

# Explore Their World: Age by Age

AGE	EXPLORATION
<b>One-year-olds may:</b>	<ul style="list-style-type: none"><li>» use developing senses to explore their world;</li><li>» know objects exist even when hidden, and actively search for out-of-sight objects.</li></ul>
<b>Two-year-olds may:</b>	<ul style="list-style-type: none"><li>» expand sensory explorations, running their hands over things, roaming and cruising in- and out-of-doors, and handling everything in reach;</li><li>» identify familiar objects by touch;</li><li>» imitate the use of an object long after they observe others using the object; for instance, pouring raisins into a bowl at home after watching a teacher do so at school.</li></ul>
<b>Three-year-olds may:</b>	<ul style="list-style-type: none"><li>» label objects as <i>hard</i> or <i>soft</i>, <i>large</i> or <i>small</i>, <i>heavy</i> or <i>light</i>;</li><li>» begin to draw shapes of objects, circles, squares;</li><li>» still explore their world through their senses.</li></ul>
<b>Four-year-olds may:</b>	<ul style="list-style-type: none"><li>» attend to objects and events in more planned-out ways;</li><li>» build with blocks, string beads, draw recognizable representations of objects;</li><li>» draw objects in relation to one another.</li></ul>
<b>Five-year-olds may:</b>	<ul style="list-style-type: none"><li>» have a wealth of conceptions about objects and how they work;</li><li>» have increasingly symbolic thought. The ability to mentally or symbolically represent objects, events, and actions is accompanied by more actions that are increasingly planned and goal directed.</li></ul>