

MILESTONES, GENTLY TRACKED

Watching them *grow*.

A warm, working companion for the first seven years, to notice, to celebrate, and to know when to ask for help.

CHILD'S NAME

DATE OF BIRTH

dd / mm / yyyy

PRIMARY CAREGIVER

PAEDIATRICIAN

How this guide works.

Children grow on their own timeline. This guide gives you a gentle map, what most children can do by each age, what to celebrate, and what is worth a conversation with your provider.

Six areas of growth

■ Social and Emotional

How they connect, share feelings, and play with others.

■ Language and Communication

How they understand and use words, sounds, and gestures.

■ Thinking and Learning

How they think, explore, solve problems, and remember.

■ Movement and Body

How they use their body, big muscles and small.

■ Self-care and Independence

How they grow into doing things by themselves.

■ Sensory and Regulation

How they take in the world and calm their feelings.

Four things to know

1 Tick what you have seen

Tap the box next to a milestone when you have noticed it. Your ticks are saved on this device.

2 Tap a row for an example

Each milestone has a small example and a tip. Real life is messier than a checklist, these are starting points.

3 Range, not race

Most children meet most milestones near their checkpoint age. Variation is normal, patterns matter more than single points.

4 Use the worksheet

The last pages help you log visits, questions, and concerns, so nothing important gets lost between appointments.

A NOTE FROM CURAUTI

If something does not feel right, trust that feeling. You know your child best, and asking early is never too early.

6 months and 12 months

BY THE AGE OF

6 months

0/10

Six months in, your baby is becoming a little person with opinions, favourite faces, and a body that is learning to move on purpose.

- SOCIAL
Knows familiar people

LOOKS LIKE Lights up when you walk into the room; may turn away from strangers.

TRY Narrate who is coming and going, "Mama is here, Auntie is at the door", it builds the sense of belonging.

- SOCIAL
Likes to look in a mirror

LOOKS LIKE Smiles, coos or pats their reflection.

TRY Mirror play is connection practice. Sit together and name what you see: "That is you. That is me."

- LANGUAGE
Takes turns making sounds with you

LOOKS LIKE You say "ba", they answer with "ba" or a squeak.

TRY Pause after you speak. The wait is how they learn that conversation has rhythm.

- LANGUAGE
Blows raspberries and squeals

LOOKS LIKE Sticks tongue out, blows bubbles, makes loud happy noises.

TRY Copy them back. Imitation tells your baby their voice matters.

- THINKING
Reaches for what they want

LOOKS LIKE Stretches an arm toward a toy or your phone.

TRY Hold things slightly out of reach during play, a small, safe stretch grows their problem-solving.

- THINKING
Brings things to their mouth

LOOKS LIKE Tastes their fingers, soft toys, the corner of a muslin.

TRY Mouthing is how babies learn texture and shape. Keep them from putting things out of reach.

- MOVEMENT

BY THE AGE OF

12 months

0/11

Your one-year-old is full of intention, pointing, waving, and figuring out that you and they are separate people who can share a moment.

- SOCIAL
Plays games like peek-a-boo

LOOKS LIKE Covers their own face, waits, then giggles when you 'find' them.

TRY Repetition is the joy. Same game, hundredth time, it teaches anticipation and trust.

- SOCIAL
Looks for objects when hidden

LOOKS LIKE Watches you tuck a toy under a cloth, then lifts the cloth.

TRY This is object permanence, the foundation of trusting that loved ones return.

- LANGUAGE
Waves bye-bye

LOOKS LIKE Without being prompted, waves as someone leaves.

TRY Make goodbyes a small ritual: same words, same wave. Predictable transitions soothe.

- LANGUAGE
Calls a parent 'mama' or 'papa' or similar special name

LOOKS LIKE Uses the word for the right person, not just any sound.

TRY Respond every time, even if the word is fuzzy. Reliability is what builds language.

- LANGUAGE
Understands 'no' (pauses or stops briefly)

LOOKS LIKE Reaches for a plug, you say no, they look at you and pause.

TRY Pair 'no' with redirection to something safe. Pausing, even briefly, is the milestone.

- THINKING
Puts something in a container

LOOKS LIKE Drops blocks into a cup, then dumps them out.

6 MONTHS AND 12 MONTHS is a rich game. Offer a basket and a few safe objects.

18 months and 2 years

BY THE AGE OF

18 months

0/11

Toddlerhood is here. Your child is walking with purpose, copying you constantly, and starting to use words to ask for what they need.

 ● SOCIAL

Moves away from you, but checks in

LOOKS LIKE Toddles to the next room, then turns to find your face.

TRY This is healthy independence with a 'safety tether'. Smile back, your face is base camp.

 ● SOCIAL

Points to show you something interesting

LOOKS LIKE Points at a dog, looks at you, then back at the dog.

TRY This 'joint attention' is a really important social skill. Always look where they point and name what you see.

 ● LANGUAGE

Tries to say three or more words besides 'mama' / 'papa'

LOOKS LIKE "Milk," "bird," "more," even if pronunciation is fuzzy.

TRY Count attempts, not perfection. "Ba" for ball is a word.

 ● LANGUAGE

Follows one-step directions without gestures

LOOKS LIKE You say "Give me the cup" without pointing, they bring it.

TRY Keep instructions short and singular. "Find your shoes" works better than "Get ready to go."

 ● THINKING

Copies chores you do

LOOKS LIKE Sweeps with a toy broom; pretends to talk on a phone.

TRY Imitation is learning in disguise. Hand them a cloth while you wipe the table.

 ● THINKING

Plays with toys in a simple way

LOOKS LIKE Pushes a toy car along the floor, stacks

TRY Sit on the floor with them, no agenda. Following their lead in play is gold.

BY THE AGE OF

2 years

0/11

Two is wonderful and intense. Words are arriving fast, big feelings are arriving faster, and your child is testing how the world works, and you.

 ● SOCIAL

Notices when others are hurt or upset

LOOKS LIKE Pauses if another child cries; may bring a toy.

TRY Model gentle responses out loud: "He is sad. Let us check on him."

 ● SOCIAL

Looks at your face to see how to react

LOOKS LIKE Glances at you when something new or surprising happens.

TRY Your calm face tells them new things are safe. Big reactions teach them to fear new things.

 ● LANGUAGE

Uses 2-word phrases

LOOKS LIKE "More milk," "go park," "daddy shoe."

TRY Expand what they say. They say "big dog", you say "Yes, that is a big brown dog."

 ● LANGUAGE

Points to things in a book when you ask

LOOKS LIKE You ask "Where is the cat?", they point.

TRY Reading the same book on repeat is great. Familiar text becomes a scaffold for language.

 ● THINKING

Holds something in one hand while using the other

LOOKS LIKE Holds a container while taking the lid off.

TRY Containers with lids, jars, simple latches, endless practice in a small space.

 ● THINKING

Tries to use switches, knobs or buttons

LOOKS LIKE Turns a doorknob, presses a light switch.

TRY A 'busy board' or a few real-world buttons (an old remote, a torch) feeds this drive.

 ● MOVEMENT

Kicks a ball

3 years and 4 years

BY THE AGE OF

3 years

0/10

Three is a doorway. Imagination opens, full sentences arrive, and the social world widens to include other children, with all the joy and conflict that brings.

- SOCIAL
Calms within 10 minutes after you leave

LOOKS LIKE May cry at drop-off, but settles into the activity soon after.

TRY A short, predictable goodbye ritual, same words, same wave, works better than sneaking out.

- SOCIAL
Notices and joins other children at play

LOOKS LIKE Sits beside another child and copies what they are doing.

TRY 'Parallel play' is normal at 3, they are learning to be near, before learning to share.

- LANGUAGE
Talks well enough for others to understand most of the time

LOOKS LIKE Strangers can usually follow the gist of what they say.

TRY Resist the urge to translate for them. Let them try with new people, practice builds clarity.

- LANGUAGE
Asks 'who,' 'what,' 'where,' or 'why'

LOOKS LIKE "Where Daddy go?" "Why dog bark?"

TRY Answer simply, then ask one back: "Why do you think the dog barked?"

- THINKING
Draws a circle when shown how

LOOKS LIKE Watches you, then makes a roundish shape.

TRY Show, then hand the crayon over. Demonstration teaches more than instructions.

- THINKING
Avoids touching hot things when warned

LOOKS LIKE You say "hot!", they pull back.

TRY Praise the pause, not just the avoidance. "You stopped, that was smart."

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- MOVEMENT
Strings items like beads or pasta

BY THE AGE OF

4 years

0/11

At four, your child is a storyteller, a rule-keeper, a question-machine. They want to do things 'by myself' and also need you close, both are true.

- SOCIAL
Pretends to be something else during play

LOOKS LIKE "I am a doctor!" "I am a tiger!"

TRY Join in. Take a small role, patient, baby tiger, and follow their script.

- SOCIAL
Asks to play with other children if none are around

LOOKS LIKE "Can my friend come over?"

TRY If you can, schedule one calm playdate at a time. Two is a friendship; three is a crowd at this age.

- SOCIAL
Comforts others who are hurt or sad

LOOKS LIKE Pats a friend's back; offers a toy.

TRY Notice it out loud: "That was kind. He felt better." Naming kindness reinforces it.

- LANGUAGE
Says sentences with four or more words

LOOKS LIKE "I want the red one, please."

TRY Do not correct grammar mid-sentence, model the right version casually in your reply.

- LANGUAGE
Tells you what is coming next in a familiar story

LOOKS LIKE Anticipates the next page or refrain in a favourite book.

TRY Pause and wait. The pause is the invitation to participate.

- THINKING
Names a few colours

LOOKS LIKE Identifies red, blue, yellow correctly.

TRY Colours stick faster in context: "Hand me the red cup." Better than flashcards.

- THINKING
Tells what comes next in a routine

LOOKS LIKE "After bath, story."

05 / 09

5 years and 6 years

BY THE AGE OF

5 years

0/10

Five is steady. Your child is school-ready in many ways, friends, rules, and a growing sense of who they are.

- SOCIAL
Follows rules or takes turns in simple games

LOOKS LIKE Plays a board game and waits for their turn.

TRY Lose on purpose sometimes. Children need to see grown-ups handle losing well.

- SOCIAL
Sings, dances or acts for you

LOOKS LIKE Performs a song they learned; makes up a show.

TRY Be the audience, not the director. Applause is enough.

- LANGUAGE
Tells a short story they have heard or made up

LOOKS LIKE Has a beginning, middle, and end (mostly).

TRY Ask one open question at the end: "What was your favourite part?"

- LANGUAGE
Answers simple questions about a book or story

LOOKS LIKE "Why was the bear sad?", they offer a reason.

TRY Comprehension grows with re-reading. Same book, deeper questions each time.

- THINKING
Counts to 10

LOOKS LIKE Counts objects one-by-one, not just recites numbers.

TRY Count real things, stairs, raisins, fingers. Counting in context sticks.

- THINKING
Names some letters and numbers

LOOKS LIKE Recognises letters in their name; sees numbers on a lift.

TRY Their name first. Letters that 'belong to them' are the easiest to learn.

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- MOVEMENT
Hops on one foot

BY THE AGE OF

6 years

0/10

School is real now. Your child is reading, making friends with their own logic, and figuring out where they fit, at home, at school, in the world.

- SOCIAL
Has one or two close friends

LOOKS LIKE Names them; asks to see them.

TRY Quality over quantity. One steady friendship matters more than a wide circle at this age.

- SOCIAL
Follows rules at home and at school

LOOKS LIKE Knows class rules; reminds others.

TRY Rule-keeping can tip into rule-policing. Steer them gently toward kindness over correctness.

- LANGUAGE
Tells stories with detail

LOOKS LIKE Recounts what happened at school, who said what.

TRY Open questions get better stories: "What was tricky today?" beats "How was school?"

- LANGUAGE
Begins to read simple words

LOOKS LIKE Sounds out short words; recognises sight words.

TRY Read together every day, even when they can read alone. Closeness fuels comprehension.

- THINKING
Begins to understand time (today, tomorrow, days)

LOOKS LIKE "Is today a school day?"

TRY A wall calendar with stickers makes time visible.

- THINKING
Adds and subtracts small numbers

LOOKS LIKE Knows 2+2; can take 1 away from 5.

TRY Math is everywhere, counting cutlery, dividing biscuits. Real-world math is the best practice.

- MOVEMENT
Rides a bike (with or without training wheels)

LOOKS LIKE Pedals, steers, brakes.

Seven is reflective. Your child is forming a sense of self, what they are good at, what is fair, who they want to be near.

- SOCIAL
Cooperates with others on a shared goal

LOOKS LIKE Builds something with a friend; works in a school group.

TRY Group projects are messy. Resist solving conflicts for them, coach from the sideline.

- SOCIAL
Shows empathy and care for others

LOOKS LIKE Notices a sad classmate; brings something to a sick parent.

TRY Notice it: "You really thought of her. That is kind."

- LANGUAGE
Reads short books mostly on their own

LOOKS LIKE Chooses a book, finishes it, talks about it.

TRY Let them re-read favourites. Re-reading builds fluency the same way re-watching builds comfort.

- LANGUAGE
Writes simple sentences

LOOKS LIKE A short note, a card, a sentence about their day.

TRY Writing for a real reason, a card to grandparent, beats writing-for-practice.

- THINKING
Tells time on the hour and half-hour

LOOKS LIKE Reads an analogue clock at 3:00, 3:30.

TRY Wall clocks beat digital ones for learning time. Both is fine; both is good.

- THINKING
Plans simple things ahead

LOOKS LIKE "I will do homework first, then play."

TRY Help them think aloud. Planning out loud is a skill, not a personality trait.

- MOVEMENT
Plays organised games or sport

LOOKS LIKE Follows rules of football, badminton, or a class game.

TRY Pick activities they enjoy, not ones you wish they enjoyed. Joy is the engine.

Asking is caring.

Most differences are just that, differences. But when something keeps tugging at you, here is a calm path forward.

- 01 **Notice without alarm**
Watch over weeks, not days. Skills can appear, dip, and return as children tackle the next thing.

- 02 **Write it down**
Use the concerns tracker. Specifics, what, when, how often, help your provider see what you see.

- 03 **Ask, don't wait**
Bring it up at the next visit, or call sooner. There's no waste in asking early.

- 04 **Request a developmental check**
A formal screening is brief and the gentlest first step. You don't need a referral to ask.

- 05 **Early support is effective**
If a delay is confirmed, early intervention works alongside, never against, your love and care.

- 06 **You're not alone**
Curauti supports families across Singapore, Malaysia, Indonesia and Thailand with care and clear next steps.

♥ **REMEMBER**

Asking early does not mean something is wrong. It means you are paying attention, and that is what your child needs most.

Visits and concerns.

Well-visit log

Each provider visit, briefly. Bring this with you next time.

DATE	AGE	PROVIDER	NOTES / WHAT WE DISCUSSED	FOLLOW-UP
dd/mm/yy				
dd/mm/yy				
dd/mm/yy				
dd/mm/yy				
dd/mm/yy				

Concerns tracker

Anything you have noticed that is worth a second look. Write it down before it fades.

DATE NOTICED	WHAT I NOTICED	ACTION TAKEN	OUTCOME
dd/mm/yy			
dd/mm/yy			
dd/mm/yy			
dd/mm/yy			

Questions for our next visit

A short list keeps appointments calm and useful.

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5

Support and wellbeing.

Therapy and early-intervention referrals

If you are working with specialists or considering a referral, keep the details together.

SPECIALIST / CENTRE	TYPE OF SUPPORT	STARTED	FREQUENCY	NOTES
	e.g. speech therapy		e.g. weekly	
	e.g. speech therapy		e.g. weekly	
	e.g. speech therapy		e.g. weekly	

This month's wellbeing check

A quick rating, 1 (struggling) to 5 (thriving). Patterns over months tell you more than any single score.

Sleep, settled, regular	1	2	3	4	5
Eating, varied, willing	1	2	3	4	5
Mood, generally bright	1	2	3	4	5
Energy, engaged in play	1	2	3	4	5
Connection, seeks us out	1	2	3	4	5
Regulation, recovers from upsets	1	2	3	4	5

Sleep and feeding notes

A few entries when something changes, patterns emerge faster than memory.

DATE	SLEEP	FEEDING	ANYTHING ELSE
dd/mm/yy			
dd/mm/yy			
dd/mm/yy			
dd/mm/yy			
dd/mm/yy			