
- * concepts of function increase as well as understanding of why things happen; time concepts are expanding into an understanding of the future in terms of major events