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NAME:..... DOB: \_\_\_/\_\_\_/\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

### Child Development Milestones – 4 Years

The majority of children will achieve the milestones on the left by the time they turn 4 years old. All children develop at different rates. Some children are slower than others, but catch up in time. Other children, however, may have an underlying problem that causes their development to be delayed. Some may not catch up. It is important for these children to get as much early intervention (treatment) as possible. If you are concerned about any aspect of your child's health or development (examples in column on right), please discuss this with the Nurse and Doctor. It is better to have your concerns checked than to 'wait and see'. Please place a ✓ in the boxes that represents your child.

#### Fine Motor

- |  |   |
|--|---|
| <input type="checkbox"/> Copies 0 and +  | <input type="checkbox"/> Not drawing simple pictures  |
| <input type="checkbox"/> Draws a person with a head and one other body part                                  | <input type="checkbox"/> Unable to dress  |
| <input type="checkbox"/> Cuts forward along a 10cm line  | <input type="checkbox"/> Continually seeking out certain textures, sounds, or movements                             |
| <input type="checkbox"/> Puts together a 6-piece jigsaw puzzle   | <input type="checkbox"/> Sensitive to or avoids certain textures, sounds, or movements                              |
| <input type="checkbox"/> Washes and dries own hands  | <input type="checkbox"/> Can't hold a pencil at all, or still holding in a fisted grasp with pencil in palm of hand |
| <input type="checkbox"/> Uses a spoon/fork with little spillage  | <input type="checkbox"/> Not assisting or interested in trying to groom and bath                                    |
| <input type="checkbox"/> Play includes things seen on TV/books   |   |
| <input type="checkbox"/> Opens a lunch box and screws / unscrews a lid off drink bottle                      |   |
| <input type="checkbox"/> Dolls or teddies have characteristics e.g., naughty or tired                        |   |
| <input type="checkbox"/> Dresses and undresses with some assistance for small buttons                        |   |
| <input type="checkbox"/> Holds a pencil or crayon approximately like an adult (ask parent to describe grasp) |   |
| <input type="checkbox"/> Colours a simple picture attempting to stay within the lines                        |   |

#### Gross Motor

- |  |   |
|--|---|
| <input type="checkbox"/> Walks upstairs with alternate feet  | <input type="checkbox"/> Awkward heavy running with lots of arm movement      |
| <input type="checkbox"/> Throws ball over arm  | <input type="checkbox"/> Not able to climb (may be fearful, anxious)          |
| <input type="checkbox"/> Kicks ball forcibly   | <input type="checkbox"/> Can't pedal a tricycle                               |
| <input type="checkbox"/> Catches a medium sized ball from 1 to 2 metres with arms held out                   | <input type="checkbox"/> Can't walk up and down stairs with one foot per step |
| <input type="checkbox"/> Plays well on outdoor playground equipment such as climbing and slippery slides     | <input type="checkbox"/> Can't catch or kick ball                             |
| <input type="checkbox"/> Able to run, change directions, step over obstacles without falling over frequently |   |
| <input type="checkbox"/> Attempts to pedal a tricycle (3 years) and successful (4 years)                     |   |

### Language / Feeding

- |   |   |
|---|---|
| <input type="checkbox"/> Is understood by an unfamiliar listener  | <input type="checkbox"/> Limited or very fixed interests                            |
| <input type="checkbox"/> Understands location words: in, on, under, next to.  | <input type="checkbox"/> Talks on and on rather than taking turns                   |
| <input type="checkbox"/> Identifies colours   | <input type="checkbox"/> Can't tell a simple story or recent event                  |
| <input type="checkbox"/> Can say sounds: f, sh, ch, l, s, z including clusters e.g., 'spoon' instead of 'poon'  | <input type="checkbox"/> Strangers not able to understand                           |
| <input type="checkbox"/> Talks about recent experiences and participates in short conversations   | <input type="checkbox"/> Frustration at not being able to express thoughts          |
| <input type="checkbox"/> Uses sentences to express ideas, to comment, entertain themselves during imaginative play and asks questions e.g. "what's this?"                 | <input type="checkbox"/> Still need to simplify what you say for them to understand |
| <input type="checkbox"/> Follows more complex instructions with 2 to 3 parts that are not part of a daily routine e.g. find your shoes and then get a book off the table. | <input type="checkbox"/> Awkward sentences, missing grammatical elements            |

### Social / Emotional

- |  |   |
|--|---|
| <input type="checkbox"/> Beginning to play cooperatively with others     | <input type="checkbox"/> Can't separate from parents without crying   |
| <input type="checkbox"/> Imitates adult movements and tasks              | <input type="checkbox"/> Unable to take turns or share  |
| <input type="checkbox"/> Can separate from caregiver in familiar places  | <input type="checkbox"/> Persistent frustration if other children attempt to participate in play  |
| <input type="checkbox"/> Shows guilt or embarrassment                    | <input type="checkbox"/> Plays alone or alongside other children rather than being cooperative  |
| <input type="checkbox"/> Shows empathy                                   | <input type="checkbox"/> Play remains receptive and physical, with little play representing what people do e.g. shopping, police officer, driving a truck |
| <input type="checkbox"/> Experiences tantrums but able to be calmed down | <input type="checkbox"/> Does not respond to appropriate behavioural management strategies  |

### Intellectual / Cognitive

- |   |  |
|---|--|
| <input type="checkbox"/> Complex play with stories with different roles | <input type="checkbox"/> Unable to draw a human face   |
| <input type="checkbox"/> Able to compare objects higher or longer       | <input type="checkbox"/> No recognition of written numbers and letters                                       |
| <input type="checkbox"/> Counts to five                                 | <input type="checkbox"/> Unable to point to and count objects  |
| <input type="checkbox"/> Counts objects as well as rote counting        | <input type="checkbox"/> Play never represents what people do e.g. shopping, police officer, driving a truck |
| <input type="checkbox"/> Can repeat four numbers                        |  |