



Technical Report

ISO/TR 8124-8

Safety of toys —

Part 8:

Age determination — First age grade for the appropriate play of toys

Sécurité des jouets —

*Partie 8: Détermination de l'âge — Première tranche d'âge pour
l'utilisation appropriée des catégories de jouets*

Third edition
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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 document 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).

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This document was prepared by Technical Committee ISO/TC 181, *Safety of toys*, in collaboration with the European Committee for Standardization (CEN) Technical Committee CEN/TC 52, *Safety of Toys*, in accordance with the Agreement on technical cooperation between ISO and CEN (Vienna Agreement).

This third edition cancels and replaces the second edition (ISO/TR 8124-8:2016), which has been technically revised.

The main changes are as follows:

- the title of the document has been revised to better align with the scope and intent of the contents therein;
- clarification has been added that this document only provides information for use in the determination of the lowest age at which children start playing with toys in specific toy sub-categories;
- "projectile toys" and "soft compound materials" have been included as sub-categories;
- [Annex C](#) has been added to provide visual examples of the differing levels of complexity or play pattern of product categories from the simplest operation (starting age grade) to higher appropriate age grades.

A list of all parts in the ISO 8124 series can be found on the ISO website.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

This document provides information for use in the determination of the lowest age at which children start playing with toys in specific toy sub-categories. Toys of the same sub-categories suitable for older children due to additional skills or complexity are not listed. Due to a number of factors, including size, complexity or other considerations (e.g. the number of pieces, dimensions, weight, level of detail and realism, brand or licence and special functions), the actual appropriate age grade for a specific toy can vary compared to the intended age. Specific products can therefore carry an age grade which is appropriate for a child that is older than the starting age grade listed in this document.

This document is based on the advice of experts and on the traditional play patterns of children.

NOTE It is possible that national or regional regulations or directives will 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 this document.

[Annex C](#) gives details on how differences in complexity or play pattern will affect the appropriate age grade beyond the starting age grade.

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Safety of toys —

Part 8:

Age determination — First age grade for the appropriate play of toys

1 Scope

This document provides an indication of the lowest age at which children start playing with toys in specific toy sub-categories. It is primarily directed to manufacturers and agencies that evaluate the compliance of toys with safety standards.

This document can 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. This document illustrates the age ranges during which a typical child has developed certain abilities.

Although age grading has safety implications, this document is not intended to address specific safety requirements. Specific safety requirements for toys (e.g. restriction of the presence of small parts and small balls in toys intended for certain age groups, due to the choking hazard) can be found in the ISO 8124 series and in other regional toy safety standards and regulations.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

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

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <https://www.electropedia.org/>

3.1

age group

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

Note 1 to entry: Adapted from Reference [5].

3.2

toy category

classification of a toy according to its specific purpose and function

Note 1 to entry: This document implements the following seven toy categories (see [Annex A](#)):

- toys for sensorimotor activities;

- 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 [2] and [3].

3.3

toy sub-category

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

3.4

gross motor skills

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

3.5

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

3.6

starting age

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

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 attract the attention of the child such as with a rattle. It is only after further development that the child is able to interact and play with the toy by themselves.

Note 2 to entry: For the purposes of this document, a range of starting ages is presented for various toy sub-categories. 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, weight, level of detail and realism, brand or licence and special functions of the specific toy can change or increase the intended age (see the examples provided for reference in [Annex C](#)).

4 Starting ages

4.1 Children with starting ages birth to under 4 months

4.1.1 Aspects related to 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.

- They do not yet have the motor abilities required to play with toys; toys are only used as objects for exploration and entertainment rather than for play.
- They do not yet have the ability to interact with books due to the lack of physical, cognitive and visual abilities required for this activity.

- They 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 functional 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 become quiet when they hear familiar voices. By 3 months, they locate and respond to sounds and make vocalizations. Examples of these could be related to sensations associated with bathing and feeding.
- 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.
- They 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.

4.1.2 Recommended toy sub-categories

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

Table 1 — Toy sub-categories for children from birth to under 4 months of age

Sub-category	Starting age	Description and examples of appropriate toys
1.01	0 months +	Rattles and rings.
1.03	0 months +	Mobiles, with or without sound – 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 +	Musical boxes – toys to be mounted on or near a crib with handle or button for adult activation.
1.04	2 months +	Crib gyms and playmats – mats with simple play features or activities; can include overhead structures that can have dangling objects intended for the child to reach, grasp, or hit.
1.13	2 months +	Simple dolls and animals – 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 +	Cradle and playpen toys – balls, characters attached to cribs, strollers or enclosures.
1.09	3 months +	Squeeze toys – constructed of soft material, with or without internal rattle or noise feature.
1.25	3 months +	Cloth and similar soft material balls and geometric forms.

4.2 Children with starting ages 4 months to under 8 months

4.2.1 Aspects related to 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.

- They are attracted by multi-sensory elements and have increasing interest in the environment surrounding them. They are in the oral phase and teeth begin to appear. They 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.
- Their hearing development continues and they already use their visual and motor abilities to play with other people. They are capable of interacting with toys and objects. They are beginning to be aware of the existence and permanence of objects (objects continue to exist even when out of sight). They imitate simple motions and gestures.
- They are perfectly capable of locating sounds. They engage in vocal games that emphasize repetition of a same syllable like “mamama”, “papapa”, from 4 months on. They start interacting with adults to develop language games in which words are spoken in a repetitive way. They enjoy songs and sounds. From 4 to 6 months, they are more sensitive to sounds, and they react to changes in voice tones and sounds.
- They use their limbs to move, for example, rolling onto their sides or launching themselves forwards and backwards. They have greater ability to position themselves on the floor to play. They start sitting by themselves, and start crawling between 5 and 6 months.
- They have low gross and fine motor coordination, as well as involuntary motions of the limbs. The fine motor coordination of hands is still developing. They grab objects with the palm of hands (primitive grasping). They grab strongly, extend the palm of their hand to reach objects, and are capable of transferring objects from one hand to another.
- They have a progressive development of motions, such as holding, grabbing, pressing, shaking, pulling and throwing objects onto the floor. Grabbing and holding are fully mastered at 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.

4.2.2 Recommended toy sub-categories

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

Table 2 — Toy sub-categories for children starting ages 4 months to under 8 months

Sub-category	Starting age	Description and examples of appropriate toys
1.02	4 months +	Teethers and teething rings.
1.07	4 months +	Activity playboards – 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 +	Bath toys – animals, small boats and floating objects.
1.45	4 months +	Balls or cylinders – clear material with visible contents.
1.17	5 months +	Simple blocks, nesting toys, and stacking toys.
1.12	6 months +	Simple books made of textiles or plastic.
1.18	6 months +	Simple ball and track toys.
1.20	6 months +	Simple push/pull rolling toys (without cord or handle) which make sounds or have coloured lights, or both – wheeled animals or vehicles.
1.48	6 months +	Simple keyboards or hand-held toys with buttons that activate lights and sounds.

4.3 Children with starting ages 8 months to under 12 months

4.3.1 Aspects related to 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.

- They are potentially anxious in case of the parent'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. They 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 (this is the first phase of symbolization) and understand the meaning of some gestures (e.g. kiss, goodbye, come here). They start to express themselves through 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.
- They 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). They 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. They have interest in exploring the environment, and can crawl and sit unaided. They can remain standing and can make their first steps with support.
- They have muscle control and more developed fine motor coordination. Primitive clenching is more coordinated (holding, pincer grip) and they are able to play instruments with the fingers (usually the forefinger). They use the forefinger with the purpose of pointing out objects and people.
- They are able to hold two objects simultaneously, but cannot coordinate them. Objects remain in their hands for longer periods of time and they grab and beat 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.

4.3.2 Recommended toy sub-categories

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

Table 3 — Toy sub-categories for children starting ages 8 months to under 12 months

Sub-category	Starting age	Description and examples of appropriate toys
1.14	8 months +	Roly-poly toys, bop-punching toys, and pop-up action toys – 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 +	Books with thick (chunky) pages.
1.35	8 months +	Soft materials in various shapes for stacking.
1.31	9 months +	Learn to walk toys (walk behind) – wheeled unit with a solid base and handle to support the child in the early stages of walking.
5.02	9 months +	Dolls, imaginary animal characters, with no removable components – dolls representing fictional characters, including animal or human forms.

4.4 Children with starting ages 12 months to under 18 months

4.4.1 Aspects related to 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.

- They are not yet necessarily able to alternate their feet when pushing ride-on toys and they cannot yet pedal. The first ride-on toys do not need steering mechanisms because young toddlers will not necessarily be able to use them effectively. Also, they can imitate sports only in a playful way, without rules.
- They 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.
- They start to choose their own toys and keep them close by. They can remember past events and still like to explore objects with hands and mouth. They use all the senses to explore the world. They have simplistic symbolic thinking.
- Around 13 months, they start to sing to themselves. They have increasing linguistic skills, present more verbalizations as a means of communication, and understand the meaning of a number of words. They distinguish repetitive and rhythmic sounds. They like to hear simple stories and can relate the pictures with the spoken word.
- They adore songs that involve the body, appreciate rhythmic instruments and exploration play with musical instruments. They listen to rhymes and jingles, and are able to move objects according to the musical rhythm. They watch television and other media and want to watch the same programme repeatedly.
- They are increasingly 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 objects. They 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.
- They are capable of handling and carrying toys and light objects. They can throw and kick soft and lightweight balls.
- They like small vehicle toys that can be pushed. They like toy cars with doors or compartments to carry toys.
- They like to turn knobs and dials that have low resistance. They can hold, handle and pass objects from one hand to another and release them deliberately. They can turn pages of books or magazines (several at one time), paying attention to images, not text. They can identify an illustration upside down. They like to scribble and can use dough and modelling clays with adult assistance.
- They observe and perform imitations of other children and adults. They have greater capacity for social contact, but are egocentric. They solve problems by trial and error.
- They are more able to walk but can still 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. They are beginning to explore their environment: starting to walk, going up and down stairs one foot at a time, climbing onto furniture, playground toys, etc. They rarely fall on smooth and even surfaces. They are aware of heights and the dangers of falls and rudimentary spatial relationships.
- Close to 18 months, they are able to run and stay on tip toes with no support. They have increased mobility, and they start to dance and to jump with both feet together. They can perform simple rotation of body parts.

4.4.2 Recommended toy sub-categories

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

Table 4 — Toy sub-categories for children starting ages 12 months to under 18 months

Sub-category	Starting age	Description and examples of appropriate toys
1.23	12 months +	Boxes, tubs, buckets, and containers – to store toys.
1.24	12 months +	Soft compound materials – manipulation by squishing and squeezing only (no tools/moulds).
1.29	12 months +	Rocking animals and rocker chairs – size suitable for children to ride and rock.
1.30	12 months +	Push toys with a long handle that provides stability – corn popper, lawnmower.
1.33	12 months +	Self-standing foot to floor riding toys, trikes, without pedals – wheeled toys, vehicles without pedals that are propelled by the power provided by the child's feet on the ground.
1.37	12 months +	Sliding beads on a fixed loop or shaft – bead maze or frame.
1.39	12 months +	Shape sorters with miscellaneous shapes and colours – 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 +	Tool benches, pounding benches – toys simulating carpenter's benches (strictly pounding toys at this age).
1.43	12 months +	Mechanically and electrically operated toys – vehicles, dolls, animal characters, etc. made of plastic, metal, fabric, or plush, with motions powered by spring, or battery.
2.10	12 months +	Lightweight balls (plastic).
5.19	12 months +	Imitation dashboard panels – controls imitating driving activities of cars, boats, airplanes, or spaceships.
5.20	12 months +	Simple costumes and disguises – 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 +	Musical toys – simple musical instruments such as pianos, guitars, drums, tambourines, horns, and others.
6.26	12 months +	Simple play sets – basic structure with three to five figures with limited detail.

4.5 Children with starting ages 18 months to under 24 months

4.5.1 Aspects related to 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.

- They have more refined fine motor abilities and increased gross motor skills, but limited dexterity. They can build a few building blocks together. They can turn pages of a book carefully so as not to tear them and regularly name and point out familiar objects in books. They understand that images tell a story and that an adult is reading the story. They still require non-verbal means of expression.
- They have comprehension of daily routine activities by the sequence of events, and increasingly imitate observed behaviours. They have representation thinking and exhibit symbolic play, roleplaying with daily activities in an isolated way (parent and child, talk on the telephone, etc.).
- At 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). They use blocks to build structures and think that overturning them is a funny activity. They are able to thread large beads on a cord provided there are large holes. They can draw abstract forms and simple angles.

- Spatial sense is under development: “ahead”, “behind”, “up”, and “down”. They recognize parts of the human body. They 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.
- They are capable of fitting their limbs (arms) into large openings. They explore other physical abilities, such as balancing, running and jumping. They can walk properly, but are still unable to pedal and drive vehicles with precision. They are able to pull carts and wagons. They have strength and balance and are more stable and confident walking. They can dance, jump, run, turn, leap, clap hands, beat feet, etc.
- They are able to press keyboard keys (e.g. tablets, smart phones and computers), with an understanding of the expected response. They are able to use remote controls (e.g. television) and other simple devices. They are aware of the use of electronic devices (e.g. tablets, smart phones and computers) by adults.
- They develop a concept of looking after their toys; they still put them in the mouth but with less frequency.
- They speak many words and are gaining an understanding of how words can be used in different situations and with different meanings, without fully understanding the meaning of the words. They start to interact more with adults with the ability to sustain a short and simple dialogue. They like to hear songs for children and repeat them with adults. They 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.
- They appreciate play with sand and water but are unaware of the risk of drowning.

4.5.2 Recommended toy sub-categories

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

Table 5 — Toy sub-categories for children starting ages 18 months to under 24 months

Sub-category	Starting age	Description and examples of appropriate toys
1.19	18 months +	Push-pull and rolling toys with cord or handle.
1.21	18 months +	Wheelbarrows and other vehicles to fill up and empty.
1.27	18 months +	Toys for sand and water – pails, small shovels, moulds to play with sand and water.
3.07	18 months +	Toy activity panels with fixed parts and turning gears activated by twisting motions or a crank.
3.09	18 months +	Simple building blocks with overlapping parts that can (but do not necessarily) interlock.
3.13	18 months +	Simple mechanical toys – inclined planes to slide objects, toys actuated by paddles, wheels and other parts using water or sand, or both.
4.08	18 months +	Simple vehicle miniatures, without mechanisms – cars, trains, motorcycles, trucks, aircrafts, boats and ships, and others.
5.45	18 months +	Dolls for imitating care activities (bathing and feeding) – simple dolls imitating babies, without hair or with moulded hair, with painted eyes and without articulated arms and legs.

4.6 Children with starting ages 24 months to under 36 months

4.6.1 Aspects related to 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.

- They exhibit enhanced gross as well as fine motor skills and strength. They have greater dexterity and there is connection between motor and cognitive actions. They are able to throw, catch and kick a ball without falling and can walk, run, jump and balance reasonably well.
- They are able to recognize simple melodies; music is related to other physical activities, such as moving, dancing and clapping hands simultaneously. They like vocal activities, especially singing. They remember and repeat simple melodies and song lyrics. They sing their favourite songs, rhymes and jingles in their own rhythm. They 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.
- They are learning to pedal and are able to drive toy vehicles usually using their feet for braking. They are more interested in closed spaces (hut, cave, etc.) and role-playing. They like environments such as beaches, parks and zoos.
- They have increasing recognition of symbolic connections (reality versus fantasy). They are cognitively capable of interacting with animals and exploration toys for simple learning.
- They are in the anal phase, which is essential for bowel motion control. They value their independent functions and achieve sphincter control. They start to be trained to stop using diapers.
- They exhibit brief attention spans. They prefer free-motion activities and play alone in an exploratory way. They like company and have increasing interest in social activities and can want to play with others. They do not yet understand the concept of games involving rules and strategies.
- They have greater power of reasoning, memory, attention and observation of details. They are able to assemble simple puzzles. They appreciate simple figures with few details. They combine simple pieces and fit smaller figures in bigger ones, by observing colours, shapes and images.
- They exhibit greater ability with hand and finger motions with more coordinated grasping. They 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. They are able to wind springs (up to two turns) with low-torque keys.
- They are capable of playing fishing games with magnetic fishing rods, moving a lever and fitting an object into a large opening. They are capable of pushing buttons and stacking blocks and cubes with no assistance.
- They are aware of the existence of writing (letters and words), are capable of drawing vertical and circular lines (circles and crosses), and are able to use scissors. They have better comprehension of cause and effect relationships.
- They 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. They might prefer playing in sitting position and are capable of aiming at a target and throwing things at it.
- They have interest in electronic devices, if they are a part of a play context. They are able to utilize software programs that require simple answers (e.g. by pushing a single key on the keyboard or screen to answer). They use the mouse in a limited way but can have difficulty clicking on small icons.

- They like to hear stories repeatedly. They make up answers and memorize them to repeat later. They like to have their own books and turn pages. They appreciate books with pop-up figures or hidden images behind windows and doors, or both. They are capable of naming figures and some parts of the body.
- They 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. They call familiar people by their names. They are capable of talking with adults, in known contexts, if the topic is interesting. They frequently ask “why?”. They use language to inform, ask and interact.
- They participate actively in dressing, undressing, bathing and feeding. They remember past events, concentrate on tasks, and are able to understand up to three instructions at the same time. They still learn by imitation and repetition. They perform increasingly detailed imitations.
- They act with drama, misbehave, and try to impose their will. They understand “inside” “outside”, “up”, and “down”, and time concepts, such as “now” and “later”. They are still attracted by multi-sensory elements (sight, sound and action) and still take some objects to the mouth.
- They are capable of driving battery-powered vehicles at low speed.
- At close to 3 years of age, they are capable of maintaining their balance on roller skates, except inline skates.

4.6.2 Recommended toy sub-categories

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

Table 6 — Toy sub-categories for children starting ages 24 months to under 36 months

Sub-category	Starting age	Description and examples of appropriate toys
2.01	2 years +	Pedal vehicles, scooters, walking bicycles, balance bikes – tricycles, wheeled toys, stable vehicles with or without pedals, small two-wheeled bicycles without pedals powered by the child’s feet.
2.02	2 years +	Child sized electrical vehicles – battery powered vehicles to be driven by children.
2.15	2 years +	Projectile toys that are loaded by the child and intentionally launched by the child.
2.24	2 years +	Activity toys for indoor or outdoor domestic use – swing with seats that surround the child and short slides with few steps for climbing.
2.26	2 years +	Wading or paddling pools (with adult supervision).
3.03	2 years +	Simple puzzles – up to 10 components.
3.10	2 years +	Simple matching activities – matching activities based on shapes, colours or pictures.
3.12	2 years +	Building blocks that snap/fit together – large parts with defined pattern for construction/fastening/assembly that can include features or themes.
3.20	2 years +	Educational toys – alphabet and simple number learning.
3.27	2 years +	Computers, tablets and hand-held games – computer devices for play, such as simple questions and answers type or matching games; can also be multilingual.
4.11	2 years +	Simple remote-controlled vehicles – cars, trucks, boats moved by remote control, radio or infrared command, or other.
5.03	2 years +	Lightweight dressed dolls, and dolls to dress (excluding fashion dolls) – 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 +	Toy tableware, pots and feeding accessories for dolls.
5.11	2 years +	Simple role-playing toys – home appliances sized to the child, stoves, kitchen sets, play money banknotes.

Table 6 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
5.13	2 years +	Audiovisual equipment that imitates real equipment – plastic versions that imitate radios, CD players, portable media players, telephones, cell phones, karaoke, and microphones which might have limited functions.
5.15	2 years +	Miniatures of simple characters – animals, small soldiers, characters made of plastic such as zoo park, super-heroes, fantasy/fictional characters, and historical themes.
5.21	2 years +	Costumes, dress up clothing and accessories imitating characters of legends and tales – costumes sized to children with accessories such as masks, helmets, swords.
5.29	2 years +	Soft and rigid structures in which the child can play – houses, caves, forts, tents and tunnels.
5.36	2 years +	Books – contain special features such as pop-ups, hidden pictures, and dress-me.
5.37	2 years +	Themed mats for play – mats for playing on the floor with designs imitating towns with streets.
6.19	2 years +	Colouring and painting materials – simple and limited assortment of materials and templates for artwork; large (easy to grasp) crayons, chalk, broad-tipped felt marker pens and finger paints.

4.7 Children with starting ages 3 years to under 4 years

4.7.1 Aspects related to 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.

- They have more developed coordination and fine motor skills. They are more capable of performing manual tasks than younger children. They have difficulty holding playing cards but are capable of eating with chopsticks, spoon and fork without assistance. They handle heavier balls and objects and are capable of throwing and catching them with both hands.
- They wash hands, brush teeth, dress and begin to take care of themselves.
- They can walk, run, jump and pedal. They sing, dance and play with musical instruments. They play with funny and nonsense words and rhymes. They adore listening to songs, stories and watching videos and movies repeatedly. They like stories about family events and invent their own stories. They remember, tell and repeat past events. When they do not understand, they repeat exactly what was said. They are more talkative. They adopt favourite characters and repeat their sayings.
- They ride tricycles and bicycles with training or supporting wheels and are capable of roller skating with limited motions.
- They are capable of driving battery-powered vehicles at higher speeds.
- They 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.
- They have greater interest in activities without rules.
- They already have language abilities including a limited but growing vocabulary and an understanding of basic grammar rules. They can make more elaborate statements. They want to ask questions, express comments, and ask “why?”. They understand numbers and are able to name most familiar objects, images, shapes, colours and some numbers.
- They are increasingly interested in role-playing activities with low complexity. They learn by imitation from real life experiences.

- They are capable of climbing objects and swinging with no assistance.
- They like to play with water, clay and modelling putties.
- They like to play with construction toys and are capable of building more elaborate structures, and work at (re)positioning and (dis)engagement of parts. They play correctly, usually involving stacking. Trial and error is part of their play pattern. They become frustrated with puzzles that do not fit together easily. They can wind springs with simple, large keys and low torque, and thread large beads on cords. They can copy geometrical figures and simple forms. They can paint, cut and glue figures. They 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.
- They like toy vehicles and outdoor environments, such as beaches, parks and zoos.
- They 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.
- They are 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. They have less comprehension of strategies, but full comprehension of cause and effect relationships. They can 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.
- They have better hand-eye coordination and are attracted to simple patterns and bright colours. As binocular vision is still under development, they are still learning to distinguish fine details.
- They have developed a sense of humour and are attracted to commercial advertisements.

4.7.2 Recommended toy sub-categories

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

Table 7 — Toy sub-categories for children starting ages 3 years to under 4 years

Sub-category	Starting age	Description and examples of appropriate toys
2.03	3 years +	Toy bicycles – two-wheeled pedal bicycles with or without training/supporting wheels to provide stability.
2.06	3 years +	Roller skates (except in-line) – roller skates with wheels not positioned in linear (in-line) direction.
2.08	3 years +	Soap bubbles – toys with accessories for blowing bubbles.
2.09	3 years +	Bowling, “bocce”-type games, ring toss games – plastic or wooden pin bowling sets, rings for throwing.
2.11	3 years +	Toy versions of sporting equipment to imitate real sports versions – baseball, basketball, cricket, golf, tennis, badminton, shuttlecock or beach racquets.
2.14	3 years +	Games involving objects thrown at targets.
2.23	3 years +	Activity toys for indoor and outdoor domestic use – sleds, swings with open seating, higher slides with more steps, climbers or seesaws.
2.25	3 years +	Aquatic toys – boards, inflatables (animal/character shapes, boats).
2.27	3 years +	Simple electronic floor mats – for following patterns, making music, learning simple dance routines.
3.21	3 years +	Observation and reasoning toys and games – memory games, games of chance, board games without strategy.
3.23	3 years +	Educational toys – quantity, size, volume, weight, space, and shape notions, learning to tell time.

Table 7 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
4.09	3 years +	Mechanical and electrical vehicles which imitate adult versions (level of detail, proportional) – spring or battery-powered cars, trucks, aircraft, boats.
4.17	3 years +	Non-powered vehicles and machines which imitate adult versions (level of detail, proportional) – trucks, aircraft, boats, simple and light, constructed from plastic or wood which can (but do not necessarily) travel on tracks.
4.19	3 years +	Simple transformable toys and objects – toys whose parts can be moved to transform them from one character or object into another.
4.21	3 years +	Robots with simple movements or controls.
5.07	3 years +	Functioning strollers, cribs and furniture for dolls which imitate real versions.
5.12	3 years +	Domestic appliances in a children's size that are more realistic but without actual function – stove, sewing machine, pressing iron, blender, mixer and other toy appliances.
5.17	3 years +	Articulated figures with limited accessories – poseable characters with articulated limbs, moving head and simple mechanisms to simulate heroes, warriors, fictional, or imaginative stories and battles.
5.23	3 years +	Objects imitating home and professional activities – 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 +	Beauty care and accessories for dolls – cosmetics, garments, clothing accessories, high-heeled shoes and small bags.
5.27	3 years +	Soft or rigid playhouse toys with accessories sized to the children – sales stands, post office.
5.35	3 years +	Play sets imitating urban and rural areas – 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 +	Doll houses and accessories – houses with multiple rooms and furniture imitating kitchen, bedroom, dining room, etc.
5.41	3 years +	Fashion dolls and accessories – articulated fashion dolls and their fashion accessories and complements, such as furniture, personal belongings, sports equipment, and others
6.05	3 years +	Toys for creative activities – coloured paper, felt boards, plastic sticks, modelling clay or putty with tools or moulds, to form scenes or figures, parts with magnets to form play scenes.
6.06	3 years +	Body stickers or paints to be applied on the child – cosmetics, tattoos for skin, and stickers for fingernails.
6.09	3 years +	Insertion and tying toys and crafts – threading beads on yarn or string, etc.
6.18	3 years +	Colouring and painting kits – detailed materials, stencils, and templates for artwork; large assortment of coloured crayons, pencils, thin-tipped felt marker pens and watercolours.
6.23	3 years +	Modelling (manual) and moulding (with moulds) – manual modelling and moulding with putty or dough moulds, utensils for working with modelling putty.
6.29	3 years +	Puppets and simple theatres – made of wood, plastic or fabric, with fixed eyes and detachable accessories.

4.8 Children with starting ages 4 years to under 6 years

4.8.1 Aspects related to 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.

- They are capable of coordinating large and small motions, exhibit moderate dexterity and strength. They have 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 or supporting wheels. They are capable of using brakes actuated by feet. They are beginning to use skates and kick scooters. They are able to play with games that involve balancing objects.
- They perform role-playing activities of moderate to high complexity for longer periods, imitate adult activities, and have active imagination. They like realistic materials for creations and prefer true stories. They develop and maintain close friendships and demonstrate a high level of dramatization.
- They can throw objects with force, and hit with a bat or racket. They can kick balls in motion and bounce them against the ground.
- They have moderate ability for problem-solving and some comprehension of rules. They exhibit higher interest in games, improving the interaction with other players. They pay the attention required to complete puzzles in minutes. They play in a systematic way and plan their strategies. They exhibit maximum concentration level of 20 min at age 4 and 40 min at age 5.
- They exhibit better vocal control and are more capable of singing in synchronization with other people. They like musical beats and are capable of following them while walking or marching. They dance while dressing themselves, invent songs and play stories by dance. They have interest in music classes and can follow simple musical notes.
- At age 5, they play with musical instruments with simple songs. They recognize melodies and reproduce them. They recite words rhythmically, but have difficulty to keep in tune. They express musical ideas in different ways. They like theme melodies, and are able to play simple games for singing and reciting rhymes and jingles. They like to answer questions in television quiz shows.
- They can draw human characters with up to seven parts of the body at age 4, and approximately nine parts at age 5. They are capable of copying geometrical forms, and letters and numbers.
- They can handle most simple manual tasks and are able to cut along a trimming line. Artistic creations now make sense and meet their expectations.
- They are capable of handling small and more complex parts and begin to develop their capability to hold objects as an adult. They are capable of holding up to 4 cards simultaneously.
- They understand concepts of time: “yesterday”, “today”, “tomorrow”, “after”, “later”, “now” and “immediately”. They maintain a temporal organization of facts. They talk with one or more individuals, at the same time, about missing and abstract facts.
- They exhibit well developed eye-hand coordination. They start mastering electronic devices and understand the user interface used by software products. They can navigate the Internet, but one page at a time. They use the mouse correctly. They like hand-held games and keyboards to enter simple data.
- The alphabetization phase starts at this time, but knowledge of reading and writing are not yet completely formed. They speak ceaselessly. They tell stories and create theatre plays. At age 5, they are more involved with improvisations, but have difficulty reading. They play with words and engage themselves at reading more complex stories that are different from their day-to-day life.
- They create better developed and complex constructions with blocks and parts. They are capable of winding springs with small and medium keys, with low to medium torque.

- They follow more complex instructions to assemble beads of various sizes on cords and are able to create simple sequences from multiple instructions.
- They have greater self-confidence in water and learn to swim, and have interest in playing sports and dance (soccer, swimming, ballet, judo, etc.).

4.8.2 Recommended toy sub-categories

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

Table 8 — Toy sub-categories for children starting ages 4 years to under 6 years

Sub-category	Starting age	Description and examples of appropriate toys
2.13	4 years +	Simple obstacle and hopscotch-type games.
2.16	4 years +	Spinning tops without cord.
2.17	4 years +	Stilt walking (low height), hula hoops, rings to be balanced on a rod.
3.19	4 years +	Question (images) and answer toys and games – picture matching.
3.25	4 years +	Logical and mathematical games – logical sequences, time sequences.
4.03	4 years +	Audio and audiovisual equipment with real functions – portable media, karaoke and microphones.
5.38	4 years +	Cards, stickers and albums for collection – with play function.
6.03	4 years +	Stamps with images of animals, characters, designs, alphabet, etc. for printing.
6.10	4 years +	Perforated and cut-out toys.
6.20	4 years +	Painting sets with water-based paints – with brushes and accessories for paintwork or silk-screen.
6.21	4 years +	Drawing sets – 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 +	Electronic musical instruments – realistic and functional keyboards, electrical guitars, electronic drums.
7.01	4 years +	Simple card games – simple card games, card decks for family play.
7.04	4 years +	Co-operative games – board games for teaching teamwork by emphasizing play rather than competition.
7.07	4 years +	Table games with pathways – table games with pathways to be travelled by using dice or spinners for indicating the number of moves.
7.09	4 years +	Social games for young children – with several players, involving a simple degree of difficulty.
7.13	4 years +	Electronic ability and skill games – videogames, hand-held videogames, toys that simulate real life by a virtual character (avatar).
2.07	5 years +	Flying objects – kites, boomerangs, simple airplanes (with rubber band).
2.20	5 years +	Jump rope.
3.22	5 years +	Time-learning games – clocks, calendars and toys for providing notions of hours, days and months.
4.01	5 years +	Functioning walkie-talkies and telephone sets for communication.
4.06	5 years +	Home appliances with limited real function – sewing machine, popcorn popper, mixer, blender, ice-cream machine, cotton-candy machine, etc. NOTE Not all functioning appliances are appropriate at this age, particularly toys connected to mains electricity or with heating functions.
4.07	5 years +	Detailed scale or more realistic vehicle replicas – include features such as doors, hood (bonnet), and trunk (boot) that open and close.
6.01	5 years +	Pattern matching activities – geometrical parts or pins, made of wood or plastic, coloured, to form figures or images.
6.24	5 years +	Moulding with plaster and modelling sands.

Table 8 (continued)

Sub-category	Starting age	Description and examples of appropriate toys
7.05	5 years +	Games of chance – dice, coin flipping, bingo, roulette.
7.11	5 years +	Ability and skill games – games for balancing parts, capturing, hitting the target, among others that require ability and fast reaction.
7.15	5 years +	Simple strategy and reasoning games – checkers, trading card games, dominoes and similar.

4.9 Children with starting ages 6 years to under 8 years

4.9.1 Aspects related to 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.

- They exhibit dexterity, strength and moderate to high gross motor skills. They have great vigour and energy, and play to exhaustion.
- They 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. They are also demanding in terms of clothing and wear clothes and articles imitating adults.
- They develop abstract thinking and can make better distinctions between reality and fantasy. They 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.
- They exhibit moderate ability for solving problems. They have developed reasoning skills and are ready to use more complex toys. They are able to use maps for navigation during a game and concentrate longer on activities they are interested in.
- They have an on-going appreciation of reading and writing, with a broader vocabulary. Reading and mathematical calculation competences are developed during this period. They have cognitive ability to follow instructions for using and assembling toys and game strategies, but exhibit a certain difficulty in reading and comprehending them.
- They 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.
- They catch and hit small balls. They 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). They 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. They exhibit some ability with assembling and disassembling parts and have virtually no difficulty manipulating small parts.
- They are very proficient with electronic gadgets and want real audio equipment. They like CD/DVDs, audio books, videos, movies, television shows and video-clips. They 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.
- They exhibit changes in musical interests and are able to perform interpretative dances. They remember songs and their lyrics and love to dance.

- They experiment and explore more adult activities through art. They have interest in carpentry and sewing. They can sew clothes for dolls and puppets (with large needles). They can make and wear simple clothing accessories: They have interest in activities using ceramics and photography.
- They can hold a large number of cards and are capable of using both hands simultaneously. They can wind springs with small keys with low torque and actuate handbrakes.
- They are more aware of their bodies and differences between the sexes and maintain strong connection with the opposite gender of the family. They have higher awareness of differences and curiosity about the opposite gender's body.
- They have interest in diversified topics in books and magazines. They 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.
- They have a developed sense of musical harmony. They are interested in formal music lessons. They can read and follow sheet music. They can play real musical instruments and are able to sing in choirs and groups. At age 8, they can improvise musical tunes.

4.9.2 Recommended toy sub-categories

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

Table 9 — Toy sub-categories for children starting ages 6 years to under 8 years

Sub-category	Starting age	Description and examples of appropriate toys
2.05	6 years +	Skates, two-wheeled scooters and in-line roller skates.
2.18	6 years +	Yo-yos and spinning tops with cord.
2.19	6 years +	Mini golf, cricket, billiards, table football and other similar games.
3.24	6 years +	Games involving spelling and numbers (usually individual player) – crossword puzzles, word finding, Sudoku.
3.26	6 years +	Games with mathematical operations – including fractions.
4.13	6 years +	Mechanical or electrical powered vehicles and machines – construction equipment, dump trucks, hoists/cranes.
4.15	6 years +	Tracks for electrical cars, trains and accessories – auto tracks, train tracks, sophisticated circuits, with or without accessories, such as platforms, tunnels, obstacles, scenery, vehicles, etc.
6.07	6 years +	Crafts such as weaving looms, needle embroidery kits, or other sewing equipment.
6.13	6 years +	Clay and ceramic crafts for modelling.
7.16	6 years +	Games for strategy and reasoning – chess, table games that require strategy.
7.21	6 years +	Number and letter games (usually multiple players) – games requiring the creation of or the discovery of hidden words or numbers.
7.25	6 years +	Game collections – boxes with miscellaneous games.
2.22	7 years +	Electronic dancing mats – for learning dance steps and for following complex dance routines.
3.15	7 years +	Toys that involve or demonstrate elementary laws of physics.
6.15	7 years +	Folding crafts – origami.
7.03	7 years +	Social family games – 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 +	General knowledge games – games involving knowledge on miscellaneous subjects.
7.23	7 years +	Magic kits.

4.10 Children with starting ages 8 years to under 14 years

4.10.1 Aspects related to 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.

- They perform highly structured and focused role-playing activities. They can wind springs with small keys with high torque, and 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.
- They exhibit a high degree of dexterity, strength and gross and fine motor skills. They have good eye-hand coordination and fast motor responses. They are interested in collecting objects and like social games with several players. They are capable of conducting scientific experiments and using academic knowledge areas in games. They 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. They like to learn and memorize facts.
- At age 11, their topics of interest are defined.
- They have good memorization for songs. They can read songs and sheet music very well, continue to like musical improvisation and are capable of maintaining musical harmony and of singing in groups and choirs.
- At age 12, thinking is more adult and they are capable of making generalizations and theoretical assumptions. They develop the comprehension of projectile consequences, but the full comprehension of the risk posed by projectiles will not be developed before age 12. They are capable of understanding and following complex instructions and strategies. They can prefer not to read. Small books are considered books for children.
- They have interest in adult subjects, such as war, dating and fashion. They have greater interest in close relationships and social activities. They exhibit longer, more complex and structured performances.
- They have abilities for sports and competence for adult sports, are ready for technical training, like fitness activities, and use of fitness equipment. They can want to compete to measure strength, capability and speed against other people. They like organized leisure activities, can use skates, kick scooters, skateboards and BMX bicycles.
- They have advanced skills for problem-solving, assemble very complex puzzles in a systematic way, are involved in more detailed art techniques, and can draw with detail.
- They are very strict in terms of clothing, dress and personalize themselves in a more elaborate way. They are capable of applying makeup with greater precision.

4.10.2 Recommended toy sub-categories

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

Table 10 — Toy sub-categories for children starting ages 8 years to under 14 years

Sub-category	Starting age	Description and examples of appropriate toys
3.17	8 years +	Experimental kits, scientific kits – chemistry sets, human body in detail, organic material kits, crystals, herbariums, microscopes, habitats.
6.11	8 years +	Engraving and metal work in simple to complex detail.
6.17	8 years +	Mock-ups, technical models – aircrafts, boats, cars and motorcycles with parts to assemble.
7.17	9 years +	Simulation, conquering, and role-playing games – RPG (role-playing game) type and simulation, conquering and acquisition games, where the players 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.

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Annex A
(informative)

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

Table A.1 lists the starting age of toys for sensorimotor activities, with 33 sub-categories.

Table A.1 — Toys for sensorimotor activities

Sub-category	Starting age	Description and examples of appropriate toys
1.01	0 months+	Rattles and rings.
1.02	4 months +	Teethers and teething rings.
1.03	0 months +	Mobiles, with or without sound – 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 +	Crib gyms and playmats – mats with simple play features or activities; can include overhead structures that can have dangling objects intended for the child to reach, grasp, or hit.
1.05	3 months +	Cradle and playpen toys – balls, characters attached to cribs, strollers or enclosures.
1.07	4 months +	Activity playboards – 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 +	Squeeze toys – constructed of soft material, with or without internal rattle or noise feature.
1.11	4 months +	Bath toys – animals, small boats and floating objects.
1.12	6 months +	Simple books made of textiles or plastic.
1.13	2 months +	Simple dolls and animals – 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 +	Roly-poly toys, bop-punching toys and pop-up action toys – 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 +	Books with thick (chunky) pages.
1.17	5 months +	Simple blocks, nesting toys, and stacking toys.
1.18	6 months +	Simple ball and track toys.
1.19	18 months +	Push-pull and rolling toys with cord or handle.
1.20	6 months +	Simple push/pull rolling toys (without cord or handle) which make sounds or have coloured lights, or both – wheeled animals or vehicles.
1.21	18 months +	Wheelbarrows and other vehicles to fill up and empty.
1.23	12 months +	Boxes, tubs, buckets, and containers – to store toys.
1.24	12 months +	Soft compound materials – manipulation by squishing and squeezing only (no tools/moulds).
1.25	3 months +	Cloth and similar soft material balls and geometric forms.
1.27	18 months +	Toys for sand and water – pails, small shovels, moulds to play with sand and water.
1.29	12 months +	Rocking animals and rocker chairs – size suitable for children to ride and rock.
1.30	12 months +	Push toys with a long handle that provides stability – corn popper, lawn mower.
1.31	9 months +	Learn to walk toys (walk behind) – 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 +	Self-standing foot to floor riding toys, trikes, without pedals – wheeled toys, vehicles without pedals that are propelled by the power provided by the child’s feet on the ground
1.35	8 months +	Soft materials in various shapes for stacking.
1.37	12 months +	Sliding beads on a fixed loop or shaft – bead maze or frame.
1.39	12 months +	Shape sorters with miscellaneous shapes and colours – 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 +	Tool benches, pounding benches – toys simulating carpenter’s benches (strictly pounding toys at this age).
1.43	12 months +	Mechanically and electrically operated toys – vehicles, dolls, animal characters etc. made of plastic, metal, fabric or plush, with motions powered by spring or battery.
1.45	4 months +	Balls or cylinders – clear material with visible contents.
1.47	0 months +	Musical boxes – toys to be mounted on or near a crib with handle or button for adult activation.
1.48	6 months +	Simple keyboards or hand-held toys with buttons that activate lights and sounds.

Table A.2 lists the starting age of toys for physical activities, with 24 sub-categories.

Table A.2 — Toys for physical activities

Subcategory	Starting age	Description and examples of appropriate toys
2.01	2 years +	Pedal vehicles, scooters, walking bicycles, balance bikes – tricycles, wheeled toys, stable vehicles with or without pedals, small two-wheeled bicycles without pedals powered by the child’s feet.
2.02	2 years +	Child sized electrical vehicles – battery powered vehicles to be driven by children.
2.03	3 years +	Toy bicycles – two-wheeled pedal bicycles with or without training or supporting wheels to provide stability.
2.05	6 years +	Skates, two-wheeled scooters and in-line roller skates.
2.06	3 years +	Roller skates (except in-line) – roller skates with wheels not positioned in linear (in-line) direction.
2.07	5 years +	Flying objects – kites, boomerangs, simple airplanes (with rubber band).
2.08	3 years +	Soap bubbles – toys with accessories for blowing soap bubbles.
2.09	3 years +	Bowling, “bocce”-type games, ring toss games – plastic or wooden pin bowling sets, rings for throwing.
2.10	12 months +	Lightweight balls (plastic).
2.11	3 years +	Toy versions of sporting equipment to imitate real sports versions – baseball, basketball, cricket, golf, tennis, badminton, shuttlecock or beach racquets.
2.13	4 years +	Simple obstacle and hopscotch-type games.
2.14	3 years +	Games involving objects thrown at targets.
2.15	2 years +	Projectile toys that are loaded by the child and intentionally launched by the child.
2.16	4 years +	Spinning tops without cord.
2.17	4 years +	Stilt walking (low height), hula hoops, rings to be balanced with a rod.
2.18	6 years +	Yo-yos and spinning tops with cord.
2.19	6 years +	Mini golf, cricket, billiards, table football and other similar games.
2.20	5 years +	Jump rope.

Table A.2 (continued)

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

Table A.3 lists the starting age of toys for intellectual activities, with 17 sub-categories.

Table A.3 — Toys for intellectual activities

Subcategory	Starting age	Description and examples of appropriate toys
3.03	2 years +	Simple puzzles – up to 10 components.
3.07	18 months +	Toy activity panels with fixed parts and turning gears activated by twisting motions or a crank.
3.09	18 months +	Simple building blocks with overlapping parts that can (but do not necessarily) interlock.
3.10	2 years +	Simple matching activities – matching activities based on shapes, colours or pictures.
3.12	2 years +	Building blocks that snap/fit together – large parts with defined pattern for construction/fastening/assembly that can include features or themes.
3.13	18 months +	Simple mechanical toys – inclined planes to slide objects, toys actuated by paddles, wheels, and other parts, using water or sand, or both.
3.15	7 years +	Toys that involve or demonstrate elementary laws of physics.
3.17	8 years +	Experimental kits, scientific kits – chemistry sets, human body in detail, organic material kits, crystals, herbariums, microscopes, habitats.
3.19	4 years +	Question (images) and answer toys and games – picture matching.
3.20	2 years +	Educational toys – alphabet and simple number learning.
3.21	3 years +	Observation and reasoning toys and games – memory games, games of chance, board games without strategy.
3.22	5 years +	Time-learning games – clocks, calendars, and toys for providing notions of hours, days and months.
3.23	3 years +	Educational toys – quantity, size, volume, weight, space, and shape notions, learning to tell time.
3.24	6 years +	Games involving spelling and numbers (usually individual player) – crossword puzzles, word finding, Sudoku.
3.25	4 years +	Logical and mathematical games – logical sequences, time sequences.
3.26	6 years +	Games with mathematical operations – including fractions.
3.27	2 years +	Computers, tablets and hand-held games – computer devices for play, such as simple questions and answers type or matching games; can also be multilingual.

Table A.4 lists the starting age of toys that reproduce the technical world, with 12 sub-categories.

Table A.4 — Toys that reproduce the technical world

Subcategory	Starting age	Description and examples of appropriate toys
4.01	5 years +	Functioning walkie-talkies and telephone sets for communication.
4.03	4 years +	Audio and audiovisual equipment with real functions – portable media, karaoke and microphones.
4.06	5 years +	Home appliances with limited real function – sewing machine, popcorn popper, mixer, blender, ice-cream machine, cotton-candy machine, etc. NOTE Not all functioning appliances are appropriate at this age, particularly toys connected to mains electricity or with heating functions.
4.07	5 years +	Detailed scale or more realistic vehicle replicas – include features such as doors, hood (bonnet) and trunk (boot) that open and close.
4.08	18 months +	Simple vehicle miniatures, without mechanisms – cars, trains, motorcycles, trucks, aircrafts, boats, and ships and others.
4.09	3 years +	Mechanical and electrical vehicles which imitate adult versions (level of detail, proportional) – spring or battery-powered cars, trucks, aircraft, boats.
4.11	2 years +	Simple remote controlled vehicles – cars, trucks, boats moved by remote control, radio or infrared command, or other.
4.13	6 years +	Mechanical or electrical powered vehicles and machines – construction equipment, dump trucks, hoists/cranes.
4.15	6 years +	Tracks for electrical cars, trains and accessories – auto tracks, train tracks, sophisticated circuits, with or without accessories, such as platforms, tunnels, obstacles, scenery, vehicles, etc.
4.17	3 years +	Non-powered vehicles and machines which imitate adult versions (level of detail, proportional) – trucks, aircraft, boats, simple and light, constructed from plastic or wood which can (but do not necessarily) travel on tracks.
4.19	3 years +	Simple transformable toys and objects – toys whose parts can be moved to transform them from one character or object into another.
4.21	3 years +	Robots with simple movements or controls.

Table A.5 lists the starting age of toys for the development of feelings and empathy, with 23 sub-categories.

Table A.5 — Toys for the development of feelings and empathy

Subcategory	Starting age	Description and examples of appropriate toys
5.02	9 months +	Dolls, imaginary animal characters, with no removable components – dolls representing fictional characters, including animal or human forms.
5.03	2 years +	Lightweight dressed dolls, and dolls to dress (excluding fashion dolls) – 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.).
5.07	3 years +	Functioning strollers, cribs and furniture for dolls which imitate real versions.
5.09	2 years +	Toy tableware, pots and feeding accessories for dolls.
5.11	2 years +	Simple role playing toys – home appliances sized to the child, stoves, kitchen sets, play money banknotes.
5.12	3 years +	Domestic appliances in a children's size that are more realistic but without actual function – stove, sewing machine, pressing iron, blender, mixer and other toy appliances.
5.13	2 years +	Audiovisual equipment that imitates real equipment – plastic versions that imitate radios, CD players, portable media players, telephones, cell phones, karaoke, and microphones which might have limited functions.
5.15	2 years +	Miniatures of simple characters – Animals, small soldiers, characters made of plastic such as zoo park, super-heroes, fantasy/fictional characters and historical themes.

Table A.5 (continued)

Subcategory	Starting age	Description and examples of appropriate toys
5.17	3 years +	Articulated figures with limited accessories – poseable characters with articulated limbs, moving head and simple mechanisms to simulate heroes, warriors, fictional or imaginative stories and battles.
5.19	12 months +	Imitation dashboard panels – controls imitating driving activities of cars, boats, airplanes or spaceships.
5.20	12 months +	Simple costumes and disguises – 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.
5.21	2 years +	Costumes, dress up clothing and accessories imitating characters of legends and tales – costumes sized to children with accessories such as masks, helmets, swords.
5.23	3 years +	Objects imitating home and professional activities – 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 +	Beauty care accessories for dolls – cosmetics, garments, clothing accessories, high-heeled shoes and small bags.
5.27	3 years +	Soft or rigid playhouse toys with accessories sized to the children – sales stands, post office.
5.29	2 years +	Soft and rigid structures in which the child can play – houses, caves, forts, tents and tunnels.
5.35	3 years +	Play sets imitating urban and rural areas – commercial establishments, stores, banks, gas stations, parking lots, post offices, schools and classrooms, train and metro stations, hospital, airports, bus stations, zoo parks, Noah’s Ark, fruit and vegetable sales stands, towns, farms, and any other toys that imitate places and regions.
5.36	2 years +	Books – contain special features such as pop-ups, hidden pictures and dress-me.
5.37	2 years +	Themed mats for play – mats for playing on the floor with designs imitating towns with streets.
5.38	4 years +	Cards, stickers and albums for collection – with play function.
5.39	3 years +	Doll houses and accessories – houses with multiple rooms and furniture imitating kitchen, bedroom, dining room, etc.
5.41	3 years +	Fashion dolls and accessories – articulated fashion dolls and their fashion accessories and complements, such as furniture, personal belongings, sports equipment and others.
5.45	18 months +	Dolls for imitating care activities (bathing and feeding) – simple dolls imitating babies, without hair or with moulded hair, with painted eyes and without articulated arms and legs.

Table A.6 lists the starting age of toys for creative activities, with 21 sub-categories.

Table A.6 — Toys for creative activities

Sub-category	Starting age	Description and examples of appropriate toys
6.01	5 years +	Pattern matching activities – geometrical parts or pins, made of wood or plastic, coloured, to form figures or images.
6.03	4 years +	Stamps with images of animals, characters, designs, alphabet, etc. for printing.
6.05	3 years +	Toys for creative activities – coloured paper, felt boards, plastic sticks, modelling clay or putty with tools or moulds, to form scenes or figures, parts with magnets to form play scenes.
6.06	3 years +	Body stickers or paints to be applied on the child – cosmetics, tattoos for skin and stickers for fingernails.
6.07	6 years +	Crafts such as weaving looms, needle embroidery kits, or other sewing equipment.