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**Safety of toys —**

**Part 8:  
Age determination guidelines**

*Sécurité des jouets —*

*Partie 8: Lignes directrices pour la détermination de l'âge*

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## Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see [www.iso.org/directives](http://www.iso.org/directives)).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see [www.iso.org/patents](http://www.iso.org/patents)).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation on the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the WTO principles in the Technical Barriers to Trade (TBT) see the following URL: [Foreword - Supplementary information](#)

The committee responsible for this document is ISO/TC 181, *Safety of toys*.

This second edition cancels and replaces the first edition (ISO/TR 8124-8:2014), which has been technically revised.

ISO 8124 consists of the following parts, under the general title *Safety of toys*:

- *Part 1: Safety aspects related to mechanical and physical properties*
- *Part 2: Flammability*
- *Part 3: Migration of certain elements*
- *Part 4: Swings, slides and similar activity toys for indoor and outdoor family domestic use*
- *Part 5: Determination of total concentration of certain elements in toys*
- *Part 6: Certain phthalate esters in toys and children's products*
- *Part 7: Requirements and test methods for finger paints*
- *Part 8: Age determination guidelines [Technical Report]*

This corrected version of ISO 8124-8:2016 incorporates the following corrections:

- reinstatement of the last seven rows of Table A.5;
- deletion of misplaced header rows from Tables 6, 7, 8, A.1, A.2, A.3, A.4 and A.5.

# Safety of toys —

## Part 8: Age determination guidelines

### 1 Scope

This Technical Report provides guidelines for the determination of the lowest age at which children start playing with toys in specific toy sub-categories and is primarily directed to manufacturers and agencies that evaluate the compliance of toys with safety standards.

This Technical Report can also be used as a reference to determine the appropriateness of toys by earliest age, for use by distributors, institutions, and organizations involved with child play, as well as by paediatric institutions, teachers, other professionals that use toys in their routine activities, and consumers.

The age at which children develop different abilities is unique for each individual child. These guidelines illustrate the age ranges during which a typical child has developed certain abilities.

Although age grading has safety implications, these guidelines are not intended to address specific safety requirements. Specific safety requirements for toys can be found in the ISO 8124 series of toy safety standards (and in other regional toy safety standards and regulations). As an example, such standards will restrict the presence of small parts and small balls in toys intended for certain age groups, due to the choking hazard.

These age determination guidelines are based on the advice of experts and traditional play patterns of children; they might differ from national or regional regulations or directives that classify a toy, or category of toy, as being intended for a different age.

Annex B gives details on how information on electronic toys and electronics in toys was considered in the development of these age determination guidelines.

### 2 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

#### 2.1

##### **age group**

children that are all within a specified age range which is generally associated with certain developmental milestones and/or certain behaviours

Note 1 to entry: Extracted from Reference [4].

#### 2.2

##### **toy category**

classification of the toy according to its specific purpose and function

Note 1 to entry: This Technical Report implements the following seven toy categories (see Annex A):

- sensorimotor activities - first age;
- toys for physical activities;
- toys for intellectual activities;
- toys that reproduce the technical world;

- toys for the development of feelings and empathy;
- toys for creative activities;
- toys for social relationships.

Note 2 to entry: See References [1] and [2].

Note 3 to entry: In addition to the original classification, new sub-categories have been included to take into account the continued evolution of the toy market (see Annex A).

## 2.3

### **toy sub-category**

type or group of toys with similar play features within a toy category

## 2.4

### **gross motor skills**

activities of the large muscles of the body, related to functions of sustaining head positions, sitting, walking and running

## 2.5

### **fine motor skills**

clenching motion activities of the hands, such as gripping, clasping and pincer movements as well as fine movements used for drawing and writing

## 2.6

### **starting age**

first age at which it is appropriate for a child to play with a specific type of toy

Note 1 to entry: At very young ages, “play” can be considered as the interaction between a caregiver and a child, where the caregiver is using the toy to entertain or get the attention of the child such as with a rattle. It is only after further development that the child can actually play with the toy.

Note 2 to entry: For the purposes of this guidance document, a range of starting ages is presented for various sub-categories of toys. The age range covers the first day of the lowest age to the day prior to the highest age in the range. For example, a starting age range of 4 months to under 8 months would be from the day that the child becomes 4 months old until the end of the day prior to the child becoming 8 months old.

Note 3 to entry: When a starting age is mentioned for specific categories of toys, it does not mean that all the toys belonging to that category are to be classified as suitable for that age. The number of pieces, dimensions, level of detail and realism, and special functions of the specific toy can change/increase the intended age.

## 3 Guidelines

### 3.1 Children with starting ages birth to under 4 months

#### 3.1.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages birth to under 4 months

Usually, the following development and behaviour can be observed in children with starting ages birth to under 4 months.

- Do not yet have the motor abilities required to play with toys; they are only used as objects for exploration and entertainment rather than for play.
- Do not yet have the ability to interact with books due to the lack of physical, cognitive and visual abilities required for this activity.
- Are attracted by multi-sensory elements and are able to recognize their parents; have sucking and breastfeeding reflex, but are unable to sit up by themselves; have abrupt, uncontrolled and limited

motions. They touch, grab, hold, press and shake anything in their hands unaware of the strength in their arms.

- Around 3 months, they are capable of grabbing (reflex grasp) and holding objects (whether suspended or not). They detect, explore and feel objects with their hands and mouth.
- The learning process occurs through the senses and reflexes by assimilating reactions to stimuli and repetitive motions.
- The auditory system is functioning at the time of birth, but it needs neurological maturation and sensory experiences for the hearing functions to develop fully. Children demonstrate a lot of sensitivity to ambient sounds due to their immaturity and lack of experience. From birth, children begin to react to sounds and human speech. By around 2 months, most babies get quiet when they hear familiar voices. By 3 months, they locate and respond to sounds and make vocalizations that could be related to sensations associated with bathing and eating.
- They turn the head towards a sound and are attracted by objects that emit sounds that are known to them as being a part of their routine.
- Vision development is progressive. At birth, the eye focus of the child is best at about 20 cm. After 1 month, children are able to focus on objects up to 30 cm away, and by 3 months they can see some meters ahead. Visual acuity upon birth is from 2,5 % to 5 %, and improves to near 20 % up to the third month.
- Are attracted by bright colours such as yellow and red although they cannot clearly distinguish between them. At the age of 2 months, the primary colour receptors are developed and they can distinguish between contrasts and the primary colours blue, red, and yellow.

### 3.1.2 Recommended toy sub-categories

The toy sub-categories in [Table 1](#) are recommended for this age group.

**Table 1 — Sub-categories of toys for children from birth to under 4 months of age**

Sub-category	Starting age	Description and examples of appropriate toys
1.01	0 months +	<b>Rattles and rings</b>
1.03	0 months +	<b>Mobiles, with or without sound</b> – toys with miscellaneous figures and shapes to be mounted above the crib and intended to be out of the reach of the child
1.47	0 months +	<b>Musical boxes</b> – toys to be mounted on or near a crib with handle or button for adult activation
1.04	2 months +	<b>Crib gyms and playmats</b> – mats with simple play features or activities; may include overhead structures that may have dangling objects intended for the child to reach, grasp, or hit
1.13	2 months +	<b>Simple dolls and animals</b> – soft-stuffed dolls and animals made of fabric or plush with or without clothes and fixed details which cannot be removed
1.05	3 months +	<b>Cradle and playpen toys</b> – balls, characters attached to cribs, strollers, or enclosures
1.09	3 months +	<b>Squeeze toys</b> – constructed of soft material, with or without internal rattle or noise feature
1.25	3 months +	<b>Cloth and similar soft material balls and geometric forms</b>

## 3.2 Children with starting ages 4 months to under 8 months

### 3.2.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 4 months to under 8 months

Usually, the following development and behaviour can be observed in children with starting ages 4 months to under 8 months.

- Are attracted by multi-sensory elements and have increasing interest in the environment surrounding them. Are in the oral phase and teeth begin to appear. Have natural involuntary motions. The learning process still occurs through the senses, especially the mouth, and reflexes, by assimilating reactions to stimuli and repetitive motions.
- Continue with hearing development and already use their visual and motor abilities to play with other people. Are capable of interacting with toys and objects. Begin to be aware of the existence and permanence of objects (objects continue to exist even when out of sight). Imitate simple motions and gestures.
- Are perfectly capable of locating sounds. Engage in vocal games that emphasize repetition of a same syllable like “mamama”, “papapa”, from 4 months on. Start interacting with the adult to develop language games with the child in which words are spoken in a repetitive way. Enjoy songs and sounds. From 4 to 6 months, they are more sensitive to sounds, and react to changes in voice tones and sounds.
- Use the limbs to move, rolling onto their sides, launching themselves forwards and backwards. Have greater ability to position themselves on the floor to play, start sitting by themselves, and crawling between 5 and 6 months.
- Have low gross and fine motor coordination, as well as involuntary motions of the limbs. The fine motor coordination of hands is still developing. Grab objects with the palm of hands (primitive grasping). Grab strongly, extend the palm of their hand to reach objects, and are capable of transferring objects from one hand to another.
- Have a progressive development of motions, such as holding, grabbing, pressing, shaking, pulling and throwing objects onto the floor. Grabbing and holding are totally mastered around 6 months. They are capable of turning thick pages clumsily.
- At around 6 months, visual acuity and colour receptors are almost equal to that of an adult. They are attracted by red and yellow colours and printed patterns.

### 3.2.2 Recommended toy sub-categories

The toy sub-categories in [Table 2](#) are recommended for this age group.

**Table 2 — Sub-categories of toys for children starting ages 4 months to under 8 months**

Sub-category	Starting age	Description and examples of appropriate toys
1.02	4 months +	<b>Teethers and teething rings</b>
1.07	4 months +	<b>Activity playboards</b> – boards that are attached to the crib with various play features such as miscellaneous coloured shapes, shatterproof mirrors, spinners that rattle, buttons to push, parts that slide on guides, doors that open
1.11	4 months +	<b>Bath toys</b> – animals, small boats, and floating objects
1.45	4 months +	<b>Balls or cylinders</b> – clear material with visible contents
1.17	5 months +	<b>Simple blocks, nesting toys, and stacking toys</b>
1.12	6 months +	<b>Simple books made of textiles or plastic</b>

Table 2 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
1.20	6 months +	<b>Simple push/pull rolling toys (without cord or handle) which make sounds and/or have coloured lights</b> – wheeled animals or vehicles
1.48	6 months +	<b>Simple keyboards or hand-held toys with buttons that activate lights and sounds</b>
1.18	6 months +	<b>Simple ball and track toys</b>

### 3.3 Children with starting ages 8 months to under 12 months

#### 3.3.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 8 months to under 12 months

Usually, the following development and behaviour can be observed in children with starting ages 8 months to under 12 months.

- May be anxious in case of the mother's (or father's) absence or in the presence of strangers. They become attached to objects (blanket, plush toy, etc.), which provide comfort and a sense of security. Start the development of imitative behaviours and are able to recognize and imitate voices, songs and sounds. They can repeat songs and sounds after hearing a number of repetitions.
- From 8 months, their babbling is similar to the sounds of their mother tongue. They start to imitate some actions that are familiar to them with the use of materials or toys, like cradling a doll (it is the first phase of symbolization), and understand the meaning of some gestures (kiss, goodbye, and come here). Start to express themselves by gestures (such as extending and contracting the hand when they want something), however, they still only recognize what is in their immediate field of vision. During this age range, they start to verbalize their first words and associate them with actions, but they limit themselves to the knowledge of their immediate surroundings. Therefore, intentional verbal and physical communication is already occurring. They are still attracted by elements that stimulate the senses.
- Start to relate objects to their intended purposes and have full awareness of an object's existence and permanence (continue to be aware of them even when out of sight). Are able to turn the pages of a book with more ease, understand simple cause and effect relationships, and are more aware of themselves. They begin to have a notion of heights and the dangers of falls.
- They have better body balance, interest in the movement and placement of objects (balance, motion), and also greater refinement and ability of movement. Have interest in exploring the environment, can crawl and sit unaided. Remain standing and make their first steps with support.
- Have muscle control and more developed fine motor coordination. Primitive clenching is more coordinated (holding, pincer grip) and are able to play instruments with the fingers (usually the forefinger). Use the forefinger with the purpose of pointing out objects and people.
- Are able to hold two objects simultaneously, but cannot coordinate them. Objects remain in their hands for longer time and they grab and beat the objects with more frequency. They practice their fine motor skills by grabbing, pushing, pulling, pressing, clapping, caressing, nudging, shaking and scribbling. They are capable of scribbling with crayons and felt-tipped pens, but are not able to draw or write effectively.

#### 3.3.2 Recommended toy sub-categories

The toy sub-categories in [Table 3](#) are recommended for this age group.

**Table 3 — Sub-categories of toys for children starting ages 8 months to under 12 months**

Sub-category	Starting age	Description and examples of appropriate toys
1.14	8 months +	<b>Roly-poly toys, bop-punching toys, and pop-up action toys</b> – figures and animals that rock in a to-and-fro motion, made of rigid or inflatable plastic, jack in the box, push-down spinning toys
1.16	8 months +	<b>Books with thick (chunky) pages</b>
1.35	8 months +	<b>Soft materials in various shapes for stacking</b>
1.31	9 months +	<b>Learn to walk toys (walk behind)</b> – wheeled unit with a solid base and handle to support the child in the early stages of walking
5.02	9 months +	<b>Dolls, imaginary animal characters, with no removable components</b> dolls representing fictional characters, including animal or human forms

### 3.4 Children with starting ages 12 months to under 18 months

#### 3.4.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 12 months to under 18 months

Usually, the following development and behaviour can be observed in children with starting ages 12 months to under 18 months.

- May not be able to alternate their feet when pushing ride-on toys, they cannot yet pedal. The first ride-on toys do not need steering mechanisms because young toddlers may not be able to use them effectively. Also, they can imitate sports only in a playful way, without rules.
- Grow slower and have more developed motions and gross motor skills. Fine motor skills are in continuous development, but dexterity is still limited. On-going enhancement of eye-hand coordination.
- Start to choose their own toys and keep them close by. Can remember past events and still like to explore objects with hands and mouth. Use all the senses to explore the world. Have simplistic symbolic thinking.
- Around 13 months, they start to sing to themselves. Have increasing linguistic skills, present more verbalizations as a means of communication, and understand the meaning of a number of words. Distinguish repetitive and rhythmic sounds. Like to hear simple stories and can relate the pictures with the spoken word.
- Adore songs that involve the body (such as “10 Little Fingers”), appreciate rhythmic instruments and exploration play with musical instruments. Listen to rhymes and jingles, and are able to move objects according to the musical rhythm. Watch TV and other media and want to watch the same program repeatedly.
- Are more and more curious and like new objects. Exploration play is the predominant activity in this phase.
- They start to see differences in the size, shape and mobility of things. Are capable of matching simple shapes and start to recognize simple shape fits such as triangular, square, rectangular, etc. in terms of exploration. They are able to feel different textures.
- Are capable of handling and carrying toys and light objects. Throw and kick soft and lightweight balls.
- Like small vehicle toys that can be pushed. Like toy cars with doors or compartments to carry toys.
- Like to turn knobs and dials that have low resistance. Hold, handle, pass objects from one hand to another and release them deliberately. Turn pages of books or magazines (several at one time), paying attention to images, not text. Identify an illustration upside down. Like to scribble and can use dough and modelling clays with adult assistance.

- Observe and perform imitations of other children and adults. Have greater capacity for social contact, but are egocentric. Solve problems by trial and error.
- Are more able to walk but still may have unstable balance, muscles are not well strengthened and developed yet. However, from around the age of 16 months, the majority of children are capable of walking and standing in place. Begin to explore their environment; start to walk, going up and down stairs one foot at a time, climb on to furniture, playground toys, etc.; rarely fall on smooth and even surfaces; are aware of heights and the dangers of falls and rudimentary spatial relationships.
- Close to 18 months, are able to run and stay on tip toes with no support. Have increased mobility, start to dance, and jump with both feet together. Perform simple rotation of body parts.

### 3.4.2 Recommended toy sub-categories

The toy sub-categories in [Table 4](#) are recommended for this age group.

**Table 4 — Sub-categories of toys for children starting ages 12 months to under 18 months**

Sub-category	Starting age	Description and examples of appropriate toys
1.23	12 months +	<b>Boxes, tubs, buckets, and containers</b> – to store toys
1.29	12 months +	<b>Rocking animals and rocker chairs</b> – size suitable for children to ride and rock
1.30	12 months +	<b>Push toys with a long handle that provides stability</b> – corn popper, lawnmower
1.33	12 months +	<b>Self-standing foot to floor riding toys, trikes, without pedals</b> – wheeled toys, vehicles without pedals that are propelled by the power provided by the child's feet on the ground
1.37	12 months +	<b>Sliding beads on a fixed loop or shaft</b> – bead maze or frame
1.39	12 months +	<b>Shape sorters with miscellaneous shapes and colours</b> – containers and vehicles with holes of different geometrical shapes that only allow parts to pass through the corresponding openings and to fall inside
1.41	12 months +	<b>Tool benches, pounding benches</b> – toys simulating carpenter's benches (strictly pounding toys at this age)
1.43	12 months +	<b>Mechanically and electrically operated toys</b> – vehicles, dolls, animal characters, etc. made of plastic, metal, fabric, or plush, with motions powered by spring, or battery
2.10	12 months +	<b>Lightweight balls (plastic)</b>
5.19	12 months +	<b>Imitation dashboard panels</b> – controls imitating driving activities of cars, boats, airplanes, or spaceships
5.20	12 months +	<b>Simple costumes and disguises</b> – slip-on costumes without fasteners and with large openings for arms and legs; basic dress-up materials including hats, headscarves or other hair accessories and shoes
6.25	12 months +	<b>Musical toys</b> – simple musical instruments such as pianos, guitars, drums, tambourines, horns, and others
6.26	12 months +	<b>Simple play sets</b> – basic structure with three to five figures with limited detail

## 3.5 Children with starting ages 18 months to under 24 months

### 3.5.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 18 months to under 24 months

Usually, the following development and behaviour can be observed in children with starting ages 18 months to under 24 months.

- Have more refined fine motor abilities and increased gross motor skills, but limited dexterity. Can build a few building blocks together. Turn pages of a book carefully so as not to tear them and

regularly name and point out familiar objects in books. Understand that images tell a story and that an adult is reading the story. Still require non-verbal means of expression.

- Have comprehension of daily routine activities by the sequence of events, and increasingly imitate observed behaviours. Already have representation thinking and exhibit symbolic play, role-playing with daily activities in an isolated way (mother and daughter, talk on the telephone, etc.).
- Around 20 months, they are able to carry objects in their hands while walking, are capable of fitting together and separating individual parts (simple fitting method). Use blocks to build structures and think that overturning them is a funny activity. Are able to thread large beads on a cord provided there are large holes. Draw abstract forms and simple angles.
- Spatial sense is under development: “ahead”, “behind”, “up”, and “down”. Recognize parts of the human body. Exhibit higher memory development and are capable of playing with simple toys and puppets. Learning occurs by repetition and gradually understanding cause and effect relationships. Actions with purposes are already evident.
- Are capable of fitting their limbs (arms) into large openings. Explore other physical abilities, such as balancing, running, and jumping. Can walk properly, but are still unable to pedal and drive vehicles with precision. Are able to pull carts and wagons. Have strength and balance and are more stable and confident walking. Can dance, jump, run, turn, leap, clap hands, beat feet, etc.
- Are able to press keyboard keys (computer/tablet/smart phone), with an understanding of the expected response. Are able to use remote controls (e.g. TV) and other simple devices. Are aware of the use of electronic devices (e.g. tablets, smart phones, and computers) by adults.
- Develop a concept of looking after their toys; still put them in the mouth but with less frequency.
- Speak many words and are gaining an understanding of how they can be used in different situations and with different meanings, without fully understanding the meaning of the words. Start to interact more with adults with the ability to sustain a short and simple dialogue. Like to hear songs for children and repeat them with adults. Start to form phrases with single words (e.g. baby, Nana). Up to 24 months, they are able to build phrases of up to three words (e.g. baby wants food) and are in the questioning phase, e.g. “What is this?”
- Towards the end of this age range, awareness, feelings and empathy are more developed; they identify the difference between real objects and toys, choose their own toys, and start to exhibit their liking for social play, but still with little interaction. They still do not share their toys very much.
- Appreciate play with sand and water but are unaware of the risk of drowning.

**3.5.2 Recommended toy sub-categories**

The toy sub-categories in [Table 5](#) are recommended for this age group.

**Table 5 — Sub-categories of toys for children starting ages 18 months to under 24 months**

Sub-category	Starting age	Description and examples of appropriate toys
1.19	18 months +	<b>Push-pull and rolling toys with cord or handle</b>
1.21	18 months +	<b>Wheelbarrows and other vehicles to fill up and empty</b>
1.27	18 months +	<b>Toys for sand and water</b> – pails, small shovels, moulds to play with sand and water
3.07	18 months +	<b>Toy activity panels with fixed parts and turning gears activated by twisting motions or a crank</b>
3.09	18 months +	<b>Simple building blocks with overlapping parts that may or may not interlock</b>

Table 5 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
3.13	18 months +	<b>Simple mechanical toys</b> – inclined planes to slide objects, toys actuated by paddles, wheels, and other parts using water and/or sand
4.08	18 months +	<b>Simple vehicle miniatures, without mechanisms</b> – cars, trains, motorcycles, trucks, aircrafts, boats and ships, and others
5.45	18 months +	<b>Dolls for imitating care activities (bathing and feeding)</b> – simple dolls imitating babies, without hair or with moulded hair, with painted eyes and without articulated arms and legs

### 3.6 Children with starting ages 24 months to under 36 months

#### 3.6.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 24 months to under 36 months

Usually, the following development and behaviour can be observed in children with starting ages 24 months to under 36 months.

- Exhibit enhanced gross as well as fine motor skills and strength. Already have greater dexterity and there is connection between motor and cognitive actions. Are able to throw, catch and kick a ball without falling. Walk, run, jump and balance reasonably well.
- Are able to recognize simple melodies; music is related to other physical activities, such as moving, dancing and clapping hands simultaneously. Like vocal activities, especially singing. Remember and repeat simple melodies and song lyrics. Sing their favourite songs, rhymes and jingles in their own rhythm. Are interested in different sounds of musical instruments and are capable of perceiving volume changes.
- Binocular vision, as well as eye-hand coordination, is still being developed. They are usually unable to distinguish fine details of objects within close reach.
- Learn to pedal and are able to drive toy vehicles usually using their feet for braking. Are more interested in closed spaces (hut, cave, etc.) and role-playing. Like environments, such as beaches, parks and zoos.
- Have increasing recognition of symbolic connections (reality versus fantasy). Are cognitively capable of interacting with animals and exploration toys for simple learning.
- Are in the anal phase, which is essential for bowel motion control. Value their independent functions and achieve sphincter control. Start to be trained to stop using diapers.
- Exhibit brief attention spans. Prefer free-motion activities and play alone in an exploratory way. Like company and have increasing interest in social activities and may want to play with others. Do not yet understand the concept of games involving rules and strategies.
- Have greater power of reasoning, memory, attention and observation of details. Are able to assemble simple puzzles. Appreciate simple figures with few details. Combine simple pieces and fit smaller figures in bigger ones, by observing colours, shapes and images.
- Exhibit greater ability with hand and finger motions with more coordinated grasping. Are able to move each finger independently, perform simple turning motions, but do not have coordination for other activities, such as inserting a screw into a hole or attaching a nut. Are able to wind springs (up to two turns) with low-torque keys.
- Are capable of playing fishing games with magnetic fishing rods, moving a lever and fitting an object into a large opening. Are capable of pushing buttons and stacking blocks and cubes with no assistance.

- Are aware of the existence of writing (letters and words), are capable of drawing vertical and circular lines (circles and crosses), are able to use scissors. Have better comprehension of cause and effect relationships.
- Are able to throw and catch balls (e.g. catch a small soft ball with one hand and a large ball with both hands) while in a standing position. May prefer playing in sitting position and are capable of aiming at a target and throwing things at it.
- Have interest in electronic devices, if they are a part of a play context. Are able to utilize software programs that require simple answers (e.g. by pushing a single key on the keyboard/screen to answer). Use the mouse in a limited way but may have difficulty clicking on small icons.
- Like to hear stories repeatedly. Make up answers and memorize them to repeat later. Like to have their own books and turn pages. Appreciate books with pop-up figures and/or hidden images behind windows and doors. Are capable of naming figures and some parts of the body.
- Start to understand the purpose of numbers and numerical sequences in counting objects, so they can now understand the concept of “two”. Plural words appear. The number and comprehension of words, phrases and sentences is increasing. Call familiar people by their names. Are capable of talking with adults, in known contexts, if the topic is interesting. Frequently ask “why?”. Use language to inform, ask and interact.
- Active participation in dressing, undressing, bathing and feeding. Remember past events, concentrate on tasks, and are able to understand up to three instructions at the same time. Still learn by imitation and repetition. Perform more and more detailed imitations.
- Act with drama, are naughty, and try to impose their will. Understand “inside”, “outside”, “up”, and “down”, and time concepts, such as “now” and “later”. Are still attracted by multi-sensory elements (sight, sound, and action) and still take some objects to the mouth.
- Are capable of driving battery-powered vehicles at low speed.
- Close to 3 years of age, they are capable of maintaining their balance on roller skates, except in-line skates.

### 3.6.2 Recommended toy sub-categories

The toy sub-categories in [Table 6](#) are recommended for this age group.

**Table 6 — Sub-categories of toys for children starting ages 24 months to under 36 months**

Sub-category	Starting age	Description and examples of appropriate toys
2.01	2 years +	<b>Pedal vehicles, kick scooters, walking bicycles, balance bikes</b> – tricycles, wheeled toys, stable vehicles with pedals, small two wheeled bicycles without pedals powered by the child’s feet
2.02	2 years +	<b>Child sized electrical vehicles</b> – battery powered vehicles to be driven by children
2.24	2 years +	<b>Activity toys for indoor or outdoor domestic use</b> – swing with seats that surround the child and short slides with few steps for climbing
2.26	2 years +	<b>Wading or paddling pools (with adult supervision)</b>
3.03	2 years +	<b>Simple puzzles and plain-fitting parts</b> – puzzles with up to 20 large parts that have smooth edges and fit together without interlocking, may have pegs for grasping shapes for fitting parts together on trays
3.10	2 years +	<b>Simple matching activities</b> – matching activities based on shapes, colours, or pictures
3.12	2 years +	<b>Building blocks that snap/fit together</b> – large parts with defined pattern for construction/fastening/assembly that may include features or themes
3.20	2 years +	<b>Educational toys</b> – alphabet and simple number learning

Table 6 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
3.27	2 years +	<b>Computers, tablets and hand-held games</b> – computer devices for play, such as simple questions and answers type or matching games; also may be multi-lingual
5.03	2 years +	<b>Lightweight dressed dolls, and dolls to dress (excluding fashion dolls)</b> – moving eyes, articulated arms and legs, rooted hair similar to real hair, animated activities, such as crying, bodily functions, smiling, or talking, with easy to dress clothing and accessories for imitating familiar activities (bottle, blanket, etc.)
5.09	2 years +	<b>Toy tableware, pots, and feeding accessories for dolls</b>
5.11	2 years +	<b>Simple role playing toys</b> – home appliances sized to the child, stoves, kitchen sets
5.13	2 years +	<b>Audiovisual equipment that imitates real equipment</b> – plastic versions that imitate radios, CD players, portable media players, telephones, cell phones, karaoke, and microphones which may have limited functions
5.15	2 years +	<b>Miniatures of simple characters</b> – animals, small soldiers, characters made of plastic such as zoo park, super-heroes, fantasy/fictional characters, and historical themes
5.21	2 years +	<b>Costumes, dress up clothing and accessories imitating characters of legends and tales</b> – costumes sized to children with accessories such as masks, helmets, swords
5.29	2 years +	<b>Soft and rigid structures in which the child can play</b> – houses, caves, forts, tents, and tunnels
5.36	2 years +	<b>Books</b> – contain special features such as pop-ups, hidden pictures, and dress-me
5.37	2 years +	<b>Themed mats for play</b> – mats for playing on the floor with designs imitating towns with streets
6.19	2 years +	<b>Colouring and painting materials</b> – simple and limited assortment of materials and templates for artwork; large (easy to grasp) crayons, chalk, broad-tipped felt marker pens, and finger paints

### 3.7 Children with starting ages 3 years to under 4 years

#### 3.7.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 3 years to under 4 years

Usually, the following development and behaviour can be observed in children with starting ages 3 years to under 4 years.

- Have more developed coordination and fine motor skills. They are more capable of performing manual tasks than younger children. Have difficulty holding playing cards but are capable of eating with chopsticks, spoon and fork without assistance. Handle heavier balls and objects and are capable of throwing and catching them with both hands.
- Wash hands, brush teeth, dress and begin to take care of themselves.
- Walk, run, jump and pedal. Sing, dance and play with musical instruments. Play with funny and nonsense words and rhymes. Adore listening to songs, stories and watching videos and movies repeatedly. Like stories about family events and invent their own stories. Remember, tell and repeat past events; when they do not understand they repeat exactly what was said. They are more talkative. Adopt favourite characters and repeat their sayings.
- Ride tricycles and bicycles with training/supporting wheels and are capable of roller skating with limited motions.
- Are capable of driving battery-powered vehicles at higher speeds.

- Exhibit longer attention spans and like simple toys and games (letters and numbers), which enable play according to their creative ability. They do not have cognitive capability yet to follow instructions for using and assembling toys.
- Have greater interest in activities without rules.
- Already have language abilities including a limited but growing vocabulary and an understanding of basic grammar rules. They may risk making more elaborate statements. Want to ask questions, express comments, and ask “why?”. Understand numbers and are able to name most of the familiar objects, images, shapes, colours and some numbers.
- Are more and more interested in role-playing activities with low complexity; learn by imitation from real life experiences.
- Are capable of climbing objects and swinging with no assistance.
- Like to play with water, clay and modelling putties.
- Like to play with construction toys and are capable of building more elaborate structures, work at (re)positioning, (dis)engagement of parts. Play correctly, usually involving stacking. Trial and error is part of their play pattern. Become frustrated with puzzles that do not fit together easily. Can wind springs with simple, large keys and low torque, and thread large beads on cords. They can already copy geometrical figures and simple forms. Paint, cut and glue figures. Like more complex images and exhibit greater tendency to scribble on books.
- In spite of a lack of fine motor skills to handle buttons and laces, they are capable of dressing themselves with simple garments.
- Like toy vehicles and outdoor environments, such as beaches, parks and zoos.
- Have fine motor skills to operate electronic equipment, but have difficulty navigating software and websites. They are capable with simple software products (one keystroke to answer). In this phase, they are more capable of using buttons and joysticks.
- Are already more open to social interactions and play with other players, although they do not always follow rules. They are able to understand more than three instructions at the same time. Have less comprehension of strategies, but full comprehension of cause and effect relationships. Solve problems involving size, volume, space and weight, and understand “equal” and “different” concepts, but have low to medium abilities for solving more complex problems.
- Have better hand-eye coordination and are attracted to simple patterns and bright colours. Because binocular vision is still under development, they are still learning to distinguish fine details.
- Have developed a sense of humour and are attracted to commercial advertisements.

### 3.7.2 Recommended toy sub-categories

The toy sub-categories in [Table 7](#) are recommended for this age group.

**Table 7 — Sub-categories of toys for children starting ages 3 years to under 4 years**

Sub-category	Starting age	Description and examples of appropriate toys
2.03	3 years +	<b>Toy bicycles</b> – two-wheeled pedal bicycles with or without training/supporting wheels to provide stability
2.06	3 years +	<b>Roller skates (except in-line)</b> – roller skates with wheels not positioned in linear (in-line) direction
2.08	3 years +	<b>Soap bubbles</b> – toys with accessories for blowing bubbles
2.09	3 years +	<b>Bowling, “bocce”-type games, ring toss games</b> – plastic or wooden pin bowling sets, rings for throwing

Table 7 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
2.11	3 years +	<b>Toy versions of sporting equipment to imitate real sports versions</b> – baseball, basketball, cricket, golf, tennis, badminton, shuttlecock, or beach racquets
2.14	3 years +	<b>Games involving objects thrown at targets</b>
2.23	3 years +	<b>Activity toys for indoor and outdoor domestic use</b> – toboggans, sleds, swings with open seating, higher slides with more steps, climbers, or seesaws
2.25	3 years +	<b>Aquatic toys</b> – boards, inflatables (animal/character shapes, boats)
2.27	3 years +	<b>Simple electronic floor mats</b> – for following patterns, making music, learning simple dance routines
3.11	3 years +	<b>Assembly, construction or building sets</b> – parts with different shapes with diversified fittings and fastenings
3.21	3 years +	<b>Observation and reasoning toys and games</b> – memory games, games of chance, board games without strategy
3.23	3 years +	<b>Educational toys</b> – quantity, size, volume, weight, space, and shape notions, learning to tell time
4.09	3 years +	<b>Mechanical and electrical vehicles which imitate adult versions (level of detail, proportional)</b> – spring or battery-powered cars, trucks, aircraft, boats
4.17	3 years +	<b>Non-powered vehicles and machines which imitate adult versions (level of detail, proportional)</b> – trucks, aircraft, boats, simple and light, constructed from plastic or wood which may or may not travel on tracks
4.19	3 years +	<b>Simple transformable toys and objects</b> – toys whose parts can be moved to transform them from one character or object into another
4.21	3 years +	<b>Robots with simple movements or controls</b>
5.07	3 years +	<b>Functioning strollers, cribs, and furniture for dolls which imitate real versions</b>
5.12	3 years +	<b>Domestic appliances in a children's size that are more realistic but without actual function</b> – stove, sewing machine, pressing iron, blender, mixer, and other toy appliances
5.17	3 years +	<b>Articulated figures with limited accessories</b> – poseable characters with articulated limbs, moving head and simple mechanisms to simulate heroes, warriors, fictional, or imaginative stories and battles
5.23	3 years +	<b>Objects imitating home and professional activities</b> – housekeeping objects, carpenter and mechanic tools, physician and nurse instruments; police, firefighter and soldier objects such as helmets, tools, weapons and related accessories
5.25	3 years +	<b>Beauty care and accessories for dolls</b> – cosmetics, garments, clothing accessories, high-heeled shoes, and small bags
5.27	3 years +	<b>Soft or rigid playhouse toys with accessories sized to the children</b> – sales stands, post office
5.35	3 years +	<b>Play sets imitating urban and rural areas</b> – commercial establishments, stores, banks, gas stations, parking lots, post offices, schools and classrooms, train and metro stations, hospitals, airports, bus stations, zoo parks, Noah's Ark, fruit and vegetable sales stands, towns, farms and any other toys that imitate places and regions
5.39	3 years +	<b>Doll houses and accessories</b> – houses with multiple rooms and furniture imitating kitchen, bedroom, dining room, etc.
5.41	3 years +	<b>Fashion dolls and accessories</b> – articulated fashion dolls and their fashion accessories and complements, such as furniture, personal belongings, sports equipment, and others
6.05	3 years +	<b>Toys for creative activities</b> – coloured paper, felt boards, or plastic sticks to form scenes or figures, parts with magnets to form play scenes

Table 7 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
6.06	3 years +	<b>Body stickers or paints to be applied on the child</b> – cosmetics, tattoos for skin, and stickers for fingernails
6.09	3 years +	<b>Insertion and tying toys and crafts</b> – threading beads on yarn or string, etc.
6.18	3 years +	<b>Colouring and painting kits</b> – detailed materials, stencils, and templates for artwork; large assortment of coloured crayons, pencils, thin-tipped felt marker pens, and watercolours
6.23	3 years +	<b>Modelling (manual) and moulding (with moulds)</b> – manual modelling and moulding with putty or dough moulds, utensils for working with modelling putty
6.29	3 years +	<b>Puppets and simple theatres</b> – made of wood, plastic or fabric, with fixed eyes, and detachable accessories

### 3.8 Children with ages starting 4 years to under 6 years

#### 3.8.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 4 years to under 6 years

Usually, the following development and behaviour can be observed in children with starting ages 4 years to under 6 years.

- Are capable of coordinating large and small motions, exhibit moderate dexterity and strength. Good motor coordination with speed and agility. Most children by age five have the balance and coordination to use two-wheeled scooters and bicycles without training/supporting wheels. Are capable of using brakes actuated by feet. Begin to use skates and kick scooters. They are able to play with games that involve balancing objects.
- Perform role-playing activities of moderate to high complexity for longer periods, imitate adult activities, and have active imagination. Like realistic materials for creations and prefer true stories. Develop and maintain close friendships and demonstrate a high level of dramatization.
- Throw objects with force, hit with bat or racket. Kick balls in motion and bounce them against the ground.
- Have moderate ability for problem-solving and some comprehension of rules. Exhibit higher interest in games, improving the interaction with other players. Pay the attention required to complete puzzles in minutes. Play in a systematic way and plan their strategies. Exhibit maximum concentration level of 20 min at age 4 and 40 min at age 5.
- Exhibit better vocal control and are more capable of singing in synchronization with other people. Like musical beats and are capable of following them while walking or marching. Dance while dressing themselves, invent songs and play stories by dance. Have interest in music classes and can follow simple musical notes.
- At age 5, play with musical instruments with simple songs. Recognize melodies and reproduce them. Recite words rhythmically, but have difficulty to keep in tune. Express musical ideas in different ways. Like theme melodies, are able to play simple games for singing and reciting rhymes and jingles. Like to answer questions in TV quiz shows.
- Draw human characters with up to seven parts of the body at age 4, and approximately nine parts at age 5. Are capable of copying geometrical forms, and letters and numbers.
- Can handle most simple manual tasks, and are able to cut along a trimming line. Artistic creations now make sense and meet their expectations.
- Are capable of handling small and more complex parts and begin to develop their capability to hold objects as an adult. Are capable of holding up to 4 cards simultaneously.

- Understand concepts of time: “yesterday”, “today”, “tomorrow”, “after”, “later”, “now” and “immediately”. Maintain a temporal organization of facts. Talk with one or more individuals, at the same time, about missing and abstract facts.
- Exhibit well developed eye-hand coordination. Start mastering electronic devices and understand the user interface used by software products. Navigate the Internet, but one page at time. Use the mouse correctly. Like hand-held games and keyboards to enter simple data.
- The alphabetization phase starts, knowledge of reading and writing are not yet completely formed. Speak ceaselessly. Tell stories and create theatre plays. At age 5, they are more involved with improvisations, but have difficulty reading. Play with words; engage themselves at reading more complex stories that are different from their day to day.
- Create more well developed and complex constructions with blocks and parts. Are capable of winding springs with small and medium keys, low to medium torque.
- Follow more complex instructions to assemble beads of various sizes on cords and are able to create simple sequences from multiple instructions.
- Have greater self-confidence in water and learn to swim, have interest in playing sports and dance (soccer, swimming, ballet, judo, etc.).

### 3.8.2 Recommended toy sub-categories

The toy sub-categories in [Table 8](#) are recommended for this age group.

**Table 8 — Sub-categories of toys for children starting ages 4 years to under 6 years**

Sub-category	Starting age	Description and examples of appropriate toys
2.13	4 years +	<b>Simple obstacle and hopscotch-type games</b>
2.16	4 years +	<b>Spinning tops without cord</b>
2.17	4 years +	<b>Stilt walking (low height), hula hoops, rings to be balanced on a rod</b>
3.01	4 years +	<b>Easy puzzles</b> – 20 to 150 interlocking parts
3.19	4 years +	<b>Question (images) and answer toys and games</b> – picture matching
3.25	4 years +	<b>Logical and mathematical games</b> – logical sequences, time sequences
4.03	4 years +	<b>Audio and audiovisual equipment with real functions</b> – portable media, karaoke, and microphones
4.11	4 years +	<b>Complex remote controlled vehicles with multi-direction and functionality</b> – cars, trucks, boats moved by remote control, radio or infrared command, or other
5.38	4 years +	<b>Cards, stickers and albums for collection</b> – with play function
6.03	4 years +	<b>Stamps with images of animals, characters, designs, alphabet, etc. for printing</b>
6.10	4 years +	<b>Perforated and cut-out toys</b>
6.20	4 years +	<b>Painting sets with water-based paints</b> – with brushes and accessories for paintwork or silk-screen
6.21	4 years +	<b>Drawing sets</b> – toys with canvas and mats made of fabric, paper or plastic to draw, colour and/or erase, “magic tracing” type toys, toys for reproduction and imitation of photocopies (pantographs), sets with writing boards, blackboards, or flip charts
6.27	4 years +	<b>Electronic musical instruments</b> – realistic and functional keyboards, electrical guitars, electronic drums
7.01	4 years +	<b>Simple card games</b> – simple card games, card decks for family play
7.04	4 years +	<b>Co-operative games</b> – board games for teaching teamwork by emphasizing play rather than competition

Table 8 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
7.07	4 years +	<b>Table games with pathways</b> – table games with pathways to be travelled by using dice or spinners for indicating the number of moves
7.09	4 years +	<b>Social games for young children</b> – with several players, involving a simple degree of difficulty
7.13	4 years +	<b>Electronic ability and skill games</b> – videogames, hand-held videogames, toys that simulate real life by a virtual character (avatar)
2.07	5 years +	<b>Flying objects</b> – kites, boomerangs, simple airplanes (with rubber band)
2.20	5 years +	<b>Jump rope</b>
3.22	5 years +	<b>Time-learning games</b> – clocks, calendars, and toys for providing notions of hours, days, and months
4.01	5 years +	<b>Functioning walkie-talkies and telephone sets for communication</b>
4.06	5 years +	<b>Home appliances with limited real function</b> – sewing machine, popcorn popper, mixer, blender, ice-cream machine, cotton-candy machine, etc. NOTE: Not all functioning appliances may be appropriate at this age, particularly toys connected to mains electricity or with heating functions.
4.07	5 years +	<b>Detailed scale and/or more realistic vehicle replicas</b> – include features such as doors, hood (bonnet), and trunk (boot) that open and close
6.01	5 years +	<b>Pattern matching activities</b> – geometrical parts or pins, made of wood or plastic, coloured, to form figures or images
6.24	5 years +	<b>Moulding with plaster and modelling sands</b>
7.05	5 years +	<b>Games of chance</b> – dice, coin flipping, bingo, roulette
7.11	5 years +	<b>Ability and skill games</b> – games for balancing parts, capturing, hitting the target, among others that require ability, and fast reaction
7.15	5 years +	<b>Simple strategy and reasoning games</b> – checkers, trading card games, dominoes, and similar

### 3.9 Children with starting ages 6 years to under 8 years

#### 3.9.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 6 years to under 8 years

Usually, the following development and behaviour can be observed in children with starting ages 6 years to under 8 years.

- Exhibit dexterity, strength, and moderate to high gross motor skills. Have great vigour, energy, and play to exhaustion.
- Exhibit periods of behavioural and mood changes due their continuing development of a sense of independence, for example, in choices for eating, dressing and other physiological needs. Are also demanding in terms of clothing and wear clothes and articles imitating adults.
- Develop abstract thinking and can make better distinctions between reality and fantasy. Understand the meaning of symbols and figures. Although they have a high sense of a structured and more purposeful make-believe play, there is an increasing interest in real events from their surroundings.
- Exhibit moderate ability for solving problems. Have developed reasoning skills and are ready to use more complex toys. Are able to use maps for navigation during a game and concentrate longer on activities they are interested in.
- Have an on-going appreciation of reading and writing, with a broader vocabulary. Reading and mathematical calculation competences are developed during this period. Have cognitive ability to follow instructions for using and assembling toys and game strategies, but exhibit a certain difficulty in reading and comprehending them.

- Are fully aware of the existence of other player(s). They are interested in games that involve sports, fantasy and adventure and like to collect objects.
- Catch and hit small balls. Throw balls against the ground with increased force. They are capable of using fitness equipment such as rings and trampolines.
- Close to age 8, they are capable of assembling kits (technical models), but do not have cognitive comprehension to understand the functioning of projectiles at high speeds (such as rocket kits). Resume unfinished activities and like realistic kits based on subjects and movies with complex details. They are able to assemble puzzles in a systematic way to their completion. Exhibit some ability with assembling and disassembling parts and have virtually no difficulty manipulating small parts.
- Are very proficient with electronic gadgets and want real audio equipment. Like CD/DVDs, audio books, videos, movies, TV shows, and video-clips. Watch adventure, comedy, and drama stories, with characters appropriate for their age group. There is a high percentage of children between 6 and 8 years of age using the Internet.
- At age 7, they have interest in competitive sports and games. They have great interest in being part of groups, as socialization is a priority. They can be very critical of themselves.
- Exhibit changes in musical interests and are able to perform interpretative dances. Remember songs and their lyrics and love to dance.
- Experiment and explore more adult activities through art. Have interest in carpentry and sewing. Sew clothes for dolls and puppets (with large needles). Make and wear simple clothing accessories: Have interest in activities using ceramics and photography.
- Can hold a large number of cards and are capable of using both hands simultaneously. Wind springs with small keys with low torque and actuate handbrakes.
- Are more aware of their bodies and differences between the sexes and maintain strong connection with the opposite gender of the family. Have higher awareness of differences and curiosity about the opposite gender's body.
- Have interest in diversified topics in books and magazines. Choose their books to read by themselves and like to share the reading with adults. At age 8, they can use tables of content, indexes, and glossaries.
- Developed sense of musical harmony. They are interested in formal music lessons. Read and follow sheet music. Play real musical instruments and are able to sing in choirs and groups. At age 8, improvise musical tunes.

### 3.9.2 Recommended toy sub-categories

The toy sub-categories in [Table 9](#) are recommended for this age group.

**Table 9 — Sub-categories of toys for children starting ages 6 years to under 8 years**

Sub-category	Starting age	Description and examples of appropriate toys
2.05	6 years +	<b>Skates, two-wheeled scooters and in-line roller skates</b>
2.18	6 years +	<b>Yo-yos and spinning tops with cord</b>
2.19	6 years +	<b>Mini golf, cricket, billiards, table football, and other similar games</b>
3.24	6 years +	<b>Games involving spelling and numbers (usually individual player) – crossword puzzles, word finding, Sudoku</b>
3.26	6 years +	<b>Games with mathematical operations – including fractions</b>
4.13	6 years +	<b>Complex mechanical or electrical powered vehicles and machines – construction equipment, dump trucks, hoists/cranes</b>

Table 9 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
4.15	6 years +	<b>Tracks for electrical cars, trains and accessories</b> – auto tracks, train tracks, sophisticated circuits, with or without accessories, such as platforms, tunnels, obstacles, scenery, vehicles, etc.
6.07	6 years +	<b>Crafts such as weaving looms, needle embroidery kits, or other sewing equipment</b>
6.13	6 years +	<b>Clay and ceramic crafts for modelling</b>
7.16	6 years +	<b>Games for strategy and reasoning</b> – chess, table games that require strategy
7.21	6 years +	<b>Number and letter games (usually multiple players)</b> – games requiring the creation of or the discovery of hidden words or numbers
7.25	6 years +	<b>Game collections</b> – boxes with miscellaneous games
2.22	7 years +	<b>Electronic dancing mats</b> – for learning dance steps and for following complex dance routines
3.05	7 years +	<b>Puzzles</b> – 150 to 500 interlocking parts
3.15	7 years +	<b>Toys that involve or demonstrate elementary laws of physics</b>
6.15	7 years +	<b>Folding crafts</b> – origami
7.03	7 years +	<b>Social family games</b> – games for several players, with predefined rules, whether or not requiring previous knowledge of miscellaneous subjects, from medium to difficult knowledge levels
7.19	7 years +	<b>General knowledge games</b> – games involving knowledge on miscellaneous subjects
7.23	7 years +	<b>Magic kits</b>

### 3.10 Children with starting ages 8 years to under 14 years

#### 3.10.1 Aspects related to the motor and cognitive development, and behaviour of children with starting ages 8 years to under 14 years

Usually, the following development and behaviour can be observed in children with starting ages 8 years to under 14 years.

- Perform highly structured and focused role-playing activities. Wind springs with small keys with high torque, perform gear shifts. Boys and girls are different in terms of personality, characteristics and interests. Girls develop faster than boys.
- At age 9, they are realistic, responsible, self-aware, competitive, and have interest in biographies, history and other cultures.
- Exhibit high degree of dexterity, strength, and gross and fine motor skills. Have good eye-hand coordination and fast motor responses. Are interested in collecting objects and like social games with several players. Are capable of conducting scientific experiments and using academic knowledge areas in games. Are interested in hidden resources of games, play during several days, and like sophisticated games with long duration.
- At age 10, they start to experiment with the things which they learn, read and collect. Like to learn and memorize facts.
- At age 11, the topics of interest are defined.
- Have good memorization for songs. Read songs and sheet music very well, continue to like musical improvisation and are capable of maintaining musical harmony and singing in groups and choirs.
- At age 12, thinking is more adult and they are capable of making generalizations and theoretical assumptions. Develop the comprehension of projectile consequences, but the full comprehension of the risk posed by projectiles will not be developed before age 12. Are capable of understanding and

following complex instructions and strategies. They may prefer to read absolutely nothing. Small books are considered books for children.

- Have interest in adult subjects, such as war, dating and fashion. Have greater interest in close relationships and social activities. Exhibit longer, more complex and structured performances.
- Have abilities for sports and competence for adult sports, are ready for technical training, like fitness activities, and use fitness equipment. Want to compete to measure strength, capability and speed against other people. Like organized leisure activities, use skates, kick scooters, skateboards and BMX bicycles.
- Have advanced skills for problem-solving, assemble very complex puzzles in a systematic way, are involved in more detailed art techniques, and draw with detail.
- Are very strict in terms of clothing, dress, and personalize themselves in a more elaborate way. Are capable of applying makeup with greater precision.

### 3.10.2 Recommended toy sub-categories

The toy sub-categories in [Table 10](#) are recommended for this age group.

**Table 10 — Sub-categories of toys for children starting ages 8 years to under 14 years**

Sub-category	Starting age	Description and examples of appropriate toys
3.17	8 years +	<b>Experimental kits, scientific kits</b> – chemistry sets, human body in detail, organic material kits, crystals, herbariums, microscopes, habitats
6.11	8 years +	<b>Engraving and metal work in simple to complex detail</b>
6.17	8 years +	<b>Mock-ups, technical models</b> – aircrafts, boats, cars and motorcycles with parts to assemble
7.17	9 years +	<b>Simulation, conquering, and role-playing games</b> – RPG type and simulation, conquering and acquisition games, where the players must make decisions by reviewing several situations and using individual strategies for conquering territories, acquiring assets or real estate properties, building towns, deciding on new positions for characters so as to transform the story

## Annex A (informative)

### Toy classification system, description of categories, and sub-categories of toys

**Table A.1 — A. Category 1 — 32 Sub-categories — Toys for sensorimotor activities — First age**

Sub-category	Starting age	Description and examples of appropriate toys
1.01	0 months+	<b>Rattles and rings</b>
1.02	4 months +	<b>Teethers and teething rings</b>
1.03	0 months +	<b>Mobiles, with or without sound</b> – toys with miscellaneous figures and shapes to be mounted above the crib and intended to be out of the reach of the child
1.04	2 months +	<b>Crib gyms and playmats</b> – mats with simple play features or activities; may include overhead structures that may have dangling objects intended for the child to reach, grasp or hit
1.05	3 months +	<b>Cradle and playpen toys</b> – balls, characters attached to cribs, strollers or enclosures
1.07	4 months +	<b>Activity playboards</b> – boards that are attached to the crib with various play features such as miscellaneous coloured shapes, shatterproof mirrors, spinners that rattle, buttons to push, parts that slide on guides, doors that open
1.09	3 months +	<b>Squeeze toys</b> – constructed of soft material, with or without internal rattle or noise feature
1.11	4 months +	<b>Bath toys</b> – animals, small boats and floating objects
1.12	6 months +	<b>Simple books made of textiles or plastic</b>
1.13	2 months +	<b>Simple dolls and animals</b> – soft-stuffed dolls and animals made of fabric or plush with or without clothes and fixed details which cannot be removed
1.14	8 months +	<b>Roly-poly toys, bop-punching toys and pop-up action toys</b> – figures and animals that rock in a to-and-fro motion, made of rigid or inflatable plastic, jack in the box, push-down spinning toys
1.16	8 months +	<b>Books with thick (chunky) pages</b>
1.17	5 months +	<b>Simple blocks, nesting toys, and stacking toys</b>
1.18	6 months +	<b>Simple ball and track toys</b>
1.19	18 months +	<b>Push-pull and rolling toys with cord or handle</b>
1.20	6 months +	<b>Simple push/pull rolling toys (without cord or handle) which make sounds and / or have coloured lights</b> – wheeled animals or vehicles
1.21	18 months +	<b>Wheelbarrows and other vehicles to fill up and empty</b>
1.23	12 months +	<b>Boxes, tubs, buckets, and containers</b> – to store toys
1.25	3 months +	<b>Cloth and similar soft material balls and geometric forms</b>
1.27	18 months +	<b>Toys for sand and water</b> – pails, small shovels, moulds to play with sand and water
1.29	12 months +	<b>Rocking animals and rocker chairs</b> – size suitable for children to ride and rock
1.30	12 months +	<b>Push toys with a long handle that provides stability</b> – corn popper, lawn mower
1.31	9 months +	<b>Learn to walk toys (walk behind)</b> – wheeled unit with a solid base and handle to support the child in the early stages of walking

Table A.1 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
1.33	12 months +	<b>Self-standing foot to floor riding toys, trikes, without pedals</b> – wheeled toys, vehicles without pedals that are propelled by the power provided by the child's feet on the ground
1.35	8 months +	<b>Soft materials in various shapes for stacking</b>
1.37	12 months +	<b>Sliding beads on a fixed loop or shaft</b> – bead maze or frame
1.39	12 months +	<b>Shape sorters with miscellaneous shapes and colours</b> – containers and vehicles with holes of different geometrical shapes that only allow parts to pass through the corresponding openings and to fall inside
1.41	12 months +	<b>Tool benches, pounding benches</b> – toys simulating carpenter's benches (strictly pounding toys at this age)
1.43	12 months +	<b>Mechanically and electrically operated toys</b> – vehicles, dolls, animal characters etc. made of plastic, metal, fabric or plush, with motions powered by spring or battery
1.45	4 months +	<b>Balls or cylinders</b> – clear material with visible contents
1.47	0 months +	<b>Musical boxes</b> – toys to be mounted on or near a crib with handle or button for adult activation
1.48	6 months +	<b>Simple keyboards or hand-held toys with buttons that activate lights and sounds</b>

Table A.2 — A. Category 2 — 23 Sub-categories — Toys for physical activities

Sub-category	Starting age	Description and examples of appropriate toys
2.01	2 years +	<b>Pedal vehicles, kick scooters, walking bicycles, balance bikes</b> – tricycles, wheeled toys, stable vehicles with pedals, small two wheeled bicycles without pedals powered by the child's feet
2.02	2 years +	<b>Child sized electrical vehicles</b> – battery powered vehicles to be driven by children
2.03	3 years +	<b>Toy bicycles</b> – two-wheeled pedal bicycles with or without training/supporting wheels to provide stability
2.05	6 years +	<b>Skates, two-wheeled scooters and in-line roller skates</b>
2.06	3 years +	<b>Roller skates (except in-line)</b> – roller skates with wheels not positioned in linear (in-line) direction
2.07	5 years +	<b>Flying objects</b> – kites, boomerangs, simple airplanes (with rubber band)
2.08	3 years +	<b>Soap bubbles</b> – toys with accessories for blowing soap bubbles
2.09	3 years +	<b>Bowling, "bocce"-type games, ring toss games</b> – plastic or wooden pin bowling sets, rings for throwing
2.10	12 months +	<b>Lightweight balls (plastic)</b>
2.11	3 years +	<b>Toy versions of sporting equipment to imitate real sports versions</b> – baseball, basketball, cricket, golf, shuttlecock, tennis, badminton, or beach racquets
2.13	4 years +	<b>Simple obstacle and hopscotch-type games</b>
2.14	3 years +	<b>Games involving objects thrown at targets</b>
2.16	4 years +	<b>Spinning tops without cord</b>
2.17	4 years +	<b>Stilt walking (low height), hula hoops, rings to be balanced with a rod</b>
2.18	6 years +	<b>Yo-yos and spinning tops with cord</b>
2.19	6 years +	<b>Mini golf, cricket, billiards, table football, and other similar games</b>
2.20	5 years +	<b>Jump rope</b>

Table A.2 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
2.22	7 years +	<b>Electronic dancing mats</b> – for learning dance steps and for following complex dance routines
2.23	3 years +	<b>Activity toys for indoor and outdoor domestic use</b> – toboggans, sleds, swings with open seating, higher slides with more steps, climbers and see-saws
2.24	2 years +	<b>Activity toys for indoor or outdoor domestic use</b> – swing with seats that surround the child and short slides with few steps for climbing
2.25	3 years +	<b>Aquatic toys</b> – boards, inflatables (animal/character shapes, boats)
2.26	2 years +	<b>Wading or paddling pools (with adult supervision)</b>
2.27	3 years +	<b>Simple electronic floor mats</b> – for following patterns, making music, learning simple dance routines

Table A.3 — A. Category 3 — 20 Sub-categories — Toys for intellectual activities

Sub-category	Starting age	Description and examples of appropriate toys
3.01	4 years +	<b>Easy puzzles</b> – 20 to 150 interlocking parts
3.03	2 years +	<b>Simple puzzles and plain-fitting parts</b> – puzzles with up to 20 large parts that have smooth edges and fit together without interlocking, may have pegs for grasping shapes for fitting parts together on trays
3.05	7 years +	<b>Puzzles</b> – 150 to 500 interlocking parts
3.07	18 months +	<b>Toy activity panels with fixed parts and turning gears activated by twisting motions or a crank</b>
3.09	18 months +	<b>Simple building blocks with overlapping parts that may or may not interlock</b>
3.10	2 years +	<b>Simple matching activities</b> – matching activities based on shapes, colours, or pictures
3.11	3 years +	<b>Assembly, construction, or building sets</b> – parts with different shapes with diversified fittings and fastenings
3.12	2 years +	<b>Building blocks that snap/fit together</b> – large parts with defined pattern for construction/fastening/assembly that may include features or themes
3.13	18 months +	<b>Simple mechanical toys</b> – inclined planes to slide objects, toys actuated by paddles, wheels, and other parts, using water and/or sand
3.15	7 years +	<b>Toys that involve or demonstrate elementary laws of physics</b>
3.17	8 years +	<b>Experimental kits, scientific kits</b> – chemistry sets, human body in detail, organic material kits, crystals, herbariums, microscopes, habitats
3.19	4 years +	<b>Question (images) and answer toys and games</b> – picture matching
3.20	2 years +	<b>Educational toys</b> – alphabet and simple number learning
3.21	3 years +	<b>Observation and reasoning toys and games</b> – memory games, games of chance, board games without strategy
3.22	5 years +	<b>Time-learning games</b> – clocks, calendars, and toys for providing notions of hours, days, and months
3.23	3 years +	<b>Educational toys</b> – quantity, size, volume, weight, space, and shape notions, learning to tell time
3.24	6 years +	<b>Games involving spelling and numbers (usually individual player)</b> – crossword puzzles, word finding, Sudoku

Table A.3 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
3.25	4 years +	<b>Logical and mathematical games</b> – logical sequences, time sequences
3.26	6 years +	<b>Games with mathematical operations</b> – including fractions
3.27	2 years +	<b>Computers, tablets, and hand-held games</b> – computer devices for play, such as simple questions and answers type or matching games; also may be multi-lingual

Table A.4 — A. Category 4 — 12 Sub-categories — Toys that reproduce the technical world

Sub-category	Starting age	Description and examples of appropriate toys
4.01	5 years +	<b>Functioning walkie-talkies and telephone sets for communication</b>
4.03	4 years +	<b>Audio and audiovisual equipment with real functions</b> – portable media, karaokes, and microphones
4.06	5 years +	<b>Home appliances with limited real function</b> – sewing machine, popcorn popper, mixer, blender, ice-cream machine, cotton-candy machine, etc. NOTE: Not all functioning appliances may be appropriate at this age, particularly toys connected to mains electricity or with heating functions.
4.07	5 years +	<b>Detailed scale and/or more realistic vehicle replicas</b> – include features such as doors, hood (bonnet) and trunk (boot) that open and close
4.08	18 months +	<b>Simple vehicle miniatures, without mechanisms</b> – cars, trains, motorcycles, trucks, aircrafts, boats, and ships, and others
4.09	3 years +	<b>Mechanical and electrical vehicles which imitate adult versions (level of detail, proportional)</b> – spring or battery-powered cars, trucks, aircraft, boats
4.11	4 years +	<b>Complex remote controlled vehicles with multi-direction and functionality</b> – cars, trucks, boats moved by remote control, radio or infrared command, or other
4.13	6 years +	<b>Complex mechanical or electrical powered vehicles and machines</b> – construction equipment, dump trucks, hoists/cranes
4.15	6 years +	<b>Tracks for electrical cars, trains and accessories</b> – auto tracks, train tracks, sophisticated circuits, with or without accessories, such as platforms, tunnels, obstacles, scenery, vehicles, etc.
4.17	3 years +	<b>Non-powered vehicles and machines which imitate adult versions (level of detail, proportional)</b> – trucks, aircraft, boats, simple and light, constructed from plastic or wood which may or may not travel on tracks
4.19	3 years +	<b>Simple transformable toys and objects</b> – toys whose parts can be moved to transform them from one character or object into another
4.21	3 years +	<b>Robots with simple movements or controls</b>