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# My child

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URZĄD DO SPRAW  
CUDZOZIEMCÓW



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# My baby 0–6 months

## Physical development:

- turns from tummy to back,
- can sit held/supported,
- holds/keeps objects,
- reaches for and holds objects in hands,
- transfers from one hand to the other,
- can grasp objects from a flat surface.

## Emotional (social) development:

- can imitate facial expressions and tone of voice,
- responds to the speech of others,
- turns and looks at the speaker,
- responds to his/her name,
- smiles and makes sounds,
- smiles while looking in a mirror,
- distinguishes between family members,
- enjoys playing and delights in voice effects,
- enjoys the presence of other children,
- smiles at children and touches them,
- expresses feelings of anger, joy, fear.

## Mental (intellectual) development:

- observes and examines objects carefully and for long periods of time,
- examines objects using fingers and mouth,
- pronounces a large number of consonants and vowels.





## I feel safe and I trust my parents

From the first days of life a newborn baby begins to explore faces, especially the faces of his or her parents.

Your baby uses all his or her senses – sight, hearing, taste, also smell and touch – to get to know you and to establish a relationship with you.

The most important things are attachment and trust. As soon as your baby is born you begin to communicate with them, exchanging glances, talking to them, touching them.

The senses of hearing and touch are particularly important, as babies mainly learn about the world through these. Although babies do not understand what you are saying, your calm and confident voice is important to give them a sense of security.

When you smile at a child and talk to them, your face and your voice become a recognisable source of calm. In this way, the child associates that they can expect care, warmth and reassurance from you.

When you provide for your baby's needs – feeding when they are hungry, calming when they are frightened, keeping them warm when they are cold – your baby feels secure and can trust you and the world around them. This creates a fundamental sense of security that will last a lifetime and will allow your child to trust others, build secure relationships and later take care of their own needs.

- Talk to your baby as much as possible, touch, cuddle, rock and sing to them. With every touch your baby learns to understand what the world is like. The baby not only likes to hear your voice, but also wants to 'talk', chatter, 'sing', coo.
- Respond enthusiastically to the sounds your baby makes, to their facial expressions. Repeat these sounds and wait for the child to 'say' something again.
- Tell the child what they are looking at, what they are doing or what you are doing. Give your baby gentle kisses, hugs, strokes. They will then perceive the world as safe and reassuring.
- Always respond to your baby's crying – this will let them know that they are important and worthy of attention. Try to understand what the baby needs and provide it.





# My baby 6–12 months

## Physical development:

- can carry two things in one hand,
- can take a few steps on his own,
- helps take off their clothes,
- holds a spoon, tries to eat by themselves,
- still prefers to crawl quickly around the house rather than walk,
- sits up quickly and lightly from a standing position,
- can carry two things in one hand.

## Emotional (social) development:

- understands that they are separate and distinct beings from others,
- gets sad when separated from mum (another carer),
- is afraid of strangers and new, unfamiliar places,
- reacts intensely when challenged with boundaries, when hearing the word 'no',
- experiences frequent changes of emotion,
- imitates other people's emotional states,
- likes music and rhythmic sounds.

## Mental (intellectual) development:

- understands the meaning of words spoken by others,
- utters first words, e.g. mummy, daddy, granny, dada,
- can build a tower of 2–3 blocks,
- can follow some simple instructions,
- looks for hidden objects.



## How interesting the world is

The 'little explorer' period begins, in which the child tries to reach for, touch and explore objects on their own. You can reinforce this cognitive process by responding to your child's discoveries by participating in their play. It is important that your child has things around them to help them develop. Your little one will become more and more able to grasp and hold objects. They will probably also try to explore objects by taking them into their mouths.

- Create opportunities for your child to try things out, to create and to learn. Try to make his environment varied and include many different shapes, forms, textures. The child is also interested in everyday things, e.g. wooden spoons, plastic utensils, cups. The toddler will increasingly try to reach everything he sees, so it is very important to prepare the house in such a way that he can play safely in it.



- Talk to your baby and respond to the sounds he makes – this will help him learn speech and communication. Repeat the sounds your child makes, interject new sounds and simple words. You will notice how it tries to repeat them after you. It will also learn to use his voice – to show that it is angry or happy.
- Reading books is advisable every day. When you read, name objects, people, animals and show them in pictures, demonstrate the sounds they make. Choose simple books with lots of uncomplicated pictures. Let the child turn the pages.

Separation anxiety can also begin during this period (around 8 months of age). Your baby may become frightened at the sight of a stranger, when it is left with a babysitter, or when you simply leave it for a short time in the other room. Your baby may start to cry, ask to be picked up, grasp at you and demand attention. This is normal at this stage of growth. The important thing is to tell the child and to show that your separation is temporary. Later on this behaviour will occur less and less, the child will learn to calm down and will understand that the separation is temporary. When you leave and when you return, allow the child to express their feelings, show that you see and hear their concerns. Help them to calm down.



# My child 1–2 years

## Physical development:

- runs and usually stops without falling,
- well and willingly climbs,
- can build a tower of 5–6 blocks,
- kicks a ball, throws balls,
- the leading side appears: right or left, which means that the child starts to use one hand more often than the other,
- knows how to turn pages, scribbles with pencils, crayons,
- dances to music,
- tries to use cutlery.

## Emotional (social) development:

- begins to dream, may wake up at night crying,
- increasingly starts to play by themselves, recreating scenes from everyday life or fairy tales,
- becomes irritable quickly, insistent on getting things the way it wants them,
- is happy to help with cleaning tasks around the house,
- may develop various fears: of water, dogs, storms, etc.,
- child egocentrism appears: the child guards its own things and does not share them,
- plays with other children,
- favourite words: 'no' and 'mine'.

## Mental (intellectual) development:

- shows the picture you ask them for in the book,
- its vocabulary expands to 20 words and a few phrases,
- listens to and delights in short stories,
- is able to point to and name several body parts,
- communicates its needs in words and gestures,
- calls themselves by name,
- is able to find similar objects and group them together.





## I am playing and learning the rules

At this stage the nature of a child's play changes. When it was still a toddler, it would shake, hit and throw its toys. Now, on the other hand, it understands the purpose of objects, starts to build things with blocks, talk on the toy phone, push cars.

Children of this age are already beginning to play imaginative games – your little one can pretend to drink from an empty cup, use a banana as a phone, a block as a car.

Children also enjoy playing with other children, but are not yet able to participate in games or share toys.

- During this period, toddlers like to play hide-and-seek, round-ups, 'baking muffins' out of sand, and 'riding horses' on their mum or dad's back.
- They also enjoy imitating adults and doing housework.
- It is important that you also participate in your child's play. In this way, it will be able to learn from you about winning and losing, fairness, following rules, competition and cooperation.
- Children aged 12–15 months start to enjoy language games, so you can ask them: 'Where's your ear?', 'Where's Mummy?'.
- Repeat what your child means, using the correct wording. In this way your little one will learn the correct pronunciation.
- Children at this age can understand what is being said to them. They try to express what they mean, but sometimes their poor vocabulary does not allow them to communicate clearly what they want to say, so they can get angry when you do not understand them.
- Children at this age are already testing where the boundaries are – how much they can control the situation and how much is up to you. Therefore, it is very important to clearly set rules and requirements and follow them consistently.





# My child 2–3 years

## Physical development

- climbs and descends stairs easily,
- nimbly and accurately climbs, runs, jumps,
- shows good eye and hand coordination,
- enjoys playing with small toys,
- learns to ride a tricycle,
- holds a pencil, crayon well in hand,
- eats alone without much difficulty,
- can carry heavier objects.

## Emotional (social) development:

- is able to concentrate on a single task for several to several minutes, opposes and tests what it can afford to do,
- enjoys being occupied with something on their own,
- likes to fantasise and play imaginative games,
- it is important to it that its environment takes into account what it wants and need at any given time,
- is able to respond empathically to the experiences of others – parents, children,
- enjoys playing together with other children (but cannot yet cooperate),
- learns to share objects,
- spends more time playing without mum ('caretaker'),
- responds affectionately to other people's feelings,
- plays role-play games,
- controls its sphincters and often already knows how to use the potty,
- enjoys routines and rituals, e.g. a story before bedtime.

## Mental (intellectual) development:

- its vocabulary can expand to several hundred words,
- learns to speak in short sentences (3, 4 words),
- understands what numbers and expressions of quantity mean (one, many),
- says 'I' instead of its name,
- knows how to put on shoes by itself, but cannot yet tie its shoelaces.



## Me alone, I can do everything

Gradually children become more independent and self-reliant. Give your child opportunities for a variety of experiences and encourage them to try different activities, but be nearby when your child needs you.

- Express joy at your child's independent achievements and its willingness to explore.
- Comfort and patiently sympathise when it fails.



Around the age of three, children often begin to learn to settle their physiological needs in the potty. This is an important event during the child's growth in independence. During this period, it is important not to put pressure on the child or require them to do what they themselves do not yet feel prepared to do. But it is worth encouraging, emboldening and helping them to do these things independently.

**Never shout, punish or shame a child if they fail at something.**

During this period, it is also important for the child to move – movement provides a lot of fun and helps to train and learn about their body. Toddlers climb high, roll over, jump down stairs, jump over puddles and on the bed.

Two-year-old children already sense their strength, autonomy and independence from adults. They feel able to make independent decisions. Offer the child a real choice, for example, by asking: 'Are you going to put on your shoes yourself or should I help you?'. Set clear rules for the child to follow.

- Clearly and specifically state what is not allowed.
- Praise a specific behaviour rather than the child in general.

Also during this period, children often experience various anxieties. You cannot prevent this, but you can help your child to overcome these fears.

**Never laugh at or ignore your child's fears. If possible, try to understand what it is afraid of.**

Together, try to work out how to help him or her overcome this fear, by allowing the child to confront its fears, you will help it overcome them more quickly and shape its confidence in itself and in you. The child will know that it can turn to you for help.



# My child 4–6 years

**Physical development:**

- is very physically fit, running to cope with various obstacles,
- is able to build complex structures with blocks,
- accurately and carefully cuts out basic shapes,
- is able to make simple sandwiches independently,
- recognises right and left sides.

**Emotional (social) development:**

- is independent and self-reliant,
- is more persistent in action, patient,
- is able to express its feelings, thoughts and needs,
- is able to adapt to the rules and principles of the group,
- carries out simple tasks: cleaning its surroundings, setting the table, etc.,
- enjoys trying out new activities and the end result,
- manages its emotions better.

**Mental (intellectual) development:**

- recognises and names geometric figures such as: triangle, square, circle,
- performs a number of tasks, e.g.: separating elements, comparing, classifying,
- is increasingly familiar with cause and effect,
- shows a developed imagination,
- is creative, makes up its own stories,
- concentrates on a task for about 15 to 20 minutes,
- the drawings created are detailed, full of colour.





## I'm going out into the world, but stay close to me

And there's the preschooler! Its primary form of activity is still playing. It is during this activity that it role-plays, following the example of the adults, to unwind what it has experienced during the day. Accompanying the child in its play allows you to get to know it better, fosters a deeper connection and lets the child know that it is important. So let's play with your child!

A child at this age still does not know how to mask and suppress its feelings. What it is experiencing is visible in its behaviour, in its move-

ments, gestures, shouts and words. By the end of the pre-school period, the child is excitable and very easily switches from one mood to another emotional state.

It is only at the end of this period that it reaches emotional maturity.

This is not an easy time for parents; it requires self-control, but also an understanding that it is difficult for the child to deal with such extreme emotions alone. The child's imagination develops and they invent colourful stories, of which it is often the hero.

The child is also very active and develops a 'hunger for movement'. Thanks to increased mobility, the child enjoys spending time riding its bike, playing football, jumping rope, etc.

Increasingly, these activities are accompanied by joy associated not only with the action, but also with the result of that action.

More complex, developed emotions, which are higher feelings, are taking shape. Anger and rage continue to occur as a result of coercion, restriction of freedom of action, taking away a favourite toy, consequences of bad behaviour, i.e. frustrating situations.

In five-year-olds there is noticeable progress in socialisation. They learn to adapt to others, to take part in group games, to follow the rules and regulations of the group. They know the rules, although they often forget them.

Slowly separates fiction from reality.

This is a time of great curiosity about the world, the child floods the surroundings with questions 'why?', 'what for?'. In this way it puts reality in order and increasingly understand the consequences of its actions. This is why it is so important to explain and talk to the child, on any topic of interest.

New interests emerge and consolidate those that have previously emerged. Of great importance for a five or six year old is the peer group in which it makes its first friends.

When it is accepted, it is happy and joyful.





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