

The Continuum of Development
Domains and Skills
Quick Reference

Infant (birth to 24 months)	
1. Social	1.1 Social Interest, 1.2 Imitation, 1.3 Simple turn-taking, 1.4 Maintaining connection across space
2. Emotional	2.1 Expression of emotion, 2.2 Self-regulation, 2.3 Sense of self, 2.4 Empathy, 2.5 Agency
3. Communication, Language and Literacy	3.1 Non-verbal communication skills: <i>referencing, joint attention, gestures, intentional communication, simple turn-taking</i>, 3.2 Receptive language skills, 3.3 Expressive language skills: <i>signalling, vocalizing and babbling, one word, word with gestures, vocabulary</i>
4. Cognitive	4.1 Attention regulation, 4.2 Problem-solving, 4.3 Cause-and-effect exploration, 4.4 Spatial exploration, 4.5 Spatial problem-solving, 4.6 Object permanence, 4.7 Symbolic thought, representation, and root skills of literacy, 4.8 Memory, 4.9 Sorting
5. Physical	5.1 Gross motor: <i>reaching and holding, releasing objects, holding head up, lifting upper body, rolling, sitting, crawling, pulling self to stand up, cruising, walking, strength, coordination</i>, 5.2 Fine motor: <i>palmar grasp, coordination, pincer grasp, holding and using tools</i>. 5.3 Senses: Visual: <i>visual face perception, pattern perception, visual exploration, visual discrimination</i>, Auditory: <i>auditory exploration, auditory discrimination</i>, Touch: <i>tactile exploration, tactile discrimination</i>, Smell: <i>olfactory exploration, olfactory discrimination</i>. Taste: <i>taste exploration, taste discrimination</i>. 5.4 Sensory motor integration.
Toddlers (14 months to 3 years)	
1. Social	1.1 Social Interest, 1.2 Perspective-taking, 1.3 Parallel play;
2. Emotional	2.1 Expression of feelings, 2.2 Self-regulation: <i>emotion regulation, behaviour regulation, attention regulation</i>. 2.3 Empathy, 2.4 Sense of self, 2.5 Autonomy, 2.6 Identity formation;
3. Communication, Language and Literacy	3.1 Receptive language skills, 3.2 Expressive language skills: <i>words, sentences, vocabulary, questions, conversation</i>;
4. Cognitive	4.1 Self-regulation; <i>attention regulation</i>, 4.2 Problem-solving, 4.3 Cause-and-effect exploration, 4.4 Spatial exploration, 4.5 Spatial problem-solving, 4.6 Temporal, 4.7 Symbolic thought, representation, and root skills of literacy, 4.8 Memory, 4.9 Sorting;
5. Physical	5.1. Gross motor: <i>balance, jumping, walking and running, climbing, riding toys</i>, 5.2 Fine motor: <i>dressing, eating, tool use, making a mark, pincer grasp</i>, 5.3 Senses: <i>sensory exploration, sensory discrimination, sensory motor integration</i>.
Preschool-Kindergarten (2.5 to 6 years)	
1. Social	1.1 Making friends; 1.2 Conflict resolution & social problem-solving skills; 1.3 Peer group entry skills; 1.4 Helping skills; 1.5 Interacting positively and respectfully; 1.6 Co-operating; 1.7 Empathy; 1.8 Taking another person's point of view; 1.9 Interacting with adults.
2. Emotional	2.1 Self concept 2.2 Identity formation; 2.3 Self-esteem; 2.4 Recognizing and expressing emotions; 2.5 Regulating attention, emotions, and behaviours; 2.6 Positive attitudes towards learning.
3. Communication, Language and Literacy	3.1 Using verbal and non-verbal communication; 3.2 Using English and the child's home language; 3.3 Vocabulary; 3.4 Conversing with peers & adults; 3.5 Using descriptive language to explain, explore and extend; 3.6 Listening to others; 3.7 Enjoying literacy; 3.8 Using and understanding the power of literacy; 3.9 Retelling stories; 3.10 Phonological awareness; 3.11 Letter recognition; 3.12 Understanding of orientation & familiar conventions of print; 3.13 Matching spoken words with written ones; 3.14 Beginning to write letters of the alphabet and some high-frequency words.
4. Cognitive	4.1 Self-regulation; 4.2 Problem-solving; 4.3 Representation; 4.4 Questioning; 4.5 Observing; 4.6 Collecting & organizing information; 4.7 Reflecting and reaching conclusions; 4.8 Communicating findings; 4.9 Reasoning logically; 4.10 Classifying; 4.11 Seriating; 4.12 Counting; 4.13 Determining quantity; 4.14 Comparing quantities; 4.15 Representing numbers; 4.16 Describing and determining ordinal number and position; 4.17 Understanding two-dimensional and three-dimensional shapes; 4.18 Identify patterns; 4.19 Measuring length, weight & capacity, temperature, time, and money; 4.20 Completing simple number operations; 4.21 Using number symbols and operations; 4.22 Using spatial relations, directions, maps.
5. Physical	5.1 Increasing levels of activity, endurance, & variation in types of activity and skills; 5.2 Gross motor; 5.3 Fine motor; 5.4 Auditory skills and music.
School-Age Children (5 to 8 years)	
1. Social	1.1 Friendship, 1.2 Conflict resolution & social problem-solving skills, 1.3 Co-operation, 1.4 Helping skills, 1.5 Empathy, 1.6 Taking another person's point of view.
2. Emotional	2.1 Self-concept, 2.2 Identity formation, 2.3 Self-esteem, 2.4 Recognizing and expressing emotions, 2.5 Regulating emotions, and behaviours, 2.6 Positive attitudes towards learning such as persistence, engagement, curiosity, and a sense of mastery.
3. Communication, Language and Literacy	3.1 Verbal and non-verbal communication, 3.2 Vocabulary, 3.3 Conversing with peers & adults, 3.4 Phonological awareness and phonics, 3.5 Knowledge of print, 3.6 Reading, 3.7 Writing.
4. Cognitive	4.1 Self-regulation, 4.2 Problem-solving, 4.3 Representation, 4.4 Memory, 4.5 Inquiry, 4.6 Classifying, 4.7 Measuring length, weight & capacity, temperature, time, and money; 4.8 Completing number operations, 4.9 Spatial relations, directions, maps, 4.10 Temporal relations, 4.11 Games with rules.
5. Physical	5.1 Gross motor: <i>running, jumping, throwing, catching, kicking</i>.

Principles and Understanding of Development and Practice

Early child development sets the foundation for lifelong learning, behaviour and health

The Continuum of Development identifies root skills that emerge and are practiced in the early years and are important both in their own right and as foundations of later development.

A skill may appear in infant, toddler, preschool and school-age groups, indicating pathways that emerge early and are elaborated over time.

Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children

Using the Continuum of Development, families and early childhood professionals can exchange information about children's early development.

Demonstrating respect for diversity, equity and inclusion are prerequisites for optimal development and learning.

At the core of respecting diversity is the flexible creation of curriculum that is responsive to individuals. The Continuum of Development makes it possible for practitioners to observe a child's development and then create curriculum to extend and expand learning.

A planned curriculum supports early learning.

Understanding development supports the ongoing observation and documentation of children's learning for the purpose of planning curriculum.

Planning involves the planning of strategies or ways to support skills.

The Continuum of Development includes interactions with examples of strategies that support the practice and extension of the skill.

Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.

Understanding child development leads to an appreciation of the role of play.

The Continuum of Development identifies skills that are learned and practiced in play and gives examples of adult interactions that support early learning in the context of play.

Knowledgeable, responsive early childhood professionals are essential.

The Continuum of Development builds on early childhood professionals existing knowledge of children in their programs and the pedagogy of play.

Through ongoing observation and use of the Continuum of Development early childhood professionals extend their knowledge of development and learning.