



Aspects of Children's Development | Terms defined!

Hand Eye Co-ordination	The ability of the vision system to coordinate the information received through the eyes to control, guide
Fine manipulative skills	The ability to move around smaller objects, items or carry out operations with hands to shape or mould things
Fine motor skills	Small movements of the hands, wrists, fingers, feet, toes, lips, and tongue.
Gross motor skills	movements that involve using the large muscles of the body
Concentration	The ability, action or power of focusing attention or mental efforts for periods of time
Dexterity	Helps fingers and hands to coordinate for completing fine tasks; the ability to use your hands skilfully and the ability to easily move in a way that is graceful
Pincer grasp	The grasp used by the index finger and thumb to pinch small items such as laces, paper, pencils
in-hand manipulation skills	The ability move and position objects within one hand without the assistance of the other hand
Bilateral coordination (using both sides of the brain)	The ability to coordinate both sides of the body at the same time in a controlled and organized manner; for example, stabilizing paper with one hand while writing/ cutting with the other. Crossing the midline is an integral skill related to bilateral coordination.
Pre-handwriting/Handwriting	The use of both fine motor muscles in the hand and gross motor muscles in the arm, working in co-ordination to develop control and targeted movement
Colour recognition	The ability to recognise different shades and tones and differentiate between these
Imagination	The ability to take old stuff with some new stuff mixed in and make a picture in your mind; creating original ideas and thoughts
Creativity	The act of turning new ideas into realities
Making choices	The ability to decide for themselves between two or more options
Independence	The ability to undertake tasks, actions and manage own behaviour without the direct support of others
Self confidence	a feeling of trust in the child's own abilities, qualities, and judgment
Self awareness	A conscious knowledge of the child's own character, feelings, motives, and desires
Managing Feelings	The ability to draw on appropriate responses which are proportionate to the situation, set of circumstances or incident which triggers an emotional response
Positive Behaviour	Wanted/desired actions which are appropriate for the setting (ie – the gan)
Listening Skills	The ability to actively understand information provided by the speaker, and display interest in the topic discussed

Attention Span	The length of time for which a child is able to concentrate mentally on a particular activity.
Understanding Language	Responding appropriately to words, sentences and phrases and knowing the meaning or part of the meaning that they convey
Speaking	The act/ability of using spoken words and sentences to convey or express desires, needs or information
Tripod Grip	Usually emerges around a child's 3rd to 4th year. It uses the thumb, index (first) and middle fingers. It is the most functional grasp for gaining good pencil skills and is necessary for fastening buttons on clothes etc.
Hand Dominance	The consistent favouring of one hand over the other for the skilled part of an activity; usually develops around 3 to 4 years old
Urination and bowel control	The ability to control or communicate the need to use the toilet, potty or develop an awareness of weeing and pooing, this could be whilst the child is still in nappies
Personal Hygiene	Practices carried out by children to care for their own bodily health and well being, through cleanliness
Awareness of Rhythm	The ability to connect with and recognise repeated sounds and beats especially those in a systematic sounding
Phonological Awareness	This refers to a child's awareness of the sound structures of words
Sequencing and ordering	The ability to organise collection of objects or items in a logical way, in which repetitions are allowed. An understanding of the connection between given objects or items
Operating technology	The ability to use electronic or automated items, machines or devises and make them work