

Developmental Milestones

2 – 3 years old

Physical

Gross motor skills

- | | | |
|--|---|--|
| <input type="radio"/> All locomotor skills rapidly improving | <input type="radio"/> Walks, runs, climbs, kicks and jumps easily | <input type="radio"/> Uses steps one at a time |
| <input type="radio"/> Squats to play and rises without using hands | <input type="radio"/> Catches ball rolled to him/her | <input type="radio"/> Walks into a ball to kick it |
| <input type="radio"/> Jumps from low step or over low objects | <input type="radio"/> Attempts to balance on one foot | <input type="radio"/> Able to open doors |
| <input type="radio"/> Stops readily | <input type="radio"/> Moves about moving to music | <input type="radio"/> Ride a tricycle |

Fine motor skills

- | | | |
|--|---|--|
| <input type="radio"/> Removes paper wrapping from small sweets efficiently | <input type="radio"/> Spontaneous circular scribble as well as to and fro scribble and dots | <input type="radio"/> Imitates vertical line and (sometimes) V shape |
| <input type="radio"/> Turn pages singly | <input type="radio"/> Hand preference usually obvious | <input type="radio"/> Turns door handles and often runs outside. |
| <input type="radio"/> Little comprehension of common dangers. | <input type="radio"/> Turns pages one at a time | <input type="radio"/> Holds crayon with fingers |
| <input type="radio"/> Uses a pencil to draw or scribble in circles and lines | | |

Self-help skills

- | | | |
|--|---|--|
| <input type="radio"/> Self-feeds using utensils and a cup | <input type="radio"/> Sits on small tricycle but cannot use pedals. Propels vehicle forwards with feet on floor | <input type="radio"/> Verbalizes toilet needs in reasonable time |
| <input type="radio"/> Becoming more independent i.e. wash their own hands, wash themselves at bath time, feed themselves, get dressed – but may need adult assistance? | | <input type="radio"/> Might be ready for toilet training |

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Social

<input type="radio"/> Plays with other children	<input type="radio"/> Plays simple make believe games	<input type="radio"/> May prefer same sex playmates and toys
<input type="radio"/> Unlikely to share toys without protest	<input type="radio"/> Enjoys playing with others, playing dress-ups, having tea parties, painting with their fingers or a brush, playing rough and tumble	

Emotional

<input type="radio"/> Tantrums are common because they can't communicate their needs	<input type="radio"/> Notices when others are hurt or upset, like pausing or looking sad when someone is crying	<input type="radio"/> Looks at your face to see how to react in a new situation
<input type="radio"/> Understands how their behaviour affects others	<input type="radio"/> Shows strong attachment to a parent (or main family carer)	<input type="radio"/> Shows distress and protest when they leave and wants that person to do things for them
<input type="radio"/> Begins to show guilt or remorse for misdeeds	<input type="radio"/> May be less likely to willingly share toys with peers	<input type="radio"/> Demands adult attention

Cognitive (learning, thinking, problem solving)

<input type="radio"/> Intensely curious regarding environment	<input type="radio"/> Builds tower of five to seven objects	<input type="radio"/> Lines up objects in 'train' fashion
<input type="radio"/> Recognises and identifies common objects and pictures by pointing	<input type="radio"/> Enjoys playing with sand, water, dough; explores what these materials can do more than making things with them	<input type="radio"/> Uses symbolic play, e.g. Use a block as a car
<input type="radio"/> Shows knowledge of gender-role stereotypes	<input type="radio"/> Identifies picture as a boy or girl	<input type="radio"/> Engages in make - believe and pretend play
<input type="radio"/> Begins to count with numbers	<input type="radio"/> Recognises similarities and differences	<input type="radio"/> Imitates rhythms and animal movements
<input type="radio"/> Becoming aware of space through physical activity	<input type="radio"/> Can follow two or more directions	<input type="radio"/> Understands concepts like time and opposites for example big/ small and day/night
<input type="radio"/> Begins to point to body parts	<input type="radio"/> Sorts objects, matches shapes and colours	<input type="radio"/> Holds something in one hand while using the other hand; for example, holding a container and taking the lid off
<input type="radio"/> Tries to use switches, knobs, or buttons on a toy	<input type="radio"/> Plays with more than one toy at the same time, like putting toy food on a toy plate	

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Language		
<input type="radio"/> Says more than 50 single words	<input type="radio"/> Uses two or three words together, e.g. "go play now"	<input type="radio"/> Increase of vocabulary and use of correct grammatical forms of language
<input type="radio"/> Uses their tone of voice to ask a question (e.g., 'teddy go?')	<input type="radio"/> Say 'no' when they do not want something	<input type="radio"/> Use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)
<input type="radio"/> Starts to use 'mine' and 'my'.	<input type="radio"/> Asks lots of questions	<input type="radio"/> Uses pronouns and prepositions, simple sentences and phrases
<input type="radio"/> Labels own gender	<input type="radio"/> Says 3-5 words sentences	<input type="radio"/> Starting to learn how to take turns in speaking and may have a short conversation with you
<input type="radio"/> By three years old tell a simple 'make-up' story based on their own experiences.	<input type="radio"/> Toddler will talk about people and objects i.e. Grandma at the shops or my ball in the tree	<input type="radio"/> Points to things in a book when you ask, like "where is the bear?"
<input type="radio"/> Follow simple two-part instructions, e.g., 'give me the ball and the car'	<input type="radio"/> Respond to simple wh-questions, such as 'what' and 'where'	<input type="radio"/> Uses more gestures than just waving and pointing, like blowing a kiss or nodding yes
<input type="radio"/> Points to at least two body parts when asked to show you	<input type="radio"/> Understands when an object is 'in' and 'on' something	<input type="radio"/> Copies words and actions
<input type="radio"/> Makes music, sings and dances		

Seek advice if:		
<input type="radio"/> Is falling a lot	<input type="radio"/> Finds it hard to use small objects	<input type="radio"/> Is not interested in food
<input type="radio"/> Can't run	<input type="radio"/> Isn't scribbling or drawing	<input type="radio"/> Finds it hard to handle small objects – for example, a pencil or crayon
<input type="radio"/> Is not understanding simple instructions e.g. 'Get your shoes, please'.	<input type="radio"/> Is not joining words in meaningful phrases	<input type="radio"/> Has trouble seeing or hearing things
<input type="radio"/> Isn't using 3-word sentences	<input type="radio"/> Doesn't look at you in the eye	<input type="radio"/> Isn't showing feelings
<input type="radio"/> Is not interested in other children	<input type="radio"/> Finds it difficult to separate from their primary caregiver	<input type="radio"/> Doesn't understand two-part instructions e.g. 'Get your shoes and put them in the box
<input type="radio"/> Doesn't come to a familiar adult for affection or comfort	<input type="radio"/> Doesn't copy actions or words e.g. When singing 'heads, shoulders, knees toes'	<input type="radio"/> Doesn't pretend during play – for example, doesn't pretend to feed a doll
<input type="radio"/> If you notice that your child has lost skills they once had		

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Reference List

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