

Stages of Child Development

From "Sports for Children" by James H. Humphrey, PhD

Used with Permission

	Five-Year-Old Children	Six-Year-Old Children	Seven-Year-Old Children	Eight-Year-Old Children	Nine-Year-Old Children	Ten-Year-Old Children	Eleven-Year-Old Children	Twelve-Year-Old Children
P H Y S I C A L D E V E L O P M E N T	<ol style="list-style-type: none"> 1. Boy's height 42-46 inches; weight, 38-49 pounds.; girls' height, 42-46 inches; weight, 36-48 pounds. 2. May grow 2-3 inches and gain from 3-6 lbs. During the year. 3. Girls may be about a year ahead of boys in physiological development. 4. Beginning to have better control of body. 5. The large muscles are better developed than the small muscles that control the fingers and hands. 6. Usually determined whether he or she will be right or left-handed. 7. Eye and hand coordination is not complete. 8. May have farsighted vision. 9. Vigorous and noisy, but activity appears to have definite direction. 10. Tires easily and needs plenty of rest. 	<ol style="list-style-type: none"> 1. Boy's height, 44-48 inches; weight 41-54 pounds; girls' height, 43-48 inches; weight, 40-53 pounds. 2. Growth is gradual in weight and height. 3. Good supply of energy. 4. Marked activity urge absorbs the child in running, jumping, chasing and dodging games. 5. Muscular control becoming more effective with large objects. 6. There is a noticeable change in the eye-hand behavior. 7. Legs lengthening rapidly. 8. Big muscles crave activity. 	<ol style="list-style-type: none"> 1. Boys' height, 46-51 inches; weight, 45-60 pounds; girls' height, 46-50 inches; weight, 44-59 pounds. 2. Big muscle activity predominates in interest and value. 3. More improvement in eye-hand coordination. 4. May grow two to three inches and gain three to five pounds weight during the year. 5. Tires easily and shows fatigue in the afternoon. 6. Has slow reaction time. 7. Heart and lungs are smallest in proportion to body size. 8. General health may be precarious, with susceptibility to disease high and resistance low. 9. Endurance relatively low. 10. Coordination is improving with throwing, and catching becoming more accurate. 11. Whole-body movements are under better control. 12. Small accessory muscles developing 13. Displays amazing amounts of vitality. 	<ol style="list-style-type: none"> 1. Boys' height, 48-53 inches; weight, 49-70 pounds; girls' height, 48-52 inches; weight, 47-66 pounds. 2. Interested in games requiring coordination of small muscles. 3. Arms are lengthening and hands are growing larger. 4. Eyes can accommodate more easily. 5. Some develop poor posture. 6. Accidents appear to occur more frequently at this age. 7. Appreciates correct skill performance. 	<ol style="list-style-type: none"> 1. Boys' height, 50-55 inches; weight, 55-74 pounds; girls' height, 50-54 inches; weight, 52-74 pounds. 2. Increasing strength in arms, hands and fingers. 3. Endurance improving. 4. Needs and enjoys much activity; boys like to shout, wrestle, and tussle with each other. 5. A few girls near puberty. 6. Girls gaining growth maturity up to two years over boys. 7. Girls enjoy active group games, but are usually less noisy and less full of spontaneous energy than boys. 8. Likely to slouch and assume unusual postures. 9. Eyes are much better developed and are able to accommodate close work with less strain. 10. May tend to over-exercise. 11. Sex differences appear in recreational activities. 12. Interested in own body and wants to have questions answered. 	<ol style="list-style-type: none"> 1. Boys' height, 52-57 inches; weight, 59-82 pounds; girls' height, 52-57 inches; weight 57-83 pounds. 2. Individuality is well-defined, and insights are more mature. 3. Stability in growth rate and stability of physiological processes. 4. Physically active and likes to rush around and be busy. 5. Before the onset of puberty there is usually a resting period or plateau, during which the boy or girl does not appear to gain in either height or weight. 6. Interested in the development of more skills. 7. Reaction time is improving. 8. Muscular strength does not seem to keep pace with growth. 9. Refining and elaborating skill in the use of small muscles. 	<ol style="list-style-type: none"> 1. Boys' height, 53-58 inches; weight 64-91 pounds; girls' height, 53-59 inches; weight 64-95 pounds. 2. Marked changes in muscle system causing awkwardness and habits sometimes distressing to the child. 3. Shows fatigue more easily. 4. Some girls and a few boys suddenly show rapid growth and evidence of the approach of adolescence. 5. On the average, girls may be taller and heavier than the boys. 6. Uneven growth of different parts of the body. 7. Rapid growth may result in laziness of the lateral type of child and fatigue and irritability in the linear type. 8. Willing to work hard at acquiring physical skills and performing physical feats. 9. Boys are more active and rough in games 10. Eye-hand coordination is well developed. 11. Bodily growth is more rapid than heart growth, and lungs are not fully developed. 12. Boys develop greater power in shoulder girdle muscles. 	<ol style="list-style-type: none"> 1. Boys' height, 55-61 inches; weight 70-101 pounds; girls' height, 56-62 inches; weight 72-107 pounds. 2. Becoming more skillful in the use of small muscles. 3. May be relatively little body change in some cases. 4. Ten hours of sleep is considered average. 5. Heart rate at rest is between 80 and 90.

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S O C I A L D E V E L O P M E N T	<ol style="list-style-type: none"> Interested in neighborhood games that involve any number of children. Plays various games to test his skill. Enjoys other children and like to be with them. Interests are largely self-centered. Seems to get along best in small groups. Shows an interest in home activities. Imitates when he plays. Gets along well in taking turns. Respects the belongings of other people. 	<ol style="list-style-type: none"> Self-centered and has need for praise. Likes to be first. Indifferent to sex distinction. Enjoys group play when groups tend to be small. Likes parties but behavior may not always be decorous. The majority enjoys school association and has a desire to learn. Boys like to fight and wrestle with peers to prove masculinity. Shows and interest in group approval. 	<ol style="list-style-type: none"> Wants recognition for individual achievements. Sex differences are not of great importance. Not always a good loser. Conversation often centers on family. Learning to stand up for own rights. Interested in friends and is not influenced by their social or economic status. May have nervous habits such as nail biting, tongue sucking, scratching or pulling at ear. Attaining orientation in time. Gets greater enjoyment from group play. Shows greater signs of cooperative efforts. 	<ol style="list-style-type: none"> Girls are careful of their clothes, but boys are not. Leaves many things uncompleted. Has special friends. Has longer periods of peaceful play. Does not like playing alone. Enjoys dramatizing. Starts collections. Enjoys school and dislikes staying home. Likes variety. Recognition of property rights is well established. Responds well to group activity. Interest will focus on friends of own sex. Beginning of the desire to become a member of a club. 	<ol style="list-style-type: none"> Want to be like others, talk like others, and look like them. Girls are becoming more interested in their clothes. Is generally a conformist and may be afraid of that which is different. Able to be on his own. Able to be fairly responsible and dependable. Some firm and loyal friendships may develop. Increasing development of qualities of leadership and fellowship. Increasing interest in activities involving challenges and adventure. Increasing participation in varied and organized group activities. 	<ol style="list-style-type: none"> Begins to recognize the fallibility of adults. Moving more into a peer-centered society. Both boys and girls are amazingly self-dependent. Self-reliance has grown and at the same time intensified groups feelings are required. Divergence between the two sexes is widening. Great team loyalties are developing. Beginning to identify with one's social contemporaries of the same sex. Relatively easy to appeal to his reason. On the whole, he has a fairly critical sense of justice. Boys show their friendship with other boys by wrestling and jostling with each other, while girls walk around with arms around each other as friends. Interest in people, in the community, and affairs of the world is keen. Interested in social problems in an elementary way and likes to take part in discussions. 	<ol style="list-style-type: none"> Internal guiding standards have been set up, and although guided by what is done by other children, he will modify his behavior in line with those standards already set up. Does a number of socially acceptable things, not because they are right or wrong. Although obsessed by standards of peers, he is anxious for social approval of adults. Need for social companionship of children their own age. Liking for organized games becoming more prominent. Girls are likely to be self-conscious in the presence of boys and are usually much more mature than boys. Team spirit is very strong. Boys' and girls' interests are not always the same, and there may be some antagonism between the sexes. Often engages in silly behavior, such as giggling and clowning. Girls are more interested in social appearance than boys. 	<ol style="list-style-type: none"> Increasing identification of self with other children of own sex. Increasing recognition of fallibility of adults. May see himself as a child and adults as adults. Getting ready to make the difficult transition to adolescence. Pressure is being placed on individual at this level to begin to assume adult responsibilities.

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E M O T I O N A L D E V E L O P M E N T	<ol style="list-style-type: none"> Seldom shows jealousy toward younger siblings. Usually sees only one way to do a thing. Usually sees only one answer to a question. Inclined not to change plans in the middle of an activity, but would rather begin over. May fear being deprived of mother. Some definite personality traits evidenced. Is learning to get along better, but still may resort to quarreling and fighting. Likes to be trusted with errands. Wants to please and do what is expected of him. Is beginning to sense right and wrong in terms of specific situation. 	<ol style="list-style-type: none"> Restless and may have difficulty in making decisions. Emotional pattern of anger may be difficult to control at times. Behavior patterns may often be explosive and unpredictable. Jealousy toward siblings at times; at other times takes pride in siblings. Greatly excited by anything new. Behavior susceptible to shifts in direction, inwardly motivated, and outwardly stimulated. May be self-assertive and dramatic. 	<ol style="list-style-type: none"> Curiosity and creative desires may condition responses. May be difficult to take criticism from adults. Wants to be more independent. Reaching for new experiences and trying to relate himself to enlarged world. Overanxious to reach goals set by parents and teachers. Critical of himself and sensitive to failure. Emotional pattern of anger is more controlled. Becoming less impulsive and boisterous in actions than at six. 	<ol style="list-style-type: none"> Dislikes taking much criticism from adults. Can give and take criticism in his own group. May develop enemies. Does not like to be treated as a child. Has a marked sense of humor. First impulse is to blame others. Becoming more realistic and wants to find out for himself. 	<ol style="list-style-type: none"> May sometimes be outspoken and critical of the adults he knows, although he has a genuine fondness for them. Responds best to adults who treat him as an individual and approach him in an adult way. Likes recognition for what he has done and responds well to deserved praise. Likely to be backward about public recognition, but likes private praise. Developing sympathy and loyalty to others. Does not mind criticism or punishment if he thinks it is fair, but is indignant if he thinks it is unfair. Disdainful of danger to and safety of himself, which may be a result of increasing interest in activities involving challenges and adventure. 	<ol style="list-style-type: none"> Increasing tendency to rebel against adult domination. Capable of loyalties and hero worship and he can inspire it in his school mates. Can be readily inspired to group loyalties in his club organization. Likes the sense of solidarity that comes from keeping a group secret as a member of a group. Each sex has an increasing tendency to show lack of sympathy and understanding with the other. Boys' and girls' behavior and interest becoming increasingly different. 	<ol style="list-style-type: none"> If unskilled in group games and game skills, he may tend to withdraw. Boys may be concerned if they feel they are underdeveloped. May appear to be indifferent and uncooperative. Moods change quickly. Wants to grow up, but may be afraid to leave childhood security behind. Increase in self-direction and in a serious attitude toward work. Need for approval to feel secure. Beginning to have a fully developed idea of own importance. 	<ol style="list-style-type: none"> Beginning to develop a truer picture of morality. Clearer understanding of real causal relations. The process of sexual maturation involves structured and physiological changes with possible perplexing and disturbing emotional problems. Personal appearance may become a source of great conflict, and learning to appreciate good grooming or the reverse may be prevalent. May be very easily hurt when criticized or made the scapegoat. Maladjustment may occur when there is not a harmonious relationship between child and adults.

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I N T E L L E C T U A L D E V E L O P M E N T	<ol style="list-style-type: none"> Enjoys copying designs, letters, and numbers. Interested in completing tasks. May tend to monopolize table conversation. Memory for past events good. Looks at books and pretends to read. Likes recordings, words, and music that tell a story. Enjoys counting objects. Over 2,000 words in speaking vocabulary. Can speak in complete sentences. Can sing simple melodies, beat good rhythms, and recognized simple tunes. Daydreams seem to center around make-believe play. Attention span increasing up to 20 minutes in some cases. Is able to plan activities. Enjoys stories, dramatic plays, and poems. Enjoys making up dances to music. Pronunciation is clear. Can express needs well in words. 	<ol style="list-style-type: none"> Speaking vocabulary of over 2,500 words. Interest span inclined to be short. Knows number combinations up to ten. Knows comparative values of the common coins. Can define objects in terms of what they are used for. Knows right and left side of body. Has an association with creative activity and motorized life experience. Drawings are crude but realistic and suggestive of early man. Will contribute to guided group planning. Conversation usually concerns own experience and interests. Curiosity is active and memory is strong. Identifies with imaginary characters. 	<ol style="list-style-type: none"> Abstract thinking is barely beginning. Is able to listen longer. Reads some books by himself. Is able to reason, but has little experience upon which to base judgments. The attention span is still short and retention poor, but does not object to repetition. Reaction time is still slow. Learning to evaluate the achievements of self and others. Concerned with own lack of skill and achievement. Becoming more realistic and less imaginative. 	<ol style="list-style-type: none"> Can tell day of month and year. Voluntary attention span increasing. Interested in far-off places, and ways of communication now have real meaning. Becoming more aware of adult world and his place in it. Ready to tackle almost anything. Shows a capacity for self-evaluation. Like to memorize. Not always too good at telling time, but very much aware of it. 	<ol style="list-style-type: none"> Individual differences are clear and distinct. Some real interests are beginning to develop. Beginning to have a strong sense of right and wrong. Understands explanations. Interests are closer to ten- or eleven-year-olds than to seven- or eight-year-olds. As soon as a project fails to hold interest, it may be dropped without further thought. Attention span is greatly increased. Seems to be guided best by a reason, simple and clear cut, for a decision that needs to be made. Ready to learn from occasional failure of his judgment as long as learning takes place in situations where failure will not have too serious consequences. Able to make up own minds and come to decisions. Marked reading disabilities begin to be more evident and may tend to influence the personality. Some interested in books, others not. Averages six to seven words per remark. 	<ol style="list-style-type: none"> Works with executive speed and likes the challenge of mathematics. Shows a capacity to budget time and energy. Can attend to a visual task and at the same time maintain conversation. Some become discouraged and may give up trying when unsuccessful. The attention span has lengthened considerably, with the child able to listen and to follow directions and retain knowledge more easily. Beginning understanding of real causal relations. Making finer conceptual distinctions and thinking reflectively. Developing a scientific approach. Better oriented with respect to time. Ready to plan his day and accept responsibility for getting things done on time. 	<ol style="list-style-type: none"> Increasing power of attention. Able to maintain a longer period of intellectual activity between firsthand experiences. Interested in scientific experiments and procedures. Can carry on any individual intellectual responsibilities. Able to discuss problems and to see different sides of questions. May lack maturity of judgment. Increased language facility. Attention span is increasing, and concentration may be given to a task for a long period of time. Level of aspiration has increased. Growing in ability to use several facts to make a decision. Insight into causal relationships is developing more and is manifested by many how and why questions. 	<ol style="list-style-type: none"> Learns more ways of studying and controlling the physical world. The use of language (on many occasions his own vocabulary) to exchange ideas for explanatory reason. More use of reflective thinking and greater ease of distinction. Continuation in development of scientific approach.