

Basic assessment of cognitive developmental milestones for various ages

AGE	ACTIVITY TO BE ASSESSED	OBSERVATION (+ or -)	COMMENT ON OBSERVATION
2 months	<ol style="list-style-type: none"> Tracking movement: Observe whether the baby watches your movement or follows you with their eyes. Interest in toys: Present a colourful toy/object and see whether the baby looks at it for several seconds. 		
4 months	<ol style="list-style-type: none"> Feeding response: Show a bottle or breast and see whether the baby opens their mouth. Hand observation: Provide a safe toy or object and observe whether the baby looks at their hands with interest. 		
6 months	<ol style="list-style-type: none"> Exploring with the mouth: Offer safe objects (such as teething toys) and observe whether the baby puts things in their mouth. Reaching and grabbing: Place a toy within arm's reach and see whether the baby reaches out to grab it. Refusal cues: Notice whether the baby closes lips or shows signs of not wanting more food. 		
9 months	<ol style="list-style-type: none"> Object search: Hide a toy or spoon under a cloth and observe whether the baby searches for it. Banging: Provide two objects (like blocks or spoons) and see whether the baby bangs them together. 		
12 months (1 year)	<ol style="list-style-type: none"> Using containers: Give a small container and a block, or bottle top, and observe whether the child puts the block into the container. Object retrieval: Hide a favourite toy and see whether the child searches for it. 		

	3. Simple play: Encourage play with toys, such as stacking rings or placing objects in containers.		
15 months (1 y 3 m)	1. Using objects correctly: Offer a cup, book or toy phone and observe whether the child tries to use them appropriately. 2. Stacking: Provide small blocks or cups to see whether the child stacks at least two objects. 3. Imitative play: Observe whether the child copies chores such as sweeping or dusting with a pretend broom.		
24 months (2 years)	1. Holding and using objects: Check whether the child can hold something in one hand while using the other. 2. Using switches or buttons: Provide toys with push buttons or switches and observe whether they are used. 3. Parallel play: See whether the child plays with more than one toy at a time, such as placing food on a plate. 4. Pretend play: Encourage imaginative activities, such as feeding or serving food to a doll.		
30 months (2 y 3 m)	1. Pretend play: Use toys to act out feeding or caregiving scenarios. 2. Problem solving: Observe whether the child can stand on a small stool to reach something. 3. Following instructions: Give two-step directions and see whether they follow (e.g. 'Put the toy down and close the door.') 4. Colour recognition: Show various objects and ask the child to point to a specific colour.		
3 years	1. Drawing: Provide crayons and paper to see whether the child can draw a circle. 2. Hot safety: Teach and observe whether the child avoids touching hot objects. 3. Colour naming: Show items of different colours and ask the child to name them.		

4 years	<ol style="list-style-type: none"> 1. Story recall: Read a story and ask the child to tell what happens next. 2. Drawing: Encourage the drawing of a person with multiple body parts. 3. Colour identification: Ask the child to name the colours of various items. 		
5 years	<ol style="list-style-type: none"> 1. Counting: Use objects such as bottle tops, counters and blocks to see whether the child can count to 10. 2. Number recognition: Point to numbers and ask the child to name them. 3. Time concepts: Discuss daily routines using words such as yesterday, tomorrow, morning and night. 4. Attention span: Observe whether the child can stay focused on activities such as story time or arts and crafts for 5–10 minutes. 5. Writing: Encourage writing their name or simple letters. 		
6 years	<ol style="list-style-type: none"> 1. Personal information: Ask the child to tell their name. 2. Expressive language: Observe how they express themselves through words. 3. Counting and comprehension: Provide objects to count and discuss the concept of '10.' 4. Drawing shapes: Give paper and crayons to see whether they can copy shapes such as circles, squares and triangles. 		