The following information was taken from Creative Curriculum, DRDP, staff feedback and other research based documentation. Teaching teams are to utilize this information when planning their curriculum for the month, semester and year.

Realizing that this information is generalized and individual differences must be taken into consideration; you are to work diligently to make sure the children in your classroom are prepared to transition to the next room; by facilitating the following benchmarks or developmental level skills. When the time comes to transition to the next age group each child:

| 12-18 Months | Language: | Recognizes their own name  
Says 2-3 words besides mama and dada  
Recognizes words as symbols….cat---meows, car points to garage |
|--------------|-----------|-------------------------------------------------------------------|
|              | Gross Motor: | Begins to walk  
Uses furniture to pull self up takes steps letting go of support  
Pushes objects  
Carries objects  
Balances whole body to bend to pick up object and stand again |
|              | Fine Motor: | Grabs objects  
Uses full hand to grasp with thumb closed on fist  
Pours with assistance |
|              | Social/Emotional: | Begins to show empathy able to look at a child who is having a tantrum but does not stop playing  
Interacts with caregivers by joining in a familiar song, game, finger play or routines  
Shows interest in other children playing |
|              | Cognitive: | Uses objects in meaningful ways  
Uses simple strategies to find out about their world (moves around furniture to get a toy.)  
Explores new things in the environment |
| 18-24 Months | Language: | Has a vocabulary of 10-20 words  
Uses words to meet needs such as “more” and “up”  
Points and gesture  
Follows simple commands  
Waves “bye-bye”  
Points to body parts |
|--------------|-----------|--------------------------------------------------------------------------------|
| Gross Motor: | Carries objects  
Climbs  
Pulls  
Runs  
Squats from standing position and up again |
| Fine Motor:  | Picks up small objects using finger and thumb (pinscher grasp)  
Takes things apart  
Flips light switches  
Unwraps packages |
| Social/Emotional: | Starts to see differences  
Shows concern for another that is sad, mad, upset, or hurt. |
| Cognitive: | Begins to explore possible causes of actions, events, or behaviors  
(pushes parts of toy to make music play again)  
Uses simple strategies to find out about their world (moves around furniture to get a toy.) |
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<thead>
<tr>
<th>24-30 Months</th>
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| **Language:** | Has a 450 word vocabulary  
Gives first name  
Uses past tense and plurals  
Understands time concept “tomorrow” or “last night”  
Refers to self as “me”  
Answers “where” questions  
Begins to put 2 words together to make sentence  
Sings |
| **Gross Motor:** | Moves body in different ways  
Begins to use pedals on trikes |
| **Fine Motor:** | Scribbles  
Strings 1-2 large beads |
| **Social/Emotional:** | Plays alone  
Begins to notice how others feel  
Enjoys other children  
Helps with clean up  
Picks up toys |
| **Cognitive:** | Explores possible causes of actions, events, or behaviors (pushes parts of toy to make music play again)  
Explores new ways to use familiar objects  
Explores various possibilities including solutions that clearly won't work |
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<tr>
<th>30-36 Months</th>
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| **Language:** | Has a 1000 word vocabulary  
Knows night and day  
Can say one color  
Can match primary colors  
Understands little-big, yesterday, summer, lunchtime  
Knows his or her last name, sex, name of street, and nursery rhymes  
Uses 3-4 word sentences  
Understands phrases like “put the block under the chair” |
| **Gross Motor:** | Climbs on small structure  
Walks on low balance beam  
Builds with blocks  
Runs  
Jumps with two feet  
Catches a ball  
Rides small trike using pedals |
| **Fine Motor:** | Draws a circle and vertical line  
Manipulates objects using fingers and wrists on both hands together to accomplish a task or activity  
Strings 6 or more large beads  
Uses a spoon consistently |
| **Social/Emotional:** | Starts to play with other children  
Begins to take turns and share  
Follows simple classroom routines  
Is able to transition from one activity to another most of the time  
Begins to verbalize frustrations with assistance  
Able to be part of a group and have some restraints w/o hurting others  
Able to share space and materials  
Begins to transition from diapers to underwear |
| **Cognitive:** | Begins to problem solve with assistance  
Counts to 5  
Completes 6-8 piece puzzle  
Understands that behaviors, events, or actions have a specific cause  
Problem solves without trying every possibility avoiding solutions that clearly won’t work  
Experiments with how things work and asks why |
| 3-4 years | **Language:** | Point to colors red, blue, green, and yellow  
Identify crosses, triangles, circles and green  
Follow commands even though objects are not present  
Talk about imaginary conditions  
Use 4-5 word sentences  
Uses past tense correctly  
Begins to use complex sentences  
Sounds: m, n, ng, p, f, h, w, y |
|-----------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Gross Motor:** | Uses complex movements skills in play (travels and changes direction quickly, dance steps)  
Able to briefly stand on one foot  
Run and jumps over objects  
Dresses self  
Maintains balance while moving |
| **Fine Motor:** | Copies a line and circle  
Holds crayon with fingers instead of fist  
Cuts play dough with one hand while holding it with the other hand  
Uses scissors to cut paper to smaller pieces  
Connects legos |
| **Social/Emotional:** | Stays at activity 8-9 minutes  
Sits in a large group keeping hands to self  
Listens to direction regarding activities  
Learning to respect others  
Shows patience  
Waits for short periods  
Follows direction and rules  
Understands others have feelings and rights  
Cares for own physical toileting needs  
Begins to pretend play |
| **Cognitive:** | Labels colors (red, blue, yellow and green)  
Recognizes and labels shapes  
Knows the days of the week  
Knows first and last name and able to recognize it  
Is aware of the alphabet and able to recognize 2-3 letters  
Counts and identifies 1-5  
Listens to a story and retells parts of it  
Listens and follows directions  
Uses self help skills; washing hands, putting shoes and socks on, wipe own nose  
Is aware of health and safety rules  
Is able to complete 12 piece puzzle |
<table>
<thead>
<tr>
<th>4-5 years</th>
<th>Language:</th>
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<tbody>
<tr>
<td>Defines objects by their use</td>
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<tr>
<td>Knows spatial relations like “on top” “behind”</td>
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<tr>
<td>Identifies nickel, penny and dime</td>
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<tr>
<td>Uses 5-6 word sentences</td>
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<tr>
<td>Knows common opposites “big/little”, “hard/soft”</td>
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<tr>
<td>Counts ten objects</td>
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<tr>
<td>Knows left from right on self but not others</td>
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<tr>
<td>Uses all types of sentences</td>
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<tr>
<td>Sounds: S, sh, ch, k, b, d, r</td>
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<thead>
<tr>
<th>Gross Motor:</th>
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<tbody>
<tr>
<td>Participates in extended or integrated physical activities</td>
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<tr>
<td>Runs and kicks a ball</td>
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<td>Balances bean bag on head</td>
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<tr>
<td>Balances on low wall or balance beam</td>
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<tr>
<td>Hops on one foot five or more times</td>
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<thead>
<tr>
<th>Fine Motor:</th>
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<tbody>
<tr>
<td>Uses scissors to cut out shapes</td>
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<tr>
<td>Completes jigsaw puzzles</td>
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<tr>
<td>Holds crayons like a pencil and draws beyond scribbles</td>
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<tr>
<td>Uses eyedropper to transfer liquid</td>
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<tr>
<td>Attempts to copy letters and simple shapes</td>
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<tr>
<td>Dresses self using buttons, zipper, and snaps</td>
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<tr>
<th>Social/Emotional:</th>
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<tbody>
<tr>
<td>Stays at an activity 12-13 minutes</td>
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<td>Cooperates with directions, sharing, and taking turns</td>
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<td>Forms groups of friends</td>
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<td>Controls emotions and behavior</td>
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<th>Cognitive:</th>
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<tr>
<td>Recognizes name and letters in their name</td>
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<tr>
<td>Shows knowledge of the alphabet</td>
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<tr>
<td>Recognizes numbers 1-5, understands that numbers mean an amount and counts to 10</td>
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<tr>
<td>Knows the names of many colors and basic shapes and body parts</td>
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<tr>
<td>Says how old they are</td>
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<tr>
<td>Follows the leader by walking, running, hopping, jumping and marching</td>
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