

Developmental Milestones

3 – 4 years old

Physical

Gross motor skills

- | | | |
|---|---|--|
| <input type="radio"/> Walks alone upstairs with alternating feet and downstairs, two feet to a step | <input type="radio"/> Can turn round obstacles and corners while running and pushing and pulling large toys | <input type="radio"/> Walks forward, backwards, sideways, etc. hauling large toys with complete confidence |
| <input type="radio"/> Rides tricycle, using pedals, and can steer it round wide corners | <input type="radio"/> Can stand and walk on tiptoe | <input type="radio"/> Stands momentarily on one (preferred) foot when shown |
| <input type="radio"/> Can throw ball overhand and catch large ball on or between extended arms. | <input type="radio"/> Kicks ball forcibly | |

Fine motor skills

- | | | |
|---|--|---|
| <input type="radio"/> String items together, like large beads or macaroni | <input type="radio"/> Builds big towers and bridges using blocks using two hands co-operatively | <input type="radio"/> Holds pencil in preferred hand between first two fingers and thumb and uses with good control |
| <input type="radio"/> Draws a circle and square when you show them how | <input type="radio"/> Draws man with head and usually indication of one or two other features or parts | <input type="radio"/> Can use child-safe scissors |
| <input type="radio"/> Enjoys painting with large brush on easel, covering whole paper with wash of colour or painting primitive 'pictures' which are (usually) named during or after production | | <input type="radio"/> Unscrews a lid from a jar |

Self-help skills

- | | | |
|--|---|---|
| <input type="radio"/> Can pull pants and knickers down and up but needs help with buttons and other fastenings | <input type="radio"/> Puts on shoes that don't have laces | <input type="radio"/> Becoming more curious about bodies – their own and other people |
| <input type="radio"/> Feed themselves | <input type="radio"/> Complete some daily hygiene tasks independently i.e. going to the toilet, wiping poo from their bottom, washing their hands and face, however, needs supervision with tasks like brushing teeth | <input type="radio"/> Most likely toilet trained during the day but night-time bedwetting is common at this stage as many pre-schoolers are no longer wearing nappies overnight |

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Social		
<input type="radio"/> Engages in pretend play and tries to act out different roles	<input type="radio"/> Notices other children and joins them to play and/ or plays beside other children	<input type="radio"/> Starts to play more cooperatively in small groups
<input type="radio"/> Beginning to share as they understand the concept of 'mine' and 'yours'	<input type="radio"/> Have imaginary friends, although will know the difference between real and fantasy	<input type="radio"/> Likes to help adult in domestic activities, gardening, shopping etc.
Emotional		
<input type="radio"/> Can usually calm down within 10 minutes after you leave them, such as childcare drop off	<input type="radio"/> Comforts others who are hurt or sad, like hugging a crying friend	<input type="radio"/> Knows the difference between feeling happy, sad, afraid or angry
<input type="radio"/> Shows fears of real and imaginary things	<input type="radio"/> Cares about how others act and shows affection for familiar people	
Cognitive (learning, thinking, problem solving)		
<input type="radio"/> Avoids touching hot objects, like a stove when you warn them	<input type="radio"/> Becoming more imaginative during play – engage in pretend games with imaginary friends or toys, like having a tea party with toys	<input type="radio"/> Begins to enjoy tricking others e.g. Say to a parent "Mum thought I was asleep!" At the same time be worried about being tricked by others
<input type="radio"/> Is fascinated by the world around them – asking lots of 'wh' questions	<input type="radio"/> Knows opposites – big/small, more/less and concepts such as 'out', 'in' and 'under'	<input type="radio"/> Remembers nursery rhymes and repeats them back to you
<input type="radio"/> Can count up to 4 objects and sort them by colour and shape	<input type="radio"/> Point out and name letters and numbers	<input type="radio"/> Completes puzzles with 3 to 4 pieces
<input type="radio"/> Plays independently for 5 minutes in preferred activities	<input type="radio"/> Avoids simple hazards	<input type="radio"/> Remembers a recent event with the aid of a photograph

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Language		
<input type="radio"/> Follows more complex two-part instructions (e.g., give me the teddy and throw the ball)	<input type="radio"/> Understands simple wh-questions, such as 'what', 'where' and 'who'	<input type="radio"/> Understands the concepts of 'same' and 'different'
<input type="radio"/> Sorts items into groups when asked (e.g., toys vs food)	<input type="radio"/> Recognises some basic colours	<input type="radio"/> Listens eagerly to stories and demands favourites repeatedly
<input type="radio"/> Knows several nursery rhymes to repeat and (sometimes) sing	<input type="radio"/> Says four to five words in a sentence	<input type="radio"/> Uses a variety of words for names, actions, locations and descriptions
<input type="radio"/> Asks questions using 'what', 'where' and 'who'	<input type="radio"/> Talks about something in the past, but may use '-ed' a lot (e.g., 'he goed there')	<input type="radio"/> Has a conversation but may not take turns or stay on topic
<input type="radio"/> Says what action is happening in a picture or book when asked, like "running," "eating," or "playing"	<input type="radio"/> By 3 years old, they speak sentences of 3-5 words or even more	<input type="radio"/> Talks well enough for others to understand, most of the time
<input type="radio"/> Says first name, when asked and (sometimes) age	<input type="radio"/> Still talks to self in long monologues mostly concerned with immediate present, including make-believe activities	

Seek advice if:		
<input type="radio"/> The child doesn't look you in the eye as the child's parent/guardian	<input type="radio"/> Has trouble seeing or hearing things, or understanding simple instructions	<input type="radio"/> Isn't using three-word sentences, and is often hard to understand
<input type="radio"/> Doesn't understand 2-part instructions – for example, 'Get your shoes, and put them in the box'	<input type="radio"/> Is often hard to understand when talking to familiar family members or friends	<input type="radio"/> Isn't interested in other children
<input type="radio"/> Difficult to separate from their primary caregiver	<input type="radio"/> Doesn't pretend during play	<input type="radio"/> Can't run
<input type="radio"/> Isn't scribbling or drawing, and finds it hard to handle small objects/isn't drawing simple shapes	<input type="radio"/> If you notice the child has lost skills they once had	

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Reference List

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