

► Three-year-old children

Language Development	Physical Development		Social-emotional Development
<ul style="list-style-type: none"> ○ Demonstrates joint attention and good eye contact. ○ Uses a wide range of gestures while communicating. ○ Is able to say their name and age. ○ Uses three to four words in a sentence. ○ Tells simple stories. ○ Asks a lot of questions. ○ Speaks clearly (you understand him/her 75-100% of the time). ○ Understands simple questions (Where is your ball?). ○ Able to follow two to three related directions (go to your room, get your shirt, bring it to me). 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Uses one hand more often than the other for most activities (establishing a dominant hand). ○ Uses two hands together in a coordinated manner (removing lids from a container, stringing beads.) ○ Uses an efficient pincer grasp (thumb to the tip of index finger) to pick up small items such as beads or finger foods. ○ Completes a four to six piece interlocking puzzle. ○ Manipulates clay material (rolls balls, makes snakes/cookies). ○ Puts together large linking blocks, such as Megablocks or Duplo. ○ Cuts across a piece of paper and along a wide straight line (by 3.5 years). ○ Unbuttons large buttons. ○ Helps put clothes on (pushes arms/legs through). ○ Can use a spoon and fork to eat. 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Walks up and down stairs (can be one foot at a time in a non-alternating pattern). ○ Traps a large ball against the body when catching. ○ Throws a ball without accuracy. ○ Kicks a ball with direction. ○ Climbs well. ○ Runs more confidently. ○ Rides a tricycle (emerging). ○ Hops and stands on one foot for up to two to three seconds. ○ Walks forward easily. ○ Bends over without falling. ○ Helps put on and remove clothing. 	<ul style="list-style-type: none"> ○ Shows a wide range of emotions (sad, angry, happy, bored). ○ Can identify emotions in self (happy, mad, sad, surprised, frustrated, worried). ○ Copies adults and peers. ○ Will begin to engage in dramatic play (acting out scenes). ○ Separates easily from caregivers. ○ Shows some awareness of others' emotions and may show affection to others on their own. ○ Begins to show empathy when another person is hurt or upset. ○ Able to ask parents/adults for help ○ Understands the idea of "mine" and "his/hers." ○ Learns to share and take turns, but may not always like it. ○ Follows simple safety measures when reminded. ○ Can name their peers' names.
<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Is not saying or understanding what is expected of their age. ○ Is difficult to understand and does not use many different words. ○ Is not interacting with you or other children. ○ Is frustrated. 	<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Has significant difficulty with self-care skills ie. feeding and dressing. ○ Has difficulty manipulating small objects. ○ Is not running well. ○ Can not walk up or down the stairs. ○ Can not jump with two feet. ○ Demonstrates a significant difference between right and left sides of body strength, movement or tone. 		<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Has no interest in pretend play or other children. ○ Has difficulty noticing and understanding feelings in themselves and others. ○ Displays considerable distress when separating from parents. ○ Displays limited awareness or interest in their surroundings. ○ Shows a limited range of play (only lining up or stacking toys).

You should seek support if your child demonstrates a significant loss of skills.

Developmental Milestones

► Four-year-old children

Language Development	Physical Development		Social-emotional Development
<ul style="list-style-type: none"> ○ Demonstrates joint attention and good eye contact. ○ Uses a lot of sentences that have four or more words. ○ Uses sentences that are longer and are more complete including more grammar like plurals, pronouns, past tense, etc. ○ Speech is understood by parents 100% of the time, and generally understood by others. May not yet use sounds such as /r/, /ch/ /th/ and /v/. ○ Understands most concepts words like colour, shapes, locations, texture, time. ○ Pays attention to short stories and can answer questions about the story. 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Holds crayons using the thumb, index and middle fingers. ○ Draws prewriting lines including vertical line, horizontal line, and circle, and imitates you drawing a cross. ○ Cuts out a large circle, and along a thick line. ○ Puts most items of clothing on independently (may need help with fasteners). ○ Starting the process, or completely potty trained. 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Walks up and down stairs in an alternating pattern. ○ Catches a large ball with hands. ○ Kicks a ball with direction and force. ○ Throws a ball overhand with improved accuracy. ○ Shows improved control of the body for running and climbing/playground activities. ○ Is proficient at riding a tricycle. ○ Walks backward easily. ○ Is able to balance on one foot for five seconds. 	<ul style="list-style-type: none"> ○ Shows more awareness for others' feelings and shows empathy towards others when they are hurt or upset ○ Is more creative in pretend and imaginative play ○ Would rather play with other children than by themselves ○ Cooperates with other children ○ Shows affection towards peers without prompting ○ Accepts changes in daily routines and activities ○ Takes turns in games ○ Often have difficulty distinguishing fantasy from reality ○ Talks about what they like or interested in ○ Enjoys doing new things ○ Shows some ability to self-regulate
<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Is not saying or understanding what is expected of their age. ○ Is difficult to understand and does not use many different words. ○ Is not interacting with you or other children. 	<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Is not toilet-trained. ○ Can not pedal a tricycle. ○ Can not catch, throw or kick a ball. ○ Can not balance while standing on one leg. ○ Demonstrates a lack of interest or avoidance of gross motor play activities. 		<p>You may want to consider seeking support when your child:</p> <ul style="list-style-type: none"> ○ Is unwilling or unable to play cooperatively. ○ Struggles with big emotions and has a hard time regulating them. ○ Displays frequent and high-intensity behaviours. ○ Displays limited awareness or interest in their surroundings. ○ Shows a limited range of play (only lining up or stacking toys).

You should seek support if your child demonstrates a significant loss of skills.