

# Developmental Milestones of Children 4 to 6 Years Old

Presented by



**Active  
Thinkers**  
CHILD DEVELOPMENT CENTER

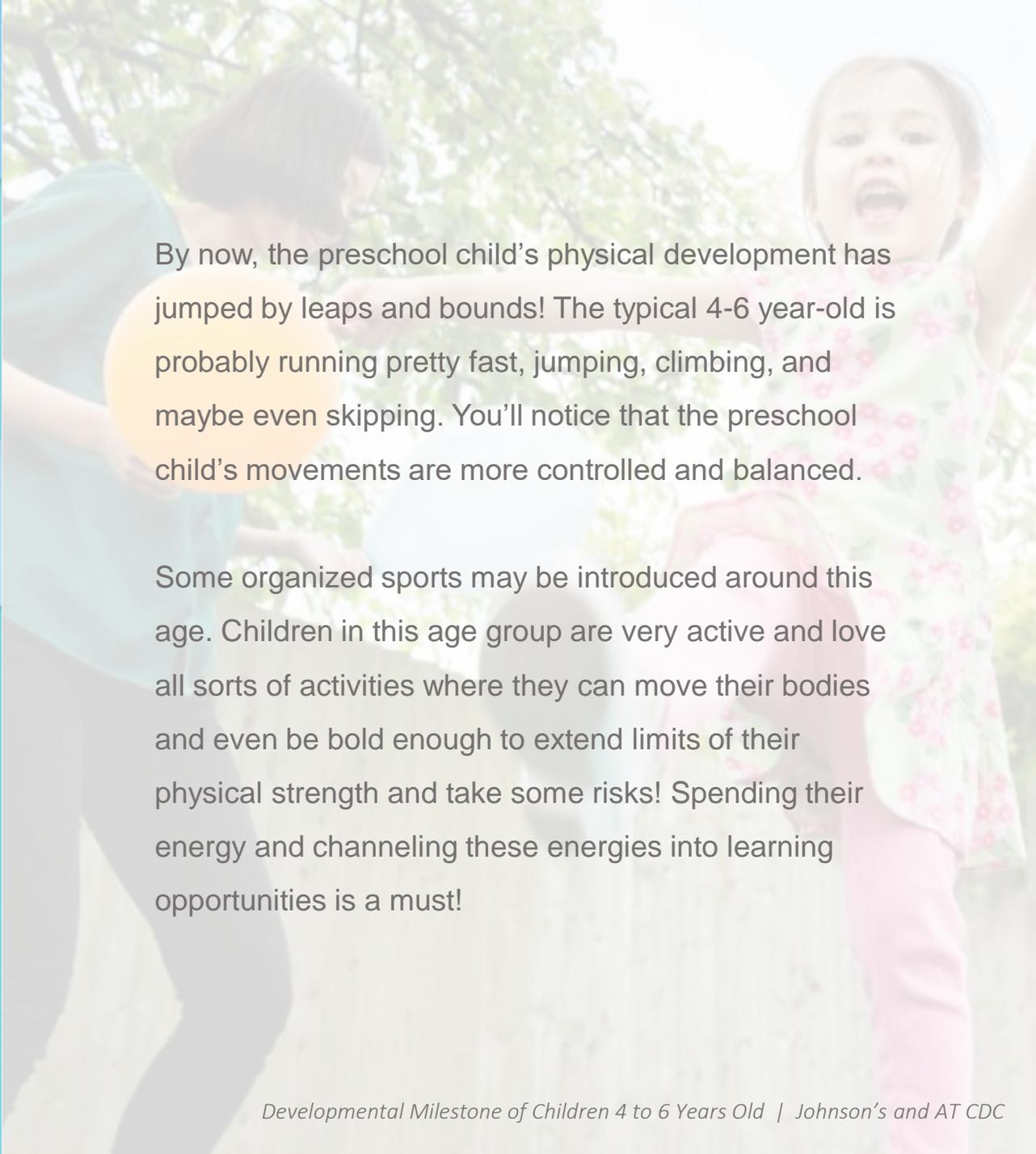
Johnson's®  
**#KulitLikot**  
Modules for  
Growing Children

**WHO  
IS THE  
CHILD?**





# WHO IS THE CHILD?



By now, the preschool child's physical development has jumped by leaps and bounds! The typical 4-6 year-old is probably running pretty fast, jumping, climbing, and maybe even skipping. You'll notice that the preschool child's movements are more controlled and balanced.

Some organized sports may be introduced around this age. Children in this age group are very active and love all sorts of activities where they can move their bodies and even be bold enough to extend limits of their physical strength and take some risks! Spending their energy and channeling these energies into learning opportunities is a must!

# Areas of Development



Gross and  
Fine Motor Skills

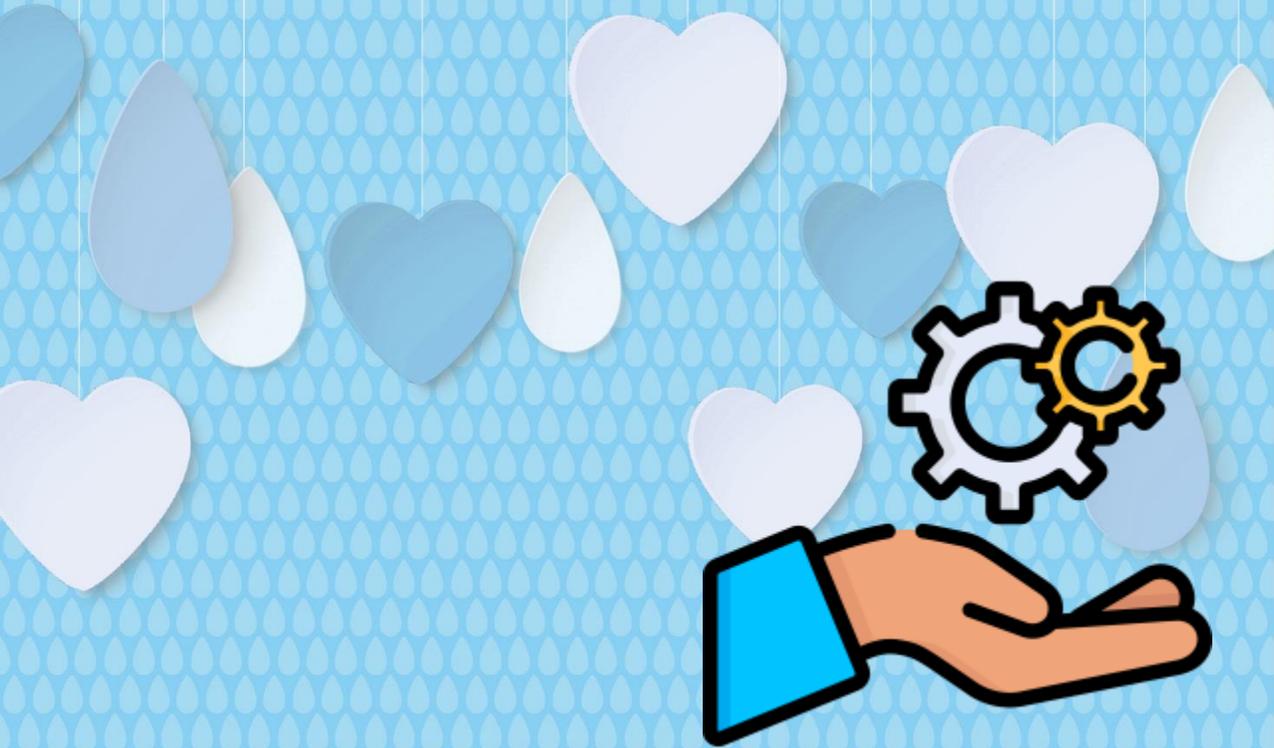


Cognitive  
and Language  
Development



Socio-Emotional  
and Self-Help

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# PHYSICAL DEVELOPMENTAL MILESTONES

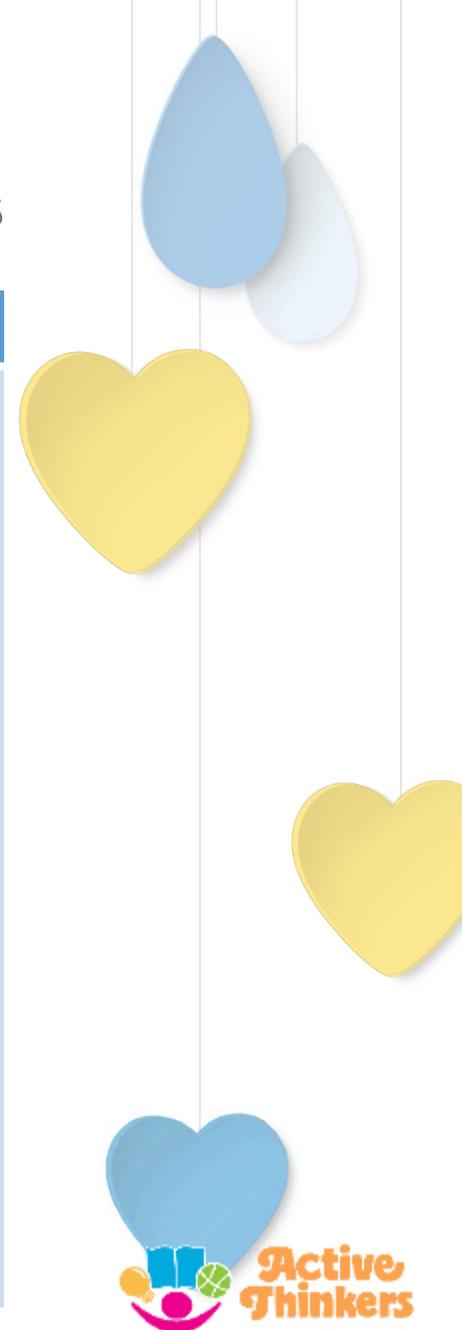


# 4 Year Old Child



## Area of Development Motor Skills

GROSS MOTOR SKILLS	FINE MOTOR SKILLS
<ul style="list-style-type: none"><li>• Can hop on one foot</li><li>• Jump forward</li><li>• Can walk backwards</li><li>• Can skip</li><li>• Can catch a ball with two hands</li><li>• Can kick a ball with control</li><li>• Can ride a bike (tricycle or 2-wheeled bike with training wheels)</li><li>• Can climb on playground equipment with ease</li></ul>	<ul style="list-style-type: none"><li>• Can string beads</li><li>• Can complete puzzles</li><li>• Can color inside the lines.</li><li>• Can use scissors and cut across a straight line</li><li>• Can create balls with playdough or clay</li><li>• Can draw a circle an independently</li><li>• Can draw a cross</li><li>• Demonstrates a beginning mature grasp when holding a writing utensil</li><li>• Can manipulate buttons on clothing independently</li><li>• Can dress themselves independently (shirts, pants, still may need help with socks and lacing shoes)</li><li>• Can brush their teeth with supervision, and are usually potty-trained.</li></ul>



# 5 Year Old Child

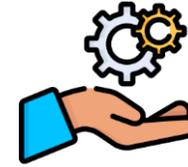


## Area of Development Motor Skills

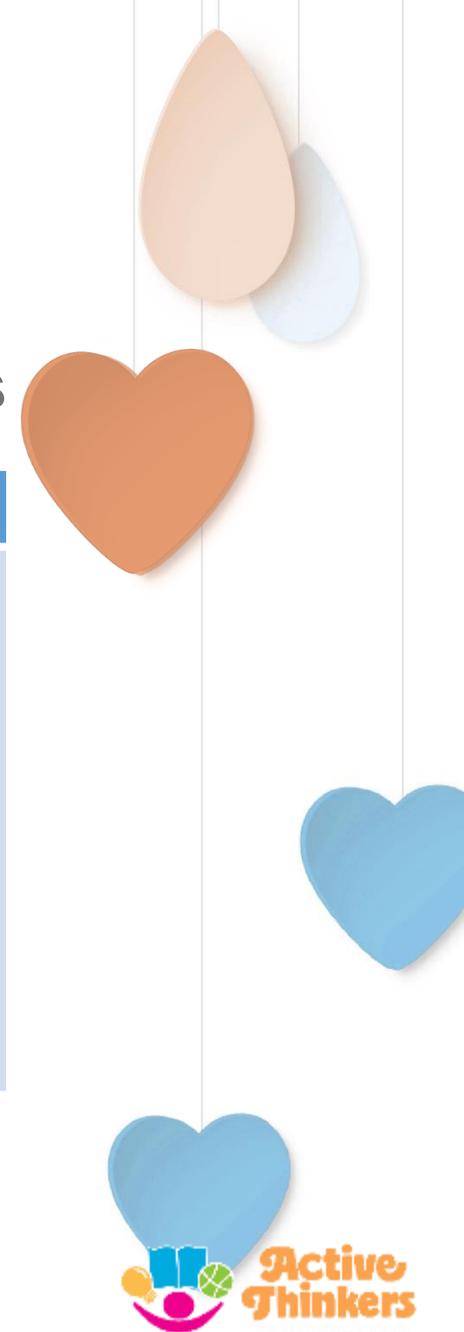
GROSS MOTOR SKILLS	FINE MOTOR SKILLS
<ul style="list-style-type: none"><li>• Can skip on alternate feet and jump rope</li><li>• Can walk backward</li><li>• Can balance on one foot for at least 5 seconds</li><li>• Can do somersaults</li><li>• Can do hopscotch</li><li>• Can engage in swimming, skating and other sports</li><li>• Can climb well</li></ul>	<ul style="list-style-type: none"><li>• Develops more finger skills</li><li>• Can build structures with Legos and blocks</li><li>• Can use scissors to cut along wavy and zigzag lines</li><li>• Begin learning how to tie shoes</li><li>• Draw more shapes like triangle and diamond</li><li>• Greater ability to draw, paint and color with more details; draw a person with all body parts</li><li>• Can do printing &amp; cursive handwriting</li><li>• Can dress up with less help and can button and unbutton own clothing</li><li>• Begins to explore and use mediums for art like clay, paper mache</li><li>• Likes video games and computer activities</li></ul>



# 6 Year Old Child



## Area of Development Motor Skills



GROSS MOTOR SKILLS	FINE MOTOR SKILLS
<ul style="list-style-type: none"><li>• May still be somewhat uncoordinated and gawky</li><li>• Can move in time with music or a beat</li><li>• Skips across a room</li><li>• Walks on a beam without falling</li><li>• Hops on one foot</li><li>• Runs lightly on toes</li></ul>	<ul style="list-style-type: none"><li>• Catches a small ball</li><li>• Cuts out simple shapes following an outline</li><li>• Ties shoelaces independently</li><li>• Completes bathroom routines without help</li><li>• Prints words and numerals</li><li>• Colors within lines</li><li>• Has an adult grasp of how to use a pencil</li><li>• Uses glue appropriately</li></ul>

With regards to fine motor skills and development, the preschool child has improved hand-eye coordination which results in the ability to do many things too. A 4-6 year-old is expected to be grasping a writing utensil with all five fingers. They can write some if not all of the letters in their name.

Younger children will still need assistance but some children might have gained excellent fine motor control. Most 4-6 year-olds are interested in writing letters, coloring, drawing and painting. Capitalize in this natural interest to help them advance this department.

Most of the rudimentary gross and fine motor skills are in place by the end of the 4th year of a child's life and all those just develop and progress into a more mature and intricate level in the later years.

Johnson's®



Johnson's  
Cottontouch  
Top-To-Toe Bath

# Johnson's Product

## And its benefits for the child's Motor Development

Preschoolers are physically active and love to explore their world using their senses along with their large muscles. They enjoy freedom and a sense of independence with their ability to navigate the bigger world. They enjoy the outdoors. They love walking, jumping, skipping or simply flexing their large motor skills.

**Johnson's Cottontouch Top-To-Toe Bath** is specifically designed by experts with the children's welfare in mind. It is gentle for use even by babies, but is recommended for use too by not babies anymore, but still very much mommy and daddy's baby!

Its cotton-like features leave the preschooler's skin soft and super clean without any chemicals that may harm them. Gentle for daily and frequent washes.

Johnson's®



Johnson's Messy Times Baby Wipes

# Johnson's Product

And its benefits for the child's Motor Development

In all of these activities, it is important that the preschoolers are kept clean and refreshed by a product that is gentle and mild.

At school or at the playground, where no water and soap might not be available, **Johnson's Baby Messy Times Wipes** can help the preschooler keep their hands and limbs clean post play time. It also has a moisturizer to prevent the skin from drying.

Johnson's®



Johnson's  
Cottontouch Face  
and Body Lotion and  
Top-To-Toe Bath

# Johnson's Product

## And its benefits for the child's Motor Development

The preschooler engages in many fine motor activities as well. At this stage they love to work with their fingers! It is important that they are supported with both structured and unstructured activities that help develop the fine motor.

After drawing, painting, and doing arts and crafts, it helps to instill the habit of washing hands. **Johnson's Cottontouch Top-to-Toe Bath** can come handy as it is gentle for use and will not dry or irritate their small hands while effectively taking out the messy paints and sticky glues!

Follow up with a dab of **Johnson's Cottontouch Face and Body Lotion**.

It maintains the preschooler's skin's soft and smooth feel despite constant washing

Johnson's®



Johnson's Active  
Fresh Baby Powder

# Johnson's Product

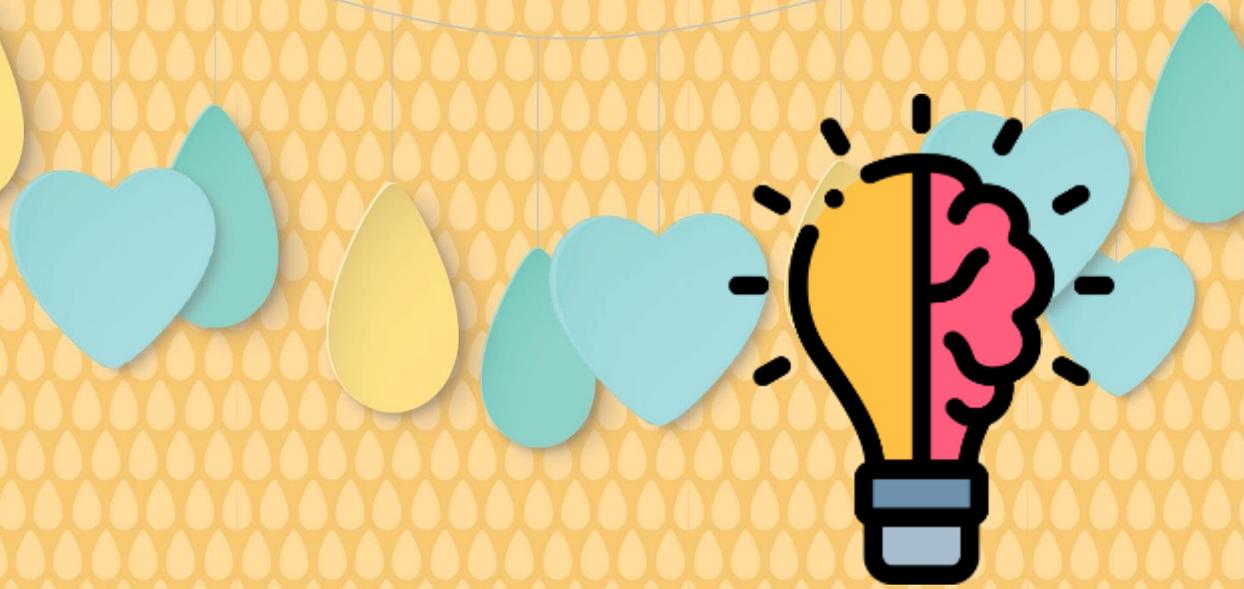
## And its benefits for the child's Motor Development

At 4-6 years of age is a stage where the child is most active and tests the limits of their physical capabilities.

During active playtime outdoors, put on some baby powder on the child's neck and back. **Johnson's Active Fresh Baby Powder** protects the child's skin from sweat and works to absorb sweat to keep the child still feeling fresh despite active movements and sports.

The child will surely stay fresh and fragrant for up to 12 hours with its active fresh technology. Protects them from prickly heat too!

Johnson's<sup>®</sup>



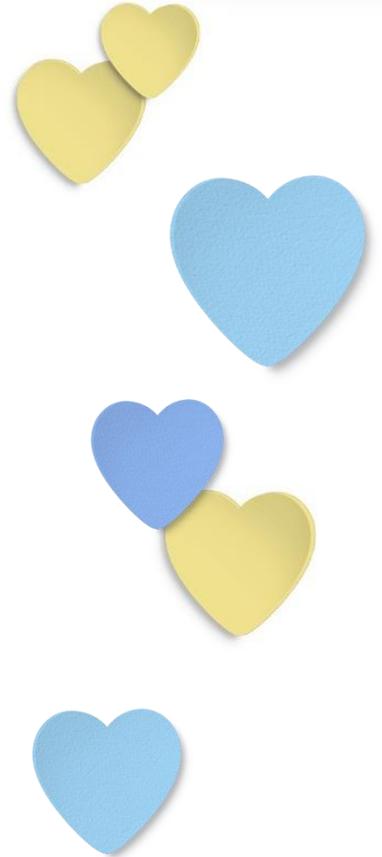
# COGNITIVE & LANGUAGE DEVELOPMENTAL MILESTONE



# 4-5 Year Old Child



## Area of Development Cognitive & Language Skills



### COGNITIVE SKILLS

- Can grasp how time works; understands time better (for example, morning, afternoon, night)
- Have a greater attention span
- Increased attention span
- Stick with an activity for 10 to 15 minutes
- Understands the idea of same and different, starts comparing sizes
- Remember parts of a story
- Pretend and fantasize more creatively
- Correctly name at least four colors and three shapes
- Recognize some letters and possibly write their name
- Count, and understand the concept of counting

### LANGUAGE SKILLS

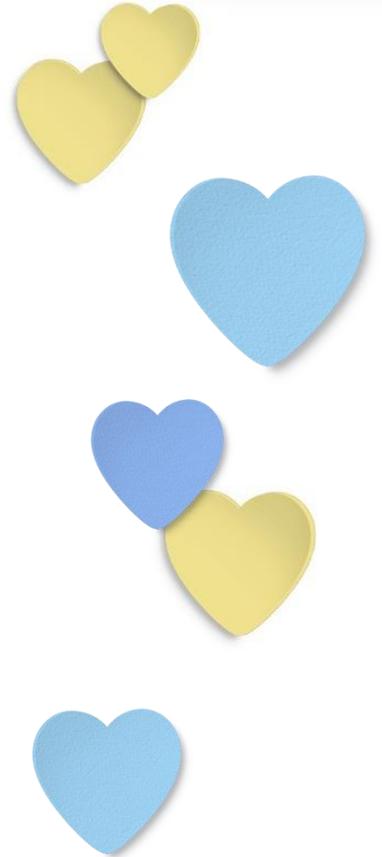
- Speak clearly using more complex sentences
- Count 10 or more objects
- Use future tense, such as, "We will go to the park soon."
- Follow two- to three-part commands. For example, "Put your book away, brush your teeth and then get in bed."
- Recognize familiar word signs, such as "STOP"
- Makes their own rhyming words
- Sing silly songs, make up goofy words
- Mimic sounds and creates their own sounds or words
- Asks meaning of unfamiliar words
- Answers simple questions



# 4-5 Year Old Child



## Area of Development Cognitive & Language Skills



### COGNITIVE SKILLS

- Sort objects by shape and color
- Complete age-appropriate puzzles
- Recognize and identify common objects and pictures
- Learns rules of behavior and reasons behind them
- understands positional words like up, down, middle, end
- Know their address and phone number, if taught
- Understand everyday things like food and money
- Start sorting things by attributes like size, shape, and color
- Compare and contrast by things like height, size, or gender
- Begin to understand the difference between real and make-believe, but may still confuse them
- Understand that pictures and symbols stand for real things

### LANGUAGE SKILLS

- Talks to self during play - to help guide what he/she does
- Engages in dramatic play, taking on pretend character roles recalls events correctly
- Tells a story she heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it
- Answers simple questions about a book or story after you read or tell it to him
- Keeps a conversation going with more than three back-and-forth exchanges



# 4-5 Year Old Child



## Area of Development Cognitive & Language Skills

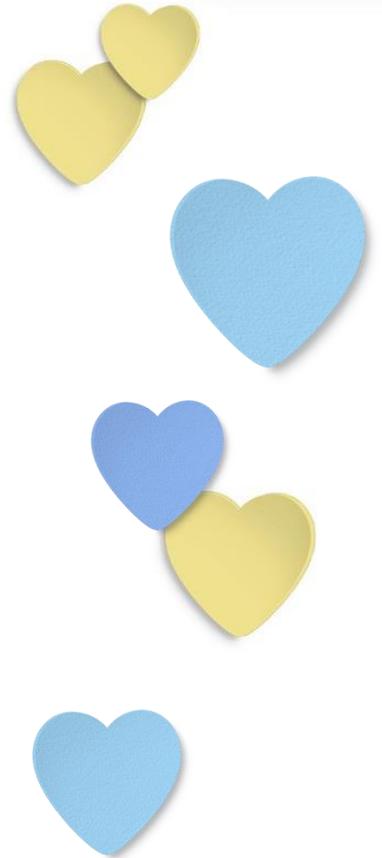


### COGNITIVE SKILLS

- Recognize shapes in the real world
- Count to at least 20 and point to and count items in a group
- Explore relationships between ideas, using words like if and when to express them
- Start thinking in logical steps, which means seeing the “how-tos” and consequences of things
- Get abstract ideas like “bigger,” “less,” “later,” “ago,” and “soon”
- Put things in order, like from biggest to smallest, shortest to tallest
- Identify and name secondary colours
- Learns through observations and social interactions
- Understands order and process
- Understands cause and effect
- Can focus for longer periods of time

### LANGUAGE SKILLS

- Uses or recognizes simple rhymes (bat-cat, ball-tall)
- They know how to phrase most sentences using correct grammar rules



# 6 Year Old Child



## Area of Development Cognitive & Language Skills



### COGNITIVE SKILLS

- Recognize shapes in the real world
- Count to at least 20 and point to and count items in a group
- Explore relationships between ideas, using words like if and when to express them
- Start thinking in logical steps, which means seeing the “how-tos” and consequences of things
- Get abstract ideas like “bigger,” “less,” “later,” “ago,” and “soon”
- Put things in order, like from biggest to smallest, shortest to tallest
- Identify and name secondary colors
- Learns through observations and social interactions
- Understands order and process

### LANGUAGE SKILLS

- Uses prepositions
- Uses most parts of speech, grammar is mostly acquired from stories heard
- Begins to master exceptions to grammatical rules
- Use and understanding of passive sentences begins
- Expresses ideas with a variety of complex sentences
- Asks/answers factual and inferential questions
- Gives directions
- Uses a variety of words, not just the same ones over and over
- Follows 3 step directions and multi-step unrelated commands
- Answers more complex “who”, “what”, “where”, “when”, “how” and “why” questions

# 6 Year Old Child



## Area of Development Cognitive & Language Skills



### COGNITIVE SKILLS

- Talks to self during play - to help guide what he/she does
- Engages in dramatic play, taking on pretend character roles recalls events correctly
- Tells a story she heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it
- Answers simple questions about a book or story after you read or tell it to him
- Keeps a conversation going with more than three back-and-forth exchanges

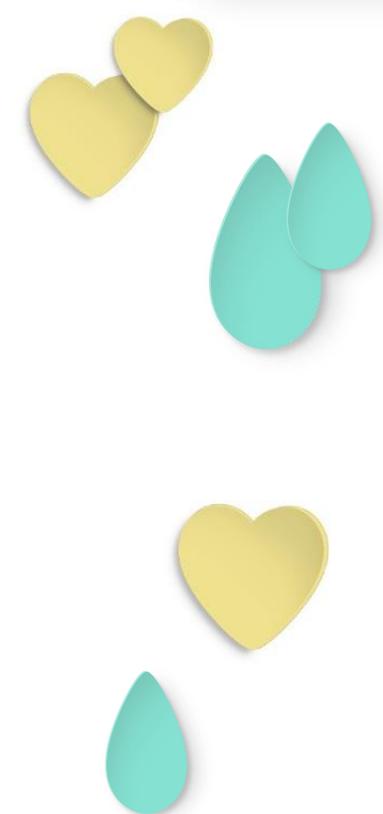
### LANGUAGE SKILLS

- Listens to and understands grade level stories that are read aloud to them
- Demonstrates listening comprehension by recalling information and responding to instruction
- Narratives have a theme, character, plot, logically sequenced, temporally ordered, initiating event, action, consequences, emotion, and resolution
- Contain at least 5 story grammar elements (Example: setting, characters)
- Able to match all sounds with the written letter and name (grapheme/phoneme correspondence)
- Alliteration solidifies. They can identify words beginning with the same letter.

# 6 Year Old Child



## Area of Development Cognitive & Language Skills



### COGNITIVE SKILLS

- Uses or recognizes simple rhymes (bat-cat, ball-tall)
- They know how to phrase most sentences using correct grammar rules
- Understands cause and effect
- Can focus for longer periods of time

### LANGUAGE SKILLS

- Rhyming solidifies. They know the onset (the beginning sound that changes) and the rime (the last part of the word that rhymes)
  - Example: “park” and “bark”
- Segmentation, blending, and manipulating of words and syllables solidifies – Examples: Put the words “butter” and “fly” together and you get “butterfly. Take “room” off of “bedroom” and you get “bed”.
- Creates words that rhyme
- Blends separate sounds to form words
- Identify all sounds in short words
- Match spoken words with print
- Reads about 100 words by sight



# 6 Year Old Child



## Area of Development Cognitive & Language Skills



COGNITIVE SKILLS	LANGUAGE SKILLS
	<ul style="list-style-type: none"><li>● Applies knowledge of how print is organized</li><li>● Expresses ideas through writing</li><li>● Prints clearly</li><li>● Spells frequently used words</li><li>● Begins sentences with capital letters &amp; uses end punctuation (. ? !)</li><li>● Writes a variety of short compositions</li><li>● Starts and takes turns in conversations</li><li>● Stays on topic</li><li>● Uses many types of expression to express needs, wants, and ask questions or give information</li></ul>



Johnson's®



Johnson's Cottonouch Face and Body Lotion, Top-To-Toe Bath and Baby Oil

# Johnson's Product

And its benefits for the child's Cognitive Development

After active playtime, or at the end of the day, take a quick shower with **Johnson's Cottonouch Top-to-Toe Bath** and then lather with **Johnson Cottonouch Face to Body Baby Lotion**. Once fresh and clean, they will be more receptive to reading and quiet time activities. You can also have a parent-child massage using **Johnson's Baby Oil** to make them more relaxed and have a restful sleep that makes them ready for another day of learning.

Children at this age and stage grow rapidly in all domains. Grow their cognitive and language skills by exposing them to a literature rich environment. Read labels, follow recipes; Grow their vocabulary by looking together meaning of new words they see on the labels.

Johnson's®



**SOCIO-EMOTIONAL  
& SELF-HELP  
DEVELOPMENTAL  
MILESTONE**



# 4-5 Year Old Child



Area of Development  
**Socio-Emotional  
& Self-help Skills**

## SOCIO-EMOTIONAL AND SELF-HELP SKILLS

- Start to show and express a wider range of emotion
- Share, cooperate, be helpful, and take turns
- Start tattling and acting a little bossy
- Enjoy telling silly jokes and find other things funny
- Begin telling small lies to get out of trouble, even though they know it's wrong
- Do or say things they shouldn't to see what the reaction will be
- Have imaginary friends and play the same imaginary games over and over
- Start playing with other kids and separate from parents and caregivers more easily



# 4-5 Year Old Child



Area of Development  
**Socio-Emotional  
& Self-help Skills**

## SOCIO-EMOTIONAL AND SELF-HELP SKILLS

- May still have tantrums because of changes in routine or not getting what they want
- Enjoys playing with other children and pleasing their friends
- Shares and takes turns, at least most of the time, and understands rules of games
- Understands and obeys rules; however may be demanding and uncooperative at times.
- Is becoming more independent
- Expresses anger verbally, rather than physically (most of the time)
- Gets the difference between make-believe and reality



# 6 Year Old Child



Area of Development  
**Socio-Emotional  
& Self-help Skills**

## SOCIO-EMOTIONAL AND SELF-HELP SKILLS

- They are better able to express aggression verbally (as opposed to physically).
- They have better control over their emotions.
- They can tolerate a certain delay before their needs are met.
- They can provide a sustained effort for a certain period to reach a goal.
- They identify more and more with the parents of the same gender, they develop common interests and similar methods.
- Slowly, they become more open to outsiders and accept the opinions of others, they progressively become less self-centered.
- They can evaluate their behavior and, when applicable, admit it was inappropriate.



# 6 Year Old Child



Area of Development  
**Socio-Emotional  
& Self-help Skills**

## SOCIO-EMOTIONAL AND SELF-HELP SKILLS

- They may begin to compromise, negotiate with others to find common ground.
- They enjoy working with others to reach a common goal and can listen to others when they express their opinion.
- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

