



AGE 1 YEARS

Physical	Sitting without support. Stand with support then alone. May begin to walk. Can put two blocks on top of each other.
Neurological	Sensory lobes in the brain increase.
Thinking	Understands cause and effect. Memory is available for specific time frame the toddler is in.
Language	Use of words is underway. First sentences may begin.
Learning	Eager. Learns through imitation.
Emotional	Begins to differentiate. Empathy occurs. Self-conscious emotions take place.
Social	May still be anxious around strangers. Conflicts with older siblings may arise. Helpfulness could begin.
Self Identity	Self-awareness forms. Recognises self in mirror. Uses first person pronouns.
Things to do:	Walk on different textures. Give massages. Play in water. Sing songs. Try to be unhurried in your approach to all you do. Your actions and the way they are orchestrated will be watched, mimicked and stored in the subconscious.



AGE 2 YEARS

Physical	All primary teeth are in place. Toddler can jump. Experiences crayons through scribbling.
Neurological	A bridge appears between two sides of frontal lobes in the brain - improving thinking, language and emotional skills.
Thinking	Starts to comprehend other's feelings. Beginning to understand identification but this will only be solidified in middle childhood.
Language	Conversations begin. Past tense is used. New words are learnt daily.
Learning	Asks lots of questions, over and over. Imitation.
Emotional	Egocentric responses begin to lessen. Is able to read peoples intentions.
Social	Interest in other people, especially children. Play is mostly parallel.
Self Identity	Child can describe self. Difference in gender may begin to be observed.
Things to do:	Use verses to answer questions and introduce new words. Songs, rhymes and rhythms should precede the spoken word. Teach how to care for the body with love and patience. Let the child join in with small household chores.



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AGE 3 YEARS

Physical	Walking without any assistance. May be stumble or fall more than before. May begin to draw shapes. Eats with spoon.
Neurological	Hormonal changes in autonomic nervous system are associated with emotional turbulence.
Thinking	Child can understand the symbolism of pictures.
Language	This is the time when questions may dominate conversations. Why? Where? When?
Learning	Much learning takes place in the space of play.
Emotional	Frustration can lead to insecurity. Can be quite demanding.
Social	May begin to play with other children for short periods of time. May try to boss other children or even the animals.
Self Identity	Begins to copy others of same gender.
Things to do:	Set up scenes for fantasy play to nourish imagination. Rotate toys on weekly basis. Stimulate movement by mimicking favourite animals or transportation vehicles.





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AGE 4 YEARS

Physical	Can dress ones self (minus buttons). Uses a fork. Toilet routine may be regular or irregular. Strings beads. Cuts with scissors.
Neurological	Pathways related to hearing complete. Neurons aiding long term memory emerge.
Thinking	Ability to compare two criteria.
Language	Uses longer sentences. Grammar complexity increases. Knows names of people in close family. Enjoys simple jokes.
Learning	Playing fantasy games continues. Concept of time is better understood.
Emotional	Uninhibited by pride or shame. Time of defiance. Can be noisy.
Social	Conflicts with siblings may arise.
Self Identity	The real self is seen to be the same as the pretend self.
Things to do:	Roll ball back and forth. Talk about a game afterwards. Knead dough to assist with feeling the rhythm. Add finger puppets to verses. Shorten bedtime routines. Have less visual choices of everything.



AGE 5 YEARS

Physical	First milk teeth fall out. Can hop and jump.
Neurological	Brain is almost adult size but not yet fully developed.
Thinking	Memory ability is increasing as memory strategies develop.
Language	Can retell a story. Talks almost like an adult.
Learning	Learning by processing through the imagination continues. Understands left and right.
Emotional	Defiance declines towards the sixth birthday. Feelings about death may come up.
Social	Conflicts that arise now may set patterns for later. Name calling, telling-on and shoving may take place.
Self Identity	Self-competence is developing. Can't laugh at ones self yet.
Things to do:	Be present during play dates. Interact with the children and model for the children how to play, this will aid healthy patterns. Encourage outdoor play. Walk on the grass barefoot to soak up minerals. Include puppetry with stories. Keep nap/rest time.



AGE 6 YEARS

Physical	Can change direction while moving. Can go down stairs with alternating feet. Can draw a person.
Neurological	Pathways related to language are strengthening.
Thinking	Distinction between fantasy and reality becomes obvious. Likes to be involved in basic decision making. Focus improves.
Language	Understands about 20 000 words. Uses around 2500 words. May reverse letters, this is not to be worried about.
Learning	Between the sixth and seventh year there is a monumental leap in development and learning. This is the time to watch, not push.
Emotional	Recognises pride or shame in others. Not yet apparent in the self.
Social	Strong feelings about others in a play group may surface. Allow it, without trying to fix it.
Self Identity	Gender is recognised fully.
Things to do:	Wet-on-wet painting. Crafts such as clay modelling, felting, beading. Give your child space for free play alone (you should be nearby but not interacting). Space is necessary for the seven year old shift soon to take place.



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AGE 7 YEARS

Physical	There is a growing sense of balance and control within the body. Can ride bicycle and tie laces.
Neurological	Multi-tasking is possible, however this ability should not be pushed.
Thinking	Reasoning is available but not fully developed. Child believes intention must be taken into account when disciplining.
Language	Rapid language development. Difficult sounds are now overcome, such 'R' or 'S' or 'wh'.
Learning	Numbers and letters take on a more concrete meaning but will continue to develop further.
Emotional	Negative emotions tend to decline as the child is able to process anger/fear/frustration etc through words.
Social	Socialising develops. Manners are usually well displayed. May enjoy caring for younger children.
Self Identity	The concept of the self is realistic.
Things to do:	Be creative with paints, music, DIY crafts. Pottery or knitting can be used to bring calm and balance. Make a point of spending one-on-one time with your child and get to know the growing individual.





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AGE 8 YEARS

Physical	A time of much haste as the period of forming the body is replaced with subjective feelings. Throwing ability improves.
Neurological	Prefrontal cortex undergoes accelerated growth.
Thinking	Understanding of cause and effect increases. Forgetfulness happens.
Language	Practical skills such as reading and writing improve. Language from peers is copied.
Learning	Story problems can be solved. Able to use complex and compound sentences.
Emotional	Pride and shame is apparent. Easily embarrassed.
Social	Formal games with rules are played with peers. Enjoys secrets.
Self Identity	Self-worth is expressed. Can be opinionated.
Things to do:	Hiking, swimming, climbing and all less organised sports are a wonderful way for this age to release energy. They sit for so long during school using mainly their left brain; after school they need balance through movement and right brain activities. Rhythmical routines aid forgetfulness.





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AGE 9 YEARS

Physical	Bodily aches and pains tend to occur frequently. Muscle co-ordination improves.
Neurological	Association between senses and ideas is strengthened.
Thinking	Able to consider right and wrong; looks for justice. Daydreams about the future.
Language	Disrespectful tones often appear at this age.
Learning	Reading, writing, maths abilities become solidified.
Emotional	Feelings of being alone may be voiced as well as fears of things that are not real, such as ghosts. Emotions such as impatience, frustration and unfairness tend to be heightened during this stage of great feeling.
Social	Friendships develop and a best friend may become obvious. Conflicts may be more frequent. Enjoys complex games.
Self Identity	Body image becomes important as self-consciousness increases. There may be a decline in self esteem.
Things to do:	To ground the emotions get the child planting. Have a small area in the garden or even a pot plant that belongs to the child that s/he can dig, plant, water and tend to. Tell stories with descriptive language, brave characters and moral lessons.



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AGE 10 YEARS

Physical	Girls may begin to show signs of puberty. Physically fit yet awkward.
Neurological	Prefrontal cortex is still strengthening.
Thinking	Memory improves. Goal orientated but finds it difficult to follow through with actions.
Language	Sentence structure used is more complex.
Learning	Enjoys reading to learn. May take up hobbies.
Emotional	Regulation of emotions takes place. Can be dependant child one moment and independent teenager-like the next.
Social	Friendly and easy going. Shows interest in opposite sex.
Self Identity	Individual has a need to conform and sees the self as part of a whole. Seeks approval from specific individuals.
Things to do:	Go on a camp with family or friends. Let your child be involved in the planning process. Continue to read to your child, yes, even older children benefit from the pleasure of mom or dad reading to them.





AGE 11 YEARS

Physical	Growth spurt. Picky eating may emerge. Increased body strength. Lots of restless energy. Can slam doors and fight. May be sick more this year than any other year. Breast sensitivity in girls can begin.
Neurological	The second ten years see development of functions in the frontal lobe of the brain, while the first ten years of life were dedicated to the development of sensory lobes.
Thinking	At times may be slow to respond. Beginning to comprehend abstract ideas.
Language	Enjoys reading fictional stories, magazines, how-to books.
Learning	Has a desire to succeed at what is enjoyable to learn.
Emotional	Highly emotional. Uses rude words. Quick to criticise. Tearful. Sensitive to criticism.
Social	Friends become the centre of their world. Competitiveness becomes more apparent. Tend to be unkind to siblings.
Self Identity	Boys especially don't like to be seen as wrong. Identity of self may be affected by being in or not being in a clique at school.
Things to do:	This age needs to be outside, release energy, connect with the earth and feel their feelings. Family activities are important as during this time the child sees through the surface and into the reality of family dynamics. A time to nourish bonds and reaffirm your love for your child.