

Child Development Milestones – 4 years

The majority of children will achieve these milestones by the time they turn 4 years. All children develop at different rates. Some children are slower than others (developmentally delayed) but catch up with time. Other children, however, may have an underlying problem that causes their development to be delayed, and they may not catch up.

It is important for these children to get as much treatment (early intervention) as possible. So if you are concerned about any aspect of your child's development, see your child health nurse or doctor for help as soon as you can. If in doubt, it is better to have your concerns checked than to 'wait and see'.



✓	An average child can...	✗	Signs of possible problems include...
Gross motor			
<input type="checkbox"/>	Walk alone up and down stairs, one foot per step	<input type="checkbox"/>	Not able to walk up and down stairs with one foot per step
<input type="checkbox"/>	Run well on flat surface, turning sharp corners	<input type="checkbox"/>	Awkward, heavy running, with lots of arm movements
<input type="checkbox"/>	Climb playground ladders and other equipment easily	<input type="checkbox"/>	Not able to climb (may be fearful, anxious)
<input type="checkbox"/>	Ride tricycle and pedals easily	<input type="checkbox"/>	Can't pedal a tricycle
<input type="checkbox"/>	Catch, bounce, throw and kick a ball	<input type="checkbox"/>	Can't catch, throw or kick a ball
Fine motor			
<input type="checkbox"/>	Hold pencil between thumb and 1-3 other fingers	<input type="checkbox"/>	Not holding a pencil at all, or still holding in a fist with pencil in palm of hand
<input type="checkbox"/>	Draw a basic human figure	<input type="checkbox"/>	Not interested in drawing at all
<input type="checkbox"/>	Draw other simple pictures (e.g. a house)	<input type="checkbox"/>	Not drawing simple pictures
<input type="checkbox"/>	Brush teeth with supervision	<input type="checkbox"/>	
<input type="checkbox"/>	Wipe after using toilet	<input type="checkbox"/>	Not assisting or interested in trying to groom and bath
<input type="checkbox"/>	Dress except for hard to reach buttons, bows and shoelaces	<input type="checkbox"/>	Unable to dress
Talking and understanding			
<input type="checkbox"/>	Use two or more personal pronouns (I, you, he, she, etc.)	<input type="checkbox"/>	Awkward sentences, missing grammatical elements
<input type="checkbox"/>	Name colours and shapes	<input type="checkbox"/>	
<input type="checkbox"/>	Hold conversations	<input type="checkbox"/>	Talks on and on rather than taking turns with talking
<input type="checkbox"/>	Tell story in past and future tense	<input type="checkbox"/>	Cannot tell a simple story of recent events
<input type="checkbox"/>	Repeat back a sentence of 10 sounds	<input type="checkbox"/>	
<input type="checkbox"/>	Be easily understood by strangers	<input type="checkbox"/>	Strangers not able to understand
<input type="checkbox"/>	Understand human feelings (e.g. cold, tired, hungry)		
<input type="checkbox"/>	Give first and last name		
		<input type="checkbox"/>	Limited or very fixed interests
		<input type="checkbox"/>	Frustration at not being able to express thoughts
<input type="checkbox"/>	Understand prepositions (e.g. in, out and beside)	<input type="checkbox"/>	Still need to simplify what you say for them to understand
Social			
<input type="checkbox"/>	Do up buttons, put on socks and shoes		
<input type="checkbox"/>	Name age in years		
<input type="checkbox"/>	Play cooperatively with other children	<input type="checkbox"/>	Plays alone or alongside other children rather than cooperating
<input type="checkbox"/>	Begin to play games in groups with simple rules	<input type="checkbox"/>	Unable to take turns or share
<input type="checkbox"/>	Fully undress		
<input type="checkbox"/>	Create play reflecting complex social situations		
		<input type="checkbox"/>	Persisting frustration if other children attempt to participate in play
		<input type="checkbox"/>	Cannot separate from parents without crying
		<input type="checkbox"/>	Play remains repetitive and physical, with little play representing what people do (e.g. shopping, police officer, driving a truck)

Intellectual

<input type="checkbox"/>	Create play with stories with different roles	<input type="checkbox"/>	Play doesn't ever represent what people do (e.g. shopping, police officer, driving a truck)
<input type="checkbox"/>	Able to compare object as higher or longer		
<input type="checkbox"/>	Count to five	<input type="checkbox"/>	No recognition of written numbers/letters
<input type="checkbox"/>	Count objects as well as rote counting	<input type="checkbox"/>	Unable to point to and count objects
<input type="checkbox"/>	Repeat back four numbers		
		<input type="checkbox"/>	Unable to draw a human face

Youthrive is providing this as general information only and it should not be relied upon as professional or medical advice. You should seek professional and medical advice for particular health concerns or manifestations. Our best efforts have been used to ensure this information is considered correct and current in accordance with accepted best practice in Queensland as at the date of production.

Originally produced by Child Development Network.

