

## Continuum for COGNITIVE Development

Adapted from *Early Learning for Every Child Today* (2007)



		Names of Children				
<b>Infants</b> (birth - 24 months)	attention regulation					
	problem solving					
	cause and effect exploration					
	spatial exploration					
	spatial problem solving					
	object permanence (searches for hidden object)					
	symbolic thought (uses gestures or points to pictures to represent object, event)					
	imitates adult actions					
	increasing memory, recognizes faces, objects seen before					
sorting, grouping like objects together						
<b>Toddlers</b> (14 months - 3 years)	attention regulation (ignores distractions for increasing periods of time)					
	problem solving (setting goals, using adults, tools to solve problems)					
	cause and effect exploration (example: opening and shutting doors)					
	spatial exploration (putting things together & taking them apart)					
	spatial problem solving (pushes obstacles out of way, uses tools)					
	uses and understands "today" & "tomorrow", "now" & "later"					
	symbolic thought in pretend play & identifying objects in books					
	increasing memory, following routines, rituals					
sorting objects (example big/small or hard/soft) and matching items (spoon/bowl)						

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<b>Preschool</b>  <b>Kindergarten</b> (2.5 - 6 years)	self-regulation (using language to regulate behaviour & attention)					
	problem solving (beginning to plan ahead, brainstorming solutions, outcomes)					
	representation (dramatic play, artistic expression, generating alternative ideas)					
	asking questions					
	observing their environment with all senses, focusing, referring to books					
	collecting and organizing information into graphs, using to reach conclusions					
	noticing patterns, cause and effect, reflecting and reaching conclusions					
	communicating findings and ideas using language, drawings, music, movement					
	logical reasoning (exploring causes, connections, sequencing, predictions)					
	comparing, matching and sorting objects into groups					
	placing pictures, objects in a sequential order (big, bigger, biggest)					
	counting in play and daily living					
	comparing quantities, moving objects one by one to count them					
	representing numbers in different ways (tallies, numbers, graphs)					
	using "before", "after", "front", "back", "next", "last" to describe position					
	recognizing, naming, matching shapes and attributes (number of sides, corners)					
	recognizing, describing, creating and extending patterns in art, symbols, movement					
	beginning to use vocabulary of measurement ("heavier/lighter", "taller/shorter")					
using counters to represent numbers (keeping score in a game), recognizing +/-						
using & following directions ("forward, backward, behind"), making a map						

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<b>School-age Children</b>  (5-8 years)	regulating attention is more planned					
	solves more complex problems, plans to achieve goals					
	representation in detailed drawings and constructions, complex dramatic play					
	uses several memory strategies in one situation					
	observes, forms questions, interprets & discusses information, compares results					
	can create groups, categories and sub-categories, understand differences					
	can measure and use length, weight, capacity, temperature, time, money					
	can add and subtract double-digit numbers, starting to multiply and divide					
	can describe and extend patterns					
	understands and can give directions (like left, right), uses and creates maps					
	understands time and units of time (hours, minutes)					
	can follow rules of a game, uses strategies to improve at a game					