

Developmental Milestones

4 – 5 years old

Physical		
Gross motor skills		
<input type="radio"/> Walks (or runs) alone up and down stairs, one foot to step	<input type="radio"/> Navigates self-locomotion skilfully, turning sharp corners, running pushing and pulling	<input type="radio"/> Climbs ladders and trees
<input type="radio"/> Can stand, walk and run on tiptoe	<input type="radio"/> Expert rider of tricycle, executing sharp u turns easily	<input type="radio"/> Arranges and picks up objects from floor by bending from waist with knees extended
<input type="radio"/> Shows increasing skill in ball games throwing, catching, bouncing, kicking, etc including use of bat	<input type="radio"/> Likes to sing, dance and act	<input type="radio"/> Can hop on one foot
<input type="radio"/> Stands on one (preferred) foot for more than 10 seconds		
Fine motor skills		
<input type="radio"/> Picks up and replaces very small items, e.g. pins, thread, crumbs etc	<input type="radio"/> Threads small beads to make necklaces, if adult threads needle	<input type="radio"/> Builds tower of 10 or more cubes and several bridges of three from one model on request or spontaneously
<input type="radio"/> Holds crayon or pencil between fingers and thumb (not a fist)	<input type="radio"/> Write their first name and some letters	<input type="radio"/> Cuts simple shapes and attempts to cut on a straight line
Self-help skills		
<input type="radio"/> Curious about bodies	<input type="radio"/> Eats skilfully with spoon and fork	<input type="radio"/> Washes and dries hands
<input type="radio"/> Brushes teeth	<input type="radio"/> Dress themselves and unbuttons some buttons	<input type="radio"/> Serves themselves food or pours water, with adult supervision
<input type="radio"/> Goes to the toilet independently during the day		

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Social		
<input type="radio"/> Asks to go play with children when no one is around	<input type="radio"/> Changes behaviour based on where they are (place of worship, library, playground)	<input type="radio"/> Becoming more cooperating and helpful
<input type="radio"/> Engages in various imaginative play experience – try different roles and behaviours	<input type="radio"/> Understands taking turns as well as sharing	<input type="radio"/> Inclined to argue with adults and other children when things don't go their way
<input type="radio"/> Shows sense of humour in talk and activities		
Emotional		
<input type="radio"/> Comforts others who are hurt or sad, like hugging a crying friend	<input type="radio"/> Exploring and learning to express emotions	<input type="radio"/> May want to please and be like preschool-aged friends
<input type="radio"/> Might be saying sorry, agreeing to rules and being pleased when good things happen to other people	<input type="radio"/> Might hide truth about things and even start telling lies i.e. "I didn't do it", even when they did	
Cognitive (learning, thinking, problem solving)		
<input type="radio"/> Names a few colours of items	<input type="radio"/> Tells what comes next in a well-known story	<input type="radio"/> Draws a person with head, legs and trunk, and (usually) arms/fingers and clothes
<input type="radio"/> Can attend to a preferred task independently (e.g., drawing)	<input type="radio"/> Developing interest in letters (e.g., starts to copy letters)	<input type="radio"/> Matches geometric shapes
<input type="radio"/> Understands opposites e.g. high/low	<input type="radio"/> Knows the names of numbers out of order and can count to 10 using one to one correspondence	<input type="radio"/> May remember own address
<input type="radio"/> Knows the difference between left and right		

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Language		
<input type="radio"/> Answers most questions about daily tasks/ recent events and experiences	<input type="radio"/> Understands most wh-questions, including those about a story they have recently heard	<input type="radio"/> Listens to and tells long stories, sometimes confusing fact and fantasy
<input type="radio"/> Shows an awareness that some words start or finish with the same sounds	<input type="radio"/> Uses words, such as 'and', 'but' and 'because', to make longer sentences	<input type="radio"/> Describes recent events, such as morning routines
<input type="radio"/> Asks lots of questions	<input type="radio"/> Uses personal pronouns (e.g., he/ she, me/you) and negations (e.g., don't/can't)	<input type="radio"/> Gives full name, home address and (usually) age
<input type="radio"/> Says some words from a song, story, or nursery rhyme	<input type="radio"/> Talks about at least one thing that happened during their day, like "I played soccer."	<input type="radio"/> By 4 years old, they speak sentences of around 5-6 words or more

Seek advice if:		
<input type="radio"/> Has big tantrums over very small things or clings and cries when you leave	<input type="radio"/> Seems very afraid, unhappy or sad a lot of the time	<input type="radio"/> Doesn't seem to show empathy – for example, doesn't try to comfort others who are hurt or sad
<input type="radio"/> Doesn't pretend during play – for example, doesn't pretend to be a grown-up or have a tea party	<input type="radio"/> Easily distracted and can't concentrate on any single activity for more than a few minutes	<input type="radio"/> Isn't developing conversational skills
<input type="radio"/> Has trouble seeing or hearing things	<input type="radio"/> Doesn't use sentences of more than 3 words	<input type="radio"/> Can't understand 2-part instructions like 'put the doll down and pick up the ball'.
<input type="radio"/> Is clumsy – e.g. Trips over a lot when walking or running	<input type="radio"/> Has trouble drawing shapes such as circle or cross	<input type="radio"/> Find it hard to use small objects such as pencil/ crayon
<input type="radio"/> Difficult eating, dressing or using the toilet	<input type="radio"/> If you notice that the child has lost skills they once had	

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Reference List

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