



# MINISTRY OF HEALTH AND MEDICAL SERVICES

## Pikinini Boe Helth Rekod Buka



Clinic Name
Clinic Register Number

Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

**KIPIM DISFALA BUKA LO SEIF PELES GO, GO KASIM TAEM  
PIKININI HEM FAEF (5) IAS O OVA, AN TEKEM WEITEM IU  
EVERI TAEM IU TEKEM PIKININI LO KILINIKI O HOSPITOL**

**ANY ALLERGIES:**

**Drug(s) Name:**

## Immunization, Vitamin A and Albendazole Schedule

Age	BCG	HepBI	Pentavalent (DPT,HepB,Hib)	OPV	MV	TT	Vitamin A (100,000 µ)	Vitamin A (200,000 µ)	Albendazole (200 mg)	Albendazole (400mg)
At birth	😊	😊								
6 Weeks			😊	😊						
10 Weeks			😊	😊						
14 Weeks			😊	😊						
6 Months							😊			
1 year					😊			😊	😊	
1 year 6 Months								😊	😊	
2 years								😊		😊
2years 6 months								😊		😊
3years								😊		😊
3years 6months								😊		😊
4years								😊		😊
4years 6months								😊		😊
5years								😊		😊
School entry (5yrs or more)				😊		😊				

- Write the date and cross X on the 😊 after immunization, Vitamin A and Albendazole are given.
- If an immunization is late, you only need to wait for 4 weeks before giving the next dose.
- If a child has diarrhoea or a fever of less than 38 degrees C, you should still give the scheduled immunization

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**Personal Data**

Child's name \_\_\_\_\_  Boy

Mother's name: \_\_\_\_\_

Father's name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Present Address: \_\_\_\_\_

<b>Hospital Register Number</b>

**Birth information:**

Date of birth \_\_\_\_\_ Gestational age at birth \_\_\_\_\_

Single  Twins  Triplets

Measurements at birth: Weight \_\_\_\_\_ kg Length \_\_\_\_\_ cm Head circumference \_\_\_\_\_ cm

Child's position in family: \_\_\_\_\_

**Type of birth:**

NVD

Caesarean Section:

Vaccum:

Forceps:

**Condition at birth:**

Normal:

Resuscitation:

**Apgar score:** At birth: \_\_\_\_\_ 10 minutes after: \_\_\_\_\_

**Breast feeding initiated: Yes**

**No:**

Soon after birth:

½ hour after birth:

1 hour or more:

**Feeding:**

Age at introduction of any foods or fluids \_\_\_\_\_

Age at termination of breastfeeding \_\_\_\_\_

*may be recorded in Visit Notes*

**When special care or advice may be needed**

Any time that you have concerns about your child's growth or development, seek the advice of a health worker, nurse or doctor. He or she can assess your child and advise you.

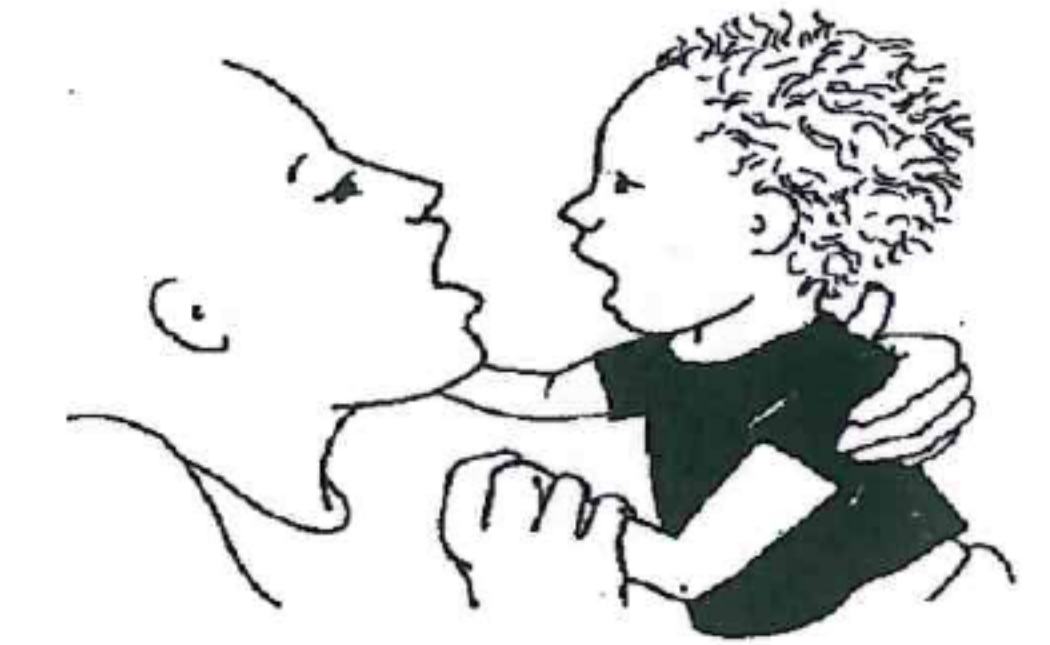
Other times that special care or advice may be needed include:

- ♥ If the child's growth curve is too far from the centre line, it may be a sign that he is undernourished. If he is underweight, a health worker can help you find ways to help him grow normally. For example, changes may be needed in the type of foods he is given, or the frequency or quantity of feeding. Or he may need more emotional support, or stimulation, or physical activity that will help him become healthy.
- ♥ If the child is severely undernourished, he needs urgent specialized care.
- ♥ If you suspect you may be HIV positive, go for counselling and testing.
- ♥ If you know that you are HIV positive, you may need specialized counselling about options for feeding your baby.

## Caring for Sick Children



## Feeding and care of infants and children



- ♥ If your child is sick, feed him regularly.
- ♥ Give more fluids (breastfeed more for a breastfed child)
- ♥ Encourage him to eat soft, varied, appetizing, favourite foods.
- ♥ After illness, give food more often than usual and encourage her to eat more.

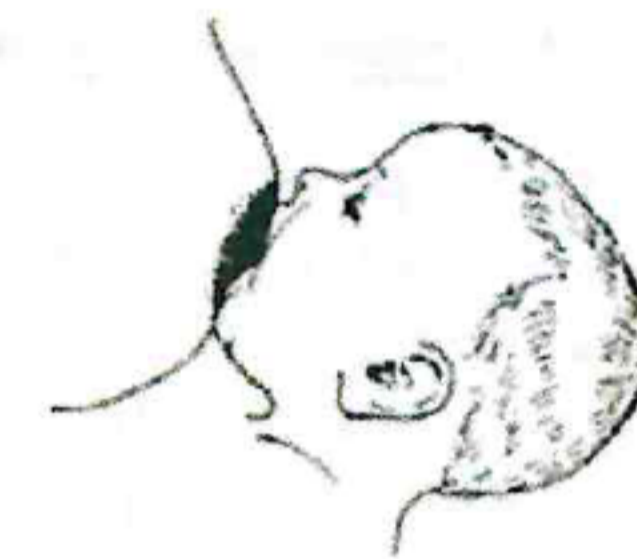
### Feeding an infant up to 6 months of age



- Feed your baby only breast milk until he is 6 months of age.
- Breastfeed as often as he wants, day and night, at least 8 times in 24 hours.
- Breastfeed when your baby shows signs of hunger: beginning to cry, sucking fingers, or moving his lips.
- At each feeding, encourage your baby to empty the breast and then offer the other breast.
- Do not give him other foods or fluids. Breast milk has everything your baby needs and satisfies his hunger and thirst.

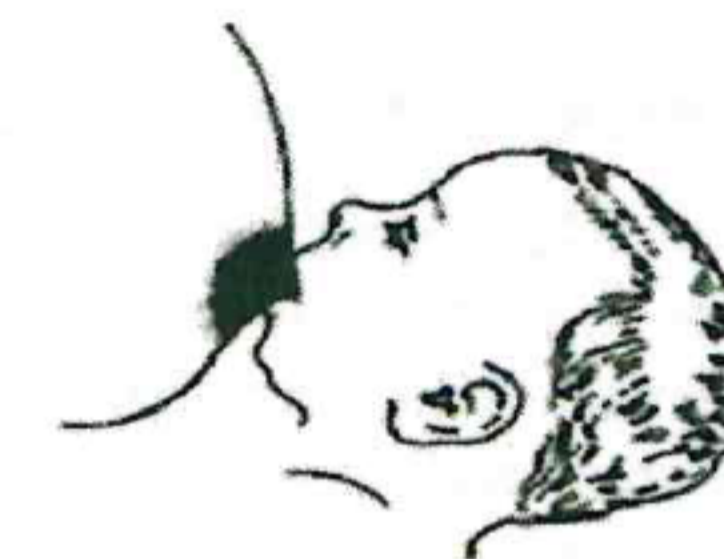
### Attaching a baby at the breast

#### *Signs of good attachment and feeding*



- Chin touching breast
- Mouth open wide
- Lower lip turned outwards
- More areola visible above than below the mouth
- Slow, deep sucks and swallowing sounds
- Cheeks full and not drawn in
- Baby feeds calmly
- Baby finishes feed by him/herself and seems satisfied
- Mother feels no pain

#### *Signs of poor attachment and feeding*



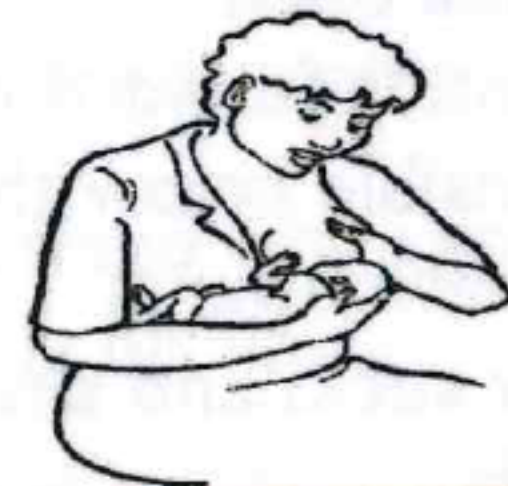
- Chin away from breast
- Mouth not wide open
- Lower lip pointing forward or turned in
- More areola visible below than above the mouth, or equal amounts
- Rapid, shallow sucks and smacking or clicking sounds
- Cheeks drawn in
- Baby fusses at breast or comes on and off
- Baby feeds very frequently, for a very long time, but does not release breast and seems unsatisfied

## Breastfeeding Positions



### **Lying down on side position**

Helps a mother to rest. Comfortable after a caesarean section. Take care that the baby's nose is on a level with mother's nipple, and that baby does not need to bend his or her neck to reach the breast.



Hold the baby close and inline with your body

### **Cross arm position**

Useful for small or ill baby. Mother has good control of baby's head and body, so may be useful when learning to breastfeed. Take care that the baby's head is not held too tightly preventing movement



### **Cradle position**

The baby's lower arm is tucked around the mother's side, not between the baby's chest and the mother. Take care that the baby's head is not too far into the crook of the mother's arm that the breast is pulled to one side making it difficult to stay attached.



### **Underarm position**

Useful for twins or to help to drain all areas of the breast. Gives the mother a good view of the attachment. Take care that the baby is not bending his or her neck forcing the chin down to the chest.

## Food for children age 6 months and older

Breast milk continues to be an important source of nutrients up to age 2 years or beyond. After 6 months, your baby needs other foods and liquids in addition to breast milk.

This page lists examples of recommended foods. The following pages recommend how much, how often and how to feed your child at different ages.



### Consider

- **Give local foods at every meal.** Give children root vegetables for energy instead of biscuits or noodles
- **Give a range of different coloured foods for optimum health.** Children need to eat plenty of coloured fruits and vegetables to help keep them from getting sick. Especially orange and green ones like paw paw, pumpkin, cabbage and fern.
- **Give Iron rich foods to prevent iron deficiency.** Give eggs, clam, cockle, mussels, dark meat fish, cockles, red meat, drumstick leaves, nightshade leaves, wholemeal bread, pumpkin seeds, legumes, lentils, nuts and beans.
- **Avoid processed foods.** Foods like biscuits, noodles and coloured drinks have no nutritional value for a child.

### Healthy foods for all children

- Staple foods give your child energy. These foods include roots (cassava, yam, pana, taro), and starchy fruits (banana, breadfruit) and cereals (rice and bread).
- Staple foods do not contain enough nutrients by themselves. You also need to give animal-source and other nutritious foods. Your child should eat a variety of these foods:
  - Animal-source foods: fish, meat, chicken, eggs, shells and cockles.
  - Seeds and beans: pumpkin seeds, melon seeds or breadfruit seeds, long beans, baked beans, chickpeas, lentils, kidney beans, lima beans (Available dried at the bulk shops).
  - Green leafy and yellow-coloured vegetables: slippery cabbage, fern, watercress, kangkong, kumara leaf, pumpkin.
  - Fruits: Banana, pawpaw, guava, mango, paw paw, pomelo, water melon, five corner, coco nut drink and flesh.
  - Oils and fats: Vegetable oils, coconut milk.
- Feed your child different foods from the groups above, together with the staple food.

### Feeding an infant age 6 months to 1 year

Age	Food	Frequency	Amount	Additional Information
6 – 8 months	Well mashed food like kumara or banana with finely chopped egg, seafood or meat, plus green vegetables and fruit.	2- 3 times per day plus frequent breastfeeding  Give 1-2 snacks between meals depending on his appetite	2 to 3 tablespoons and gradually increase to ½ cup	By 8 months give small chewable items to eat with fingers. Let him try to feed himself, but provide help.
9-11 months	Finely chopped or mashed foods from all food groups each day. Try foods that baby can pick up.	3-4 meals per day plus frequent breastfeeding  Give 1- 2 snacks between meals depending on his appetite	About ½ cup	Ensure the child is getting plenty of meat, chicken, egg and seafood.



### More on feeding an infant aged 6 months to 1 year

- Breastfeed as often as your baby wants.
- To initiate complementary feeding, begin offering him small amounts of other foods at age 6 months (180 days).
- Introduce new foods one at a time. Wait a few days to be sure that he can tolerate a new food before introducing another food.
- Feed him from his own plate or bowl
- Patiently help your baby to eat. Talk to him lovingly, look into his eyes and actively encourage him to eat, but do not force him.
- If he loses interest while eating, remove any distractions and try to keep him interested in the meal.
- After 6 months of age, babies may need more water even when they drink the recommended amounts of milk. To find out if your baby is still thirsty after eating, offer him some water (that has been boiled and cooled) in a cup.
- **Give many different colored foods for the best health.** Children need to eat plenty of colored fruits and vegetables to prevent them getting sick.



### Feeding a child age 1 to 2 years

Age	Food	Frequency	Amount
12—24 months	<p>At each meal local staple foods like pana, taro or banana along with:</p> <ul style="list-style-type: none"> <li>- Some protein like fish, egg, chicken, meat, nuts or shells</li> <li>- A variety of different coloured vegetables</li> </ul> <p>Give plenty of fruit for snacks</p> <p>All food should come from the list on page 10</p>	<p>3-4 meals per day.</p> <p>Also give 1-2 snacks per day between meals depending on his appetite</p>	<p><math>\frac{3}{4}</math> - 1 cup</p>

- Breastfeed often as your child wants up to 2 years or beyond.
- Feed him from his own plate or bowl. Continue to actively help him to eat.
- **Give many different colored foods for the best health.** Children need to eat plenty of colored fruits and vegetables to prevent them getting sick.

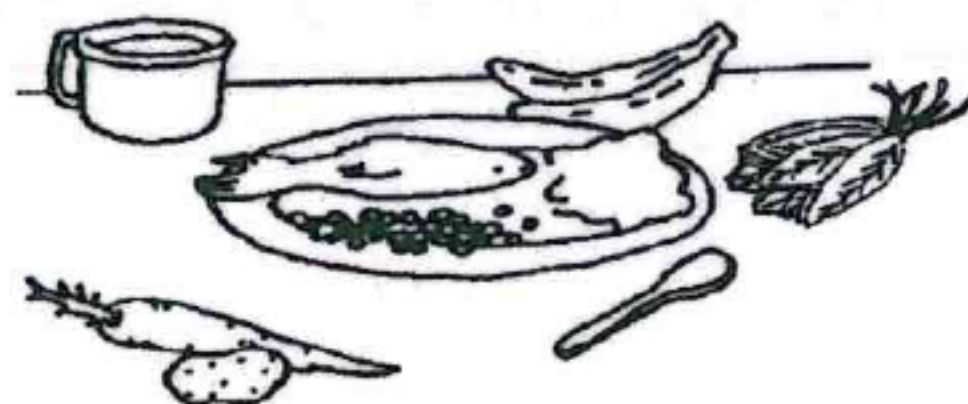
## Feeding a child age 2 to 5 years

- Give the same foods your family eats at 3 meals each day. Also, twice daily between meals, give nutritious snacks such as:

- Bananas
- Breadfruit
- Pawpaw
- Bread or bun with banana, avocado or nut paste inside
- Cassava pudding
- Ngali Nuts or peanuts
- Popped corn



- Offer a variety of foods. If he refuses a new food, offer him “tastes” of it several times. Show him that you like the food.
- Do not force him to eat. Give realistic portions depending on his age, size and activity level. Increase the quantity of food as he grows older.



## Keep Food Clean and Safe

### Good hygiene prevents getting sick:

- Wash your hands with soap before preparing food, before feeding a baby, and after using the toilet.
- Use clean water for drinking, boil it properly, store it in clean covered containers, and use a clean scoop to draw it.
- Wash your child's cup or bowl thoroughly with soap and clean water or boil it.
- Avoid using feeding bottles which are difficult to clean.
- Prepare food using clean utensils. Feed a baby with a clean spoon. Use water and soap or detergent to clean them after each use.
- Cook foods all the way through, especially meat, chicken, eggs and seafood. Reheat cooked food thoroughly; for example, bring soups and stews to boiling.
- Cover left over food, and refrigerate it if possible. Throw away cooked food that is uneaten for more than two hours.
- Avoid contact between raw and cooked foods and store them in separate containers.
- Have a clean, functioning toilet that is used by all family members old enough to do so.
- Quickly collect the stool of a young child or baby and put it into a toilet. Promptly clean a child who has passed stool. Then wash your hands and theirs.
- Boil water vigorously for a few seconds. Cover and let it cool down on its own without adding ice. This water is safe for the baby to drink.

## Helping your baby grow and develop

- ♥ Brain development is fastest in the first two years of life, so young children need to use it plenty by playing with others, moving around, hearing sounds, and having things to see, touch, and explore.
- ♥ Daily routines regarding eating, sleeping, hygiene, etc. help children to develop regular patterns to feel secure.
- ♥ Teach your child to communicate by speaking to him, listening to him, and playing with him.
- ♥ Play is children's work. They learn by trying things out and by observing and copying others.
- ♥ Fancy toys are not needed for development. Toys to stimulate development can be made at home.
- ♥ Illness interferes with normal growth and development. To prevent illness, have your child immunized and feed him as described in the Growth Record. When he is ill, take him to a clinic.
- ♥ Children learn most rapidly when they are in nurturing and stimulating relationships with their caregivers. The mother, father, and siblings can all contribute to the child's development by caring for and playing with him.
- ♥ Protecting children from physical harm and emotional distress (due to violence or strong anger) helps them gain confidence to explore and learn.

## Development from birth to 4 months

### Emotional development

- A healthy child can see, hear, and smell at birth and knows his mother from her voice, scent, and face.
- The father plays an important role in the child's development and should be involved in caring.
- He can learn a lot from older siblings, so they too should play with and help care for him.
- Hug him when he is distressed will help him learn to trust and communicate with you.
- Breastfeeding is a good time for cuddling, nurturing, and loving.

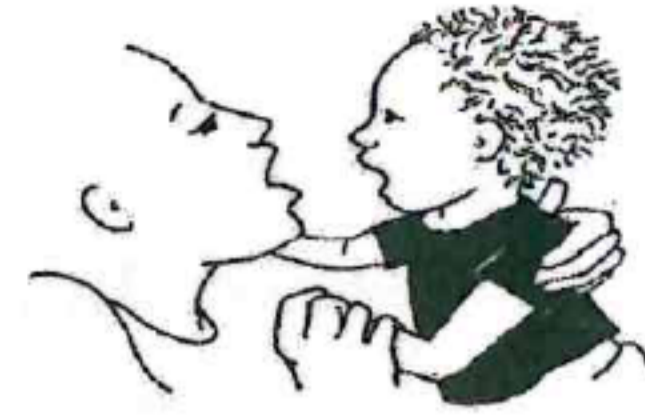
### Communication

- Look into your child's eyes and smile at him (for example, when feeding). Talking face to face with him, repeating his sounds and gestures, and singing to him will teach him to communicate.
- He will respond to his mother's touch, looks, smiles and sounds. He will try to communicate his needs through movements, cooing sounds, and cries.

### Movement

- He will soon discover his hands and feet. Letting him move his arms and legs freely will help him grow strong.
- He will begin to reach for objects and put them in his mouth because he learns by taste and touch.
- He will try to raise his head to see around. Help by carrying him, raising his head and back so he can see. Letting him roll on a safe surface will help him develop his muscles.

## Development from 4 to 6 months



### Emotional development

- Children love to see people and faces, so family members should hold and carry the baby, smile, laugh, and talk with him.
- He is now attaching to his mother and may feel uncomfortable with strangers. Leaving him with people he knows will help him feel secure.

### Communication

- He enjoys making new sounds like squeals and laughs. He will respond to someone's voice with more sounds, copy the sounds he hears, and start learning about making a conversation with another person.
- To prepare him for talking, repeat his sounds and talk to him about what he feels, sees and wants.

### Movement

- As he sees the world, he will want to touch, taste, and explore. Giving him safe, clean and colourful household objects that he can touch, bang, throw, and put into his mouth will help him learn and develop hand skills. Keep away small objects that can be swallowed.
- Let him sit with support and roll around safely to help his muscles develop.

## Development from 6 months to 1 year

### Emotional development

- He may not want to separate from you. Help him cope with separation by gently telling him when you will need to leave him and by leaving him with people he is familiar with. Peek-a-boo and hide-and-seek are well-known games to teach him that you are not gone forever when he cannot see you.
- He will notice when people express strong anger and may be upset by it. Avoid exposing him to such emotional distress and reassure him if it does happen.
- The love and time you give him, your interest in what he is doing, and your support for his curiosity will help his self-confidence.



### Communication

- Respond to his sounds and interests. Talk to him, sing for him, give meaning to his babbling, take notice, and respond when he tries to tell you something. Telling him stories, reading to him, and telling him the names of things and people will help him learn to speak and communicate.

### Movement

- Playing with safe clean household items like non-breakable plates, cups and spoons, banging pots and pans, opening and closing lids, stacking and sorting objects, and feeding himself with his fingers will help his learning and hand skills.
- Letting him move freely and play in a safe environment will help his muscles develop.

## Development from 1 to 2 years

### Emotional development

- Give him opportunities to do things for himself, and happiness in what he does to help him develop self-esteem.
- He may be angry and frustrated when he cannot have all that he wants. Tell him about his feelings. He will learn rules quicker if there are not many of them and if they are clear and consistent.
- He may want to do everything on his own and appear stubborn. He may want to stay an infant and also be grown up at the same time. Understanding this phase of his childhood, holding him when he wants to be a baby, and giving him some independence when he wants to be grown up will help him.

### Communication

- This age is important for him to learn to speak and understand words. Encourage his learning by watching what he does and naming it. Use every chance to talk with him (for example, when feeding, bathing, or working near him).
- Ask him simple questions and respond to his attempts to talk. Encourage him to repeat words. Listening when he uses gestures or words will increase his efforts to talk. Imaginary play, books, songs, rhymes, stories, and taking turns in games will enrich his development.

### Movement

- He will begin to use one hand more frequently and skilfully. Let him use whichever hand the brain has selected. He can practice hand skills while he is feeding and dressing himself, drawing, scribbling, playing with water, playing with things he can stack or combine, and putting things in and out of containers.
- Take him outside so that he can run, jump, climb, and grow strong.



## Development from 2 years and older



### Emotional development

- The love and time you give him, your interest in what he is doing, your belief that he will succeed, and your support for his curiosity will help his self-confidence and desire to learn.
- At this age he can understand what is right and wrong. He can be taught how people should behave through stories, songs, and games. He will learn better if he is told what is correct first, and he should be corrected gently so that he does not feel ashamed.
- Cooking and doing errands together, sorting clothes, and doing other household chores will boost his self-confidence and improve his learning.

### Communication

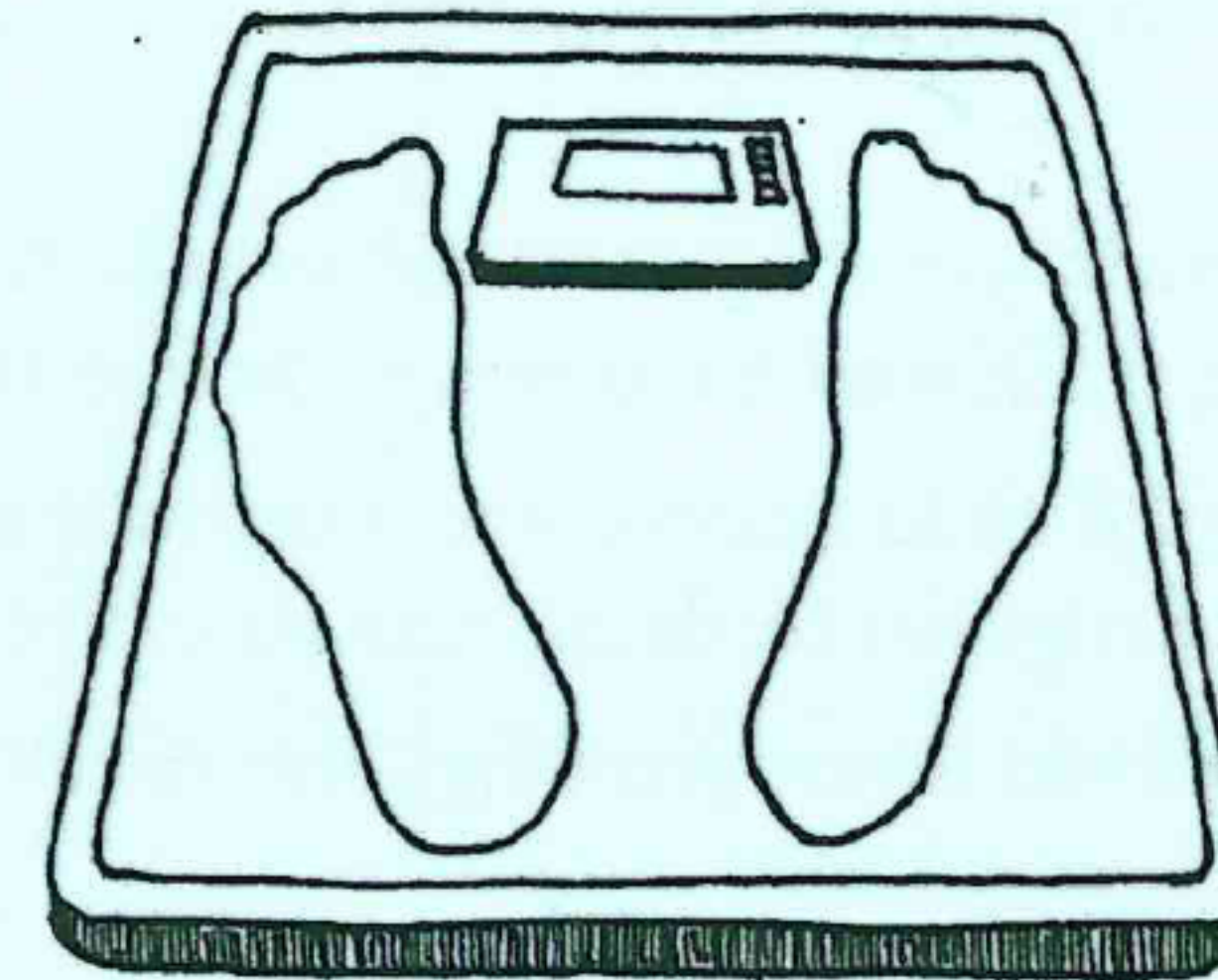
- Listen to what he is telling you, encourage him to ask questions, and try to answer them. Let him talk about whatever he has experienced or wants to tell you. Encourage him to tell stories. Teach him to name things, to count, and to compare and match sizes, shapes and colours of things around him.

### Movement

- Drawing, writing, colouring, stacking, sorting, and helping prepare food will improve his hand skills.
- Playing with other children will help his development.
- Encourage movement such as marching, jumping, kicking and hopping.

# Boy's Growth Charts

## Boy's Growth Charts



### Understanding Growth Charts

Normal growth in individual children can vary a great deal. Plotting a child's measurements over time on growth charts can show whether a child is growing normally or not.

A health care provider weighs and measures your child and records these measurements. Then the child's measurements are plotted as dots on the charts. Measurements taken at later visits are also plotted, and the dots are joined by a line. This line is your child's growth curve or trend.

### Understanding Growth Curves

- The line labelled 0 on the growth chart is the median which is, generally speaking, the average. The other lines, called z-score lines, indicate distance from the average. A point or trend which is far from the median, such as 3 or -3, indicates a growth problem.
- The growth curve of a normally growing child will usually follow a track that is roughly parallel to the median. The track may be above or below the median.
- Any quick change in trend (the child's curve veers upward or downward from its normal track) should be investigated to determine its cause and remedy any problem.
- A flat line indicates that the child is not growing. This is called stagnation and may also need to be investigated.
- A growth curve that crosses a z-score line may indicate risk.

### Growth Problems

Z-score	Growth indicators			
	Length/height-for-age	Weight-for-age	Weight-for-length/height	BMI-for-age
Above 3	See note 1	See note 2	Obese	Obese
Above 2			Overweight	Overweight
Above 1			Possible risk of overweight (See note 3)	Possible risk of overweight (See note 3)
0 (median)				
Below -1				
Below -2	Stunted (See note 4)	Underweight	Wasted	Wasted
Below -3	Severely stunted (See note 4)	Severely underweight (See note 5)	Severely wasted	Severely wasted

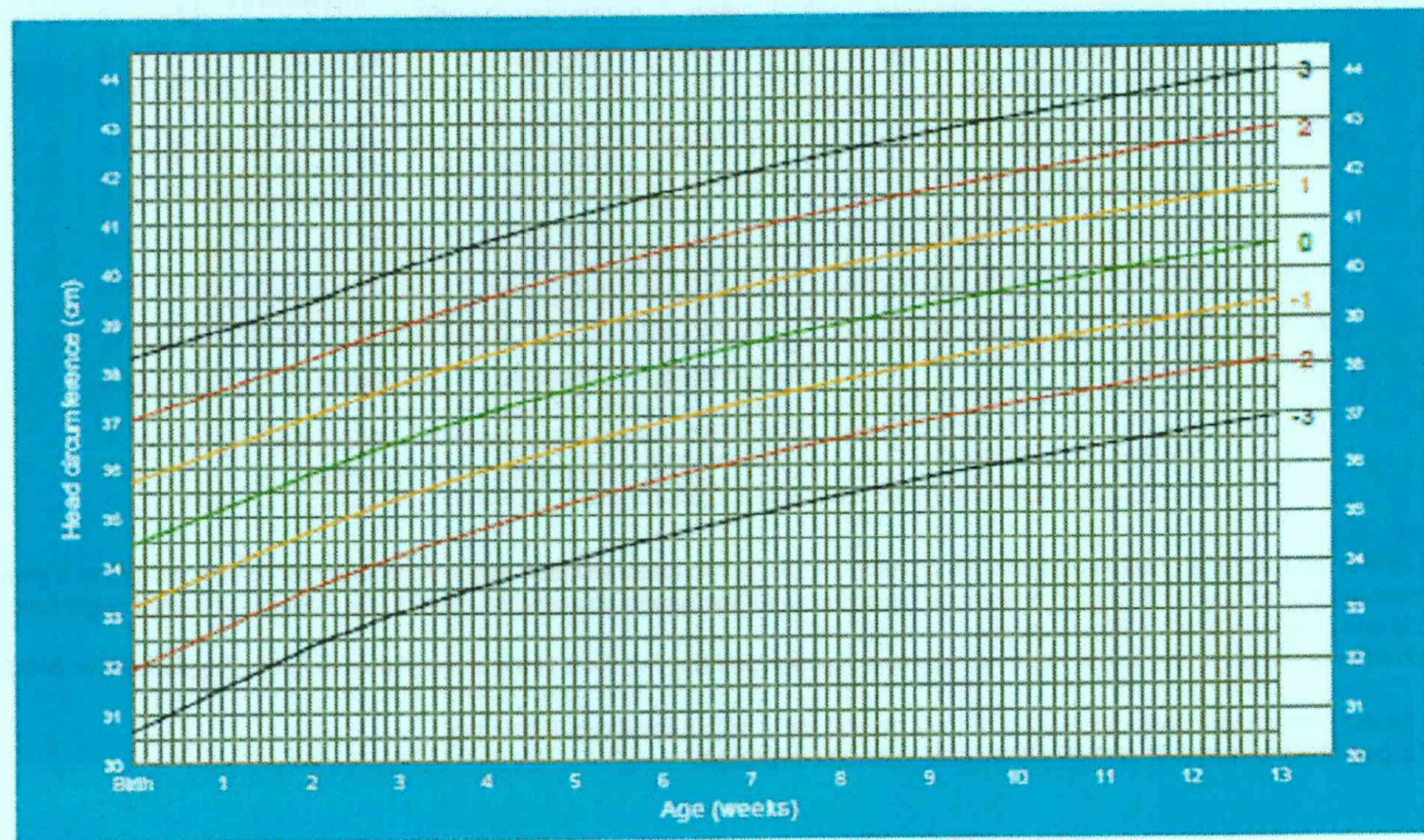
**Notes:**

1. A child in this range is very tall. Tallness is rarely a problem, unless it is so excessive that it may indicate an endocrine disorder such as a growth-hormone-producing tumor. Refer a child in this range for assessment if you suspect an endocrine disorder (e.g. if parents of normal height have a child who is excessively tall for his or her age).
2. A child whose weight-for-age falls in this range may have a growth problem, but this is better assessed from weight-for-length/height or BMI-for-age.
3. A plotted point above 1 shows possible risk. A trend towards the 2 z-score line shows definite risk.
4. It is possible for a stunted or severely stunted child to become overweight.

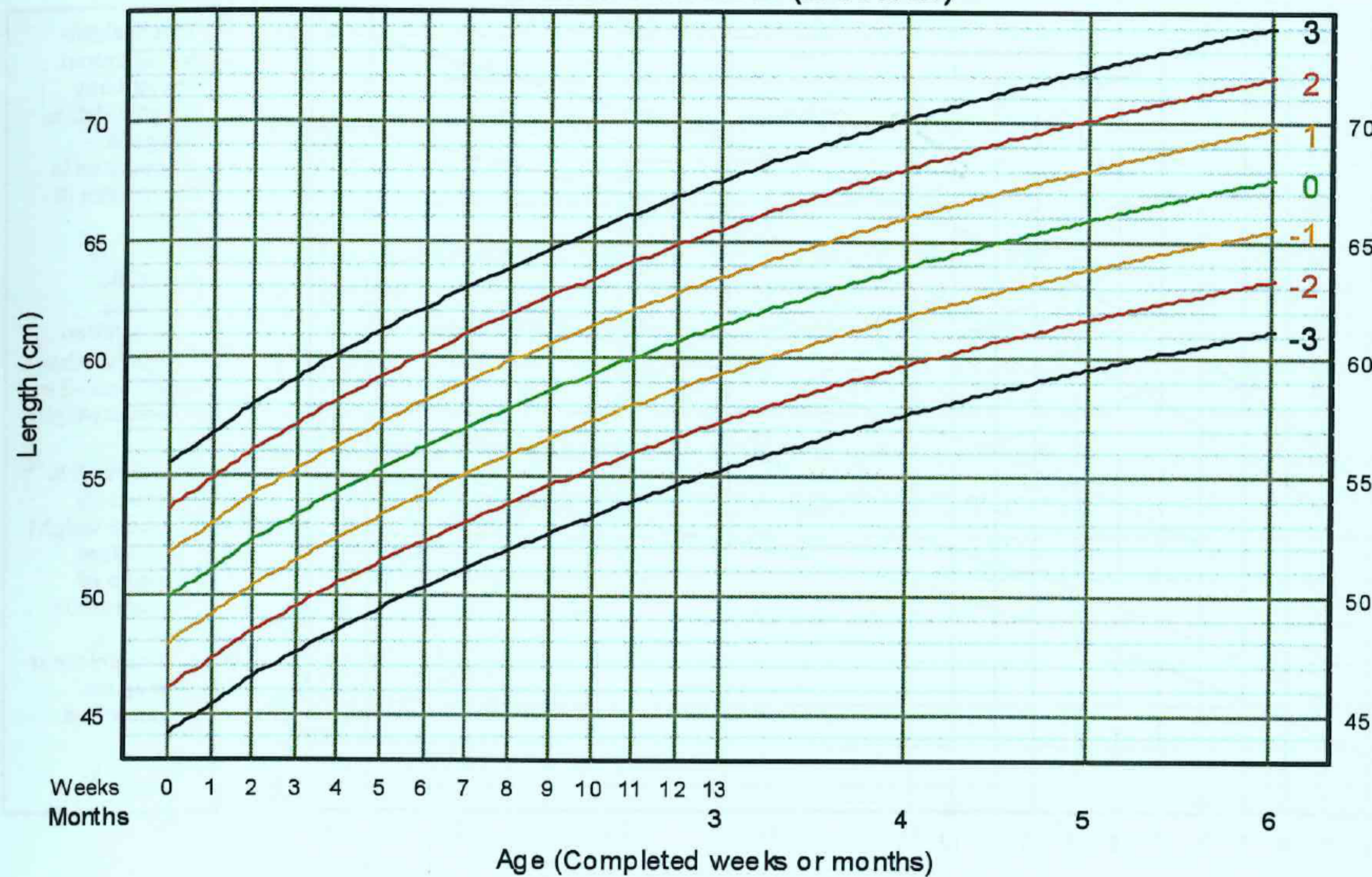


## Head Circumference for Age

Birth - 13 weeks



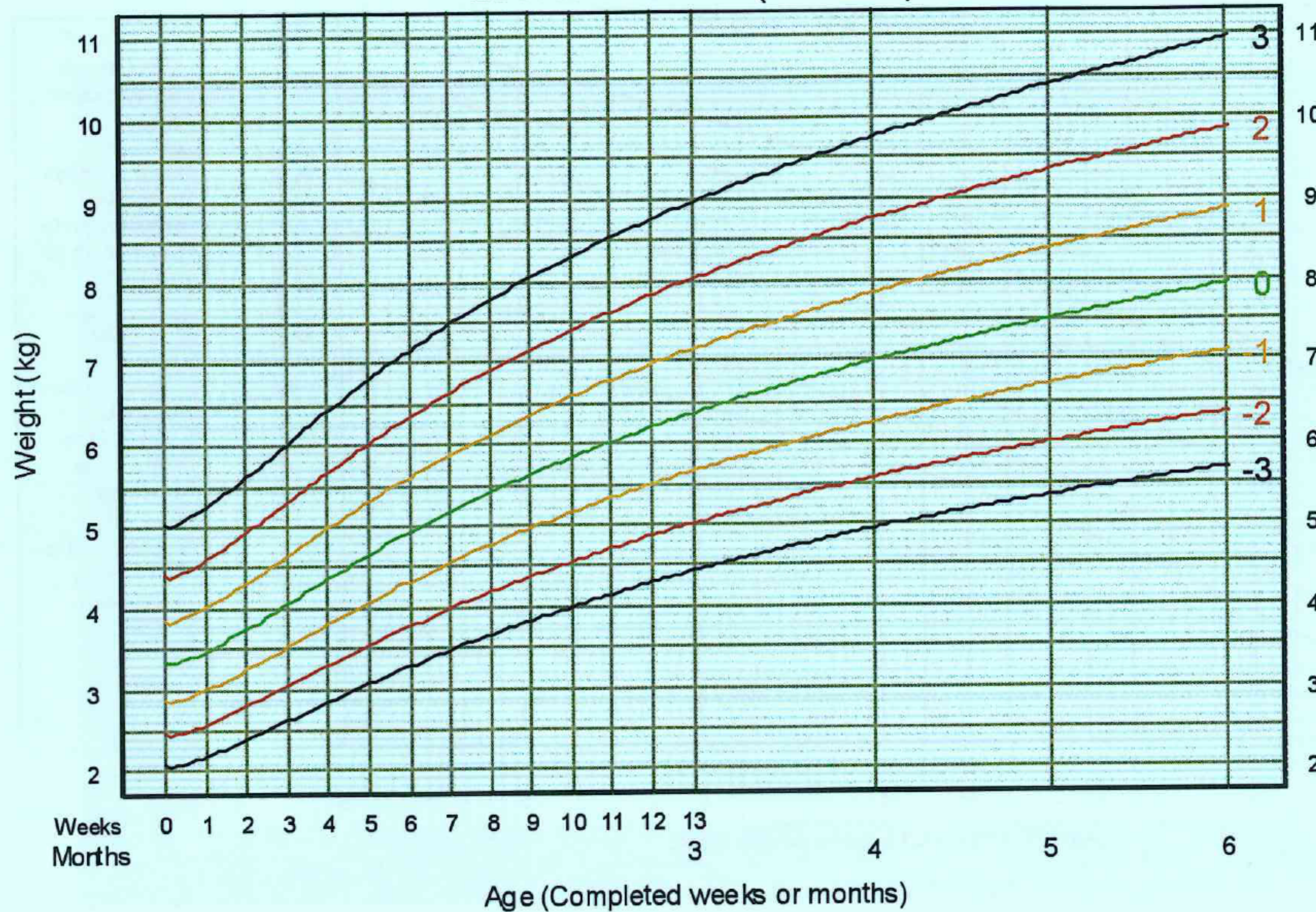
## Length-for-age BOYS Birth to 6 months (z-scores)



This Length-for-age chart shows attained length relative to age in comparison to the median (0 line).

- A child whose length-for-age is below the line -2 is stunted.
- Below -3 is severely stunted.

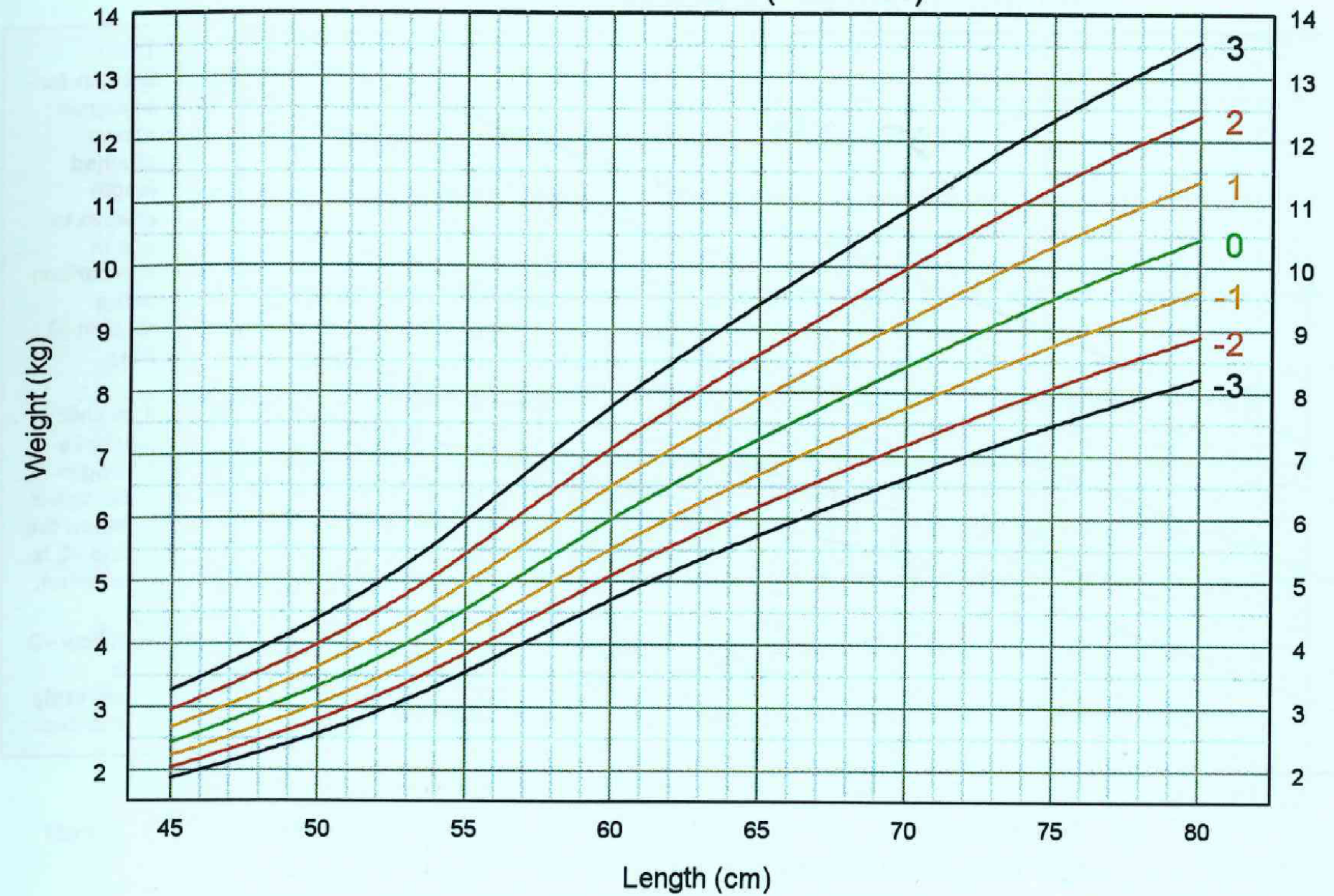
## Weight-for-age BOYS Birth to 6 months (z-scores)



This Weight-for-age chart shows body weight relative to age in comparison to the median (0 line).

- A child whose weight-for-age is below the line -2 is underweight
- Below -3 is severely underweight. Clinical signs of marasmus or kwashiorkor may be observed.

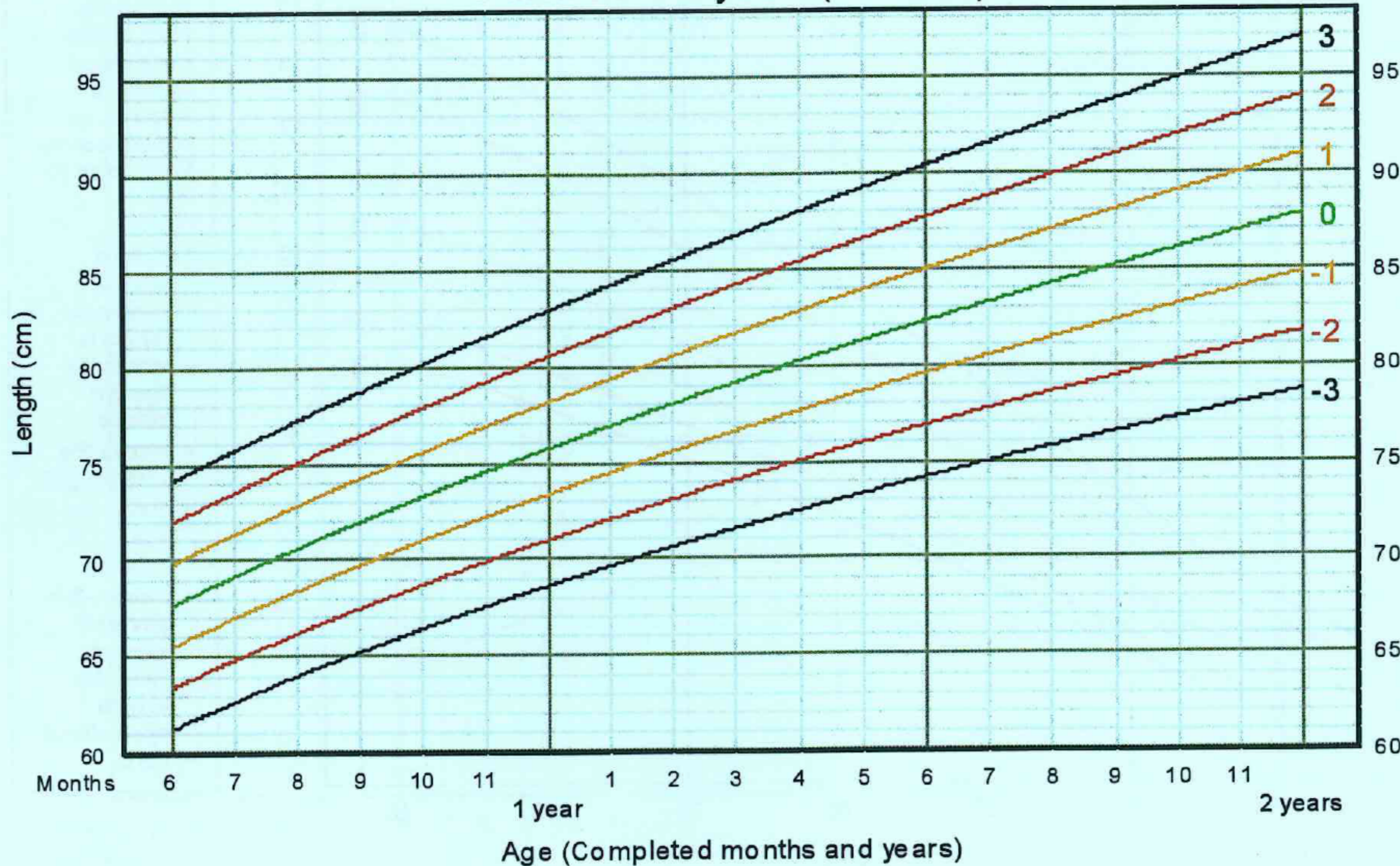
## Weight-for-length BOYS Birth to 6 months (z-scores)



This Weight-for-length chart shows body weight relative to length in comparison to the median (0 line).

- A child whose weight-for-length is above the line 3 is obese.
- Above 2 is overweight.
- Below the line -2 is wasted.
- Below -3 is severely wasted. Refer for urgent specialized care.

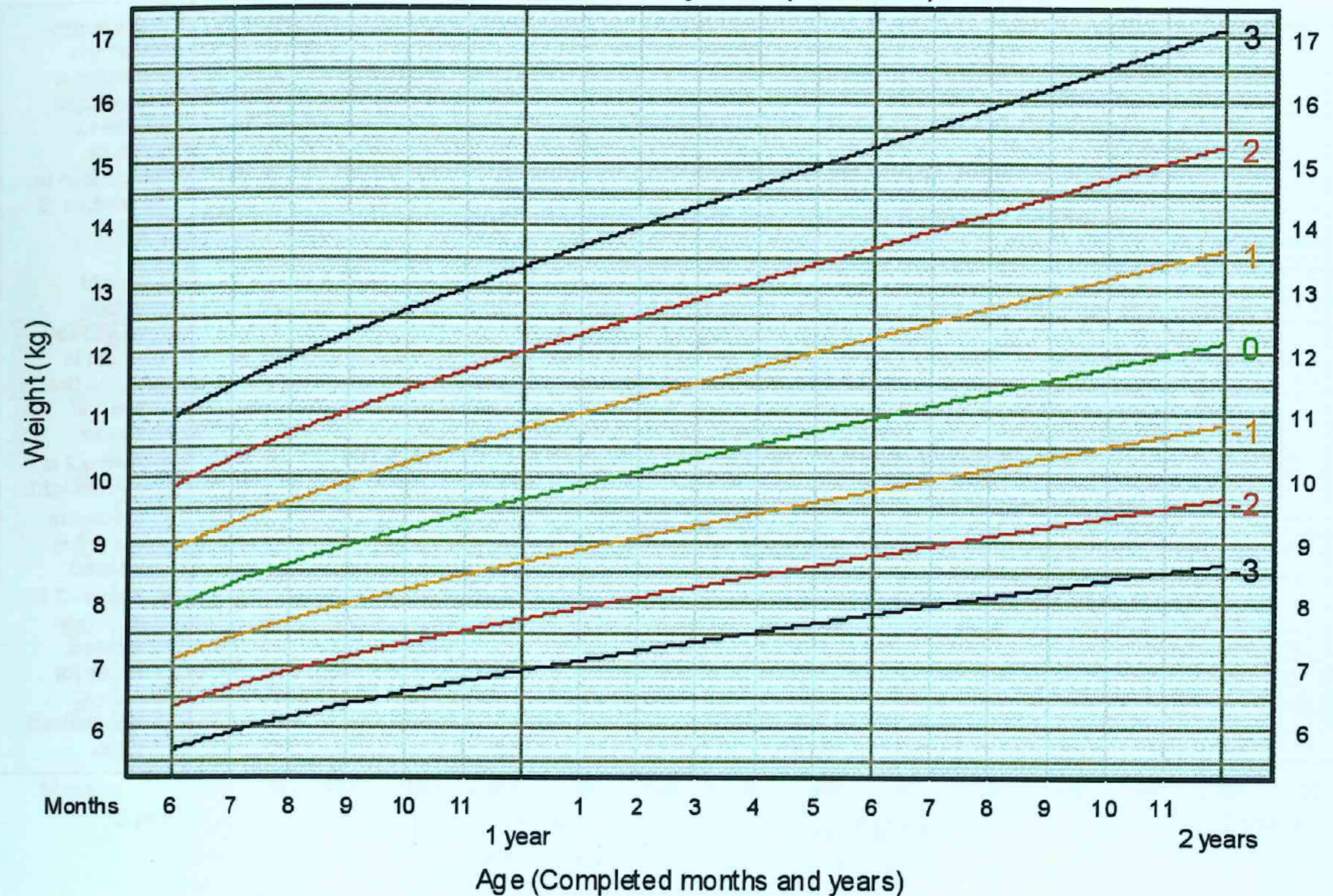
## Length-for-age BOYS 6 months to 2 years (z-scores)



This Length-for-age chart shows attained length relative to age in comparison to the median (0 line).

- A child whose length-for-age is below the line -2 is stunted.
- Below -3 is severely stunted.

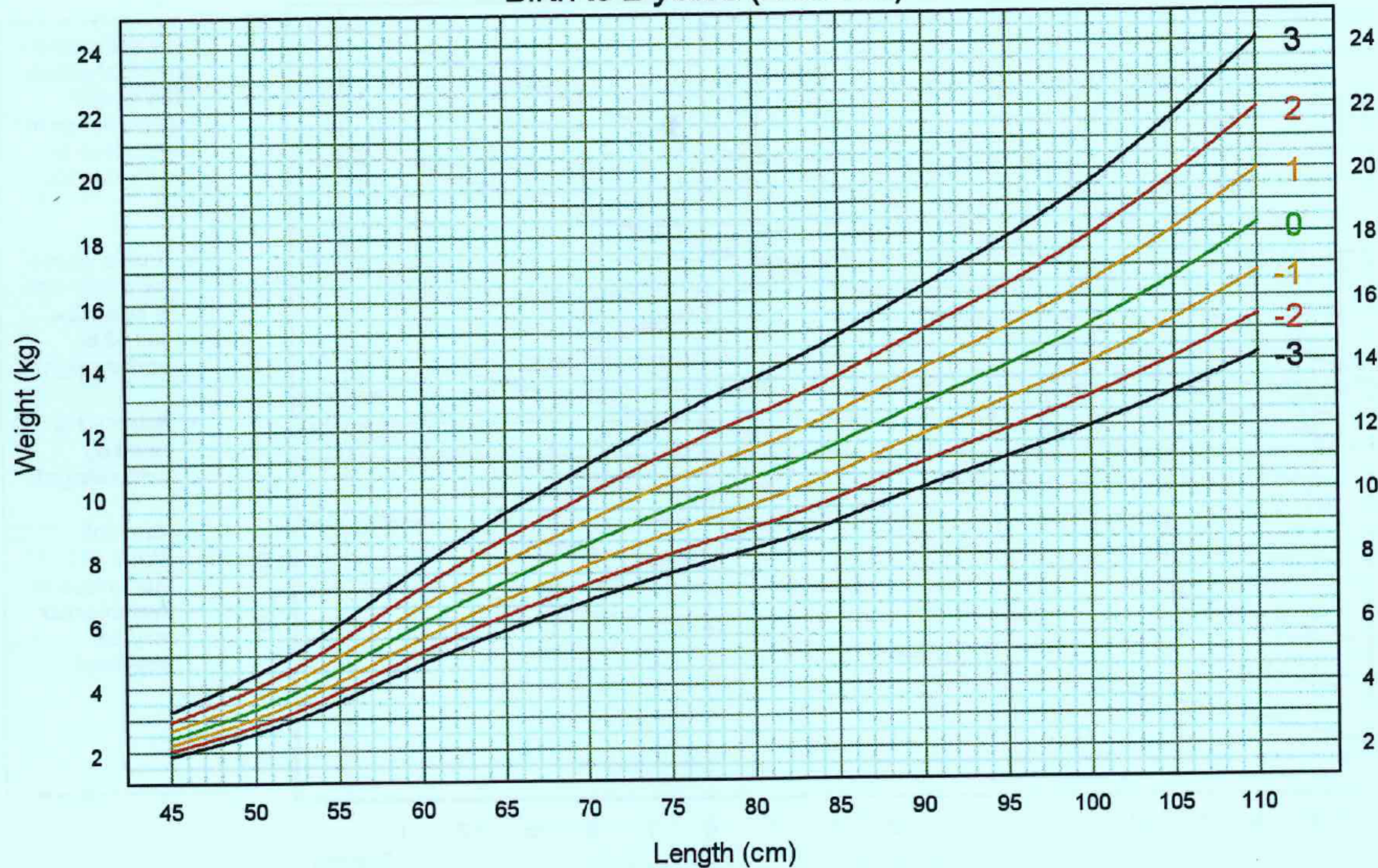
## Weight-for-age BOYS 6 months to 2 years (z-scores)



This Weight-for-age chart shows body weight relative to age in comparison to the median (0 line).

- A child whose weight-for-age is below the line -2 is underweight.
- Below -3 is severely underweight.
- Clinical Signs of marasmus or kwashiorkor may be observed.

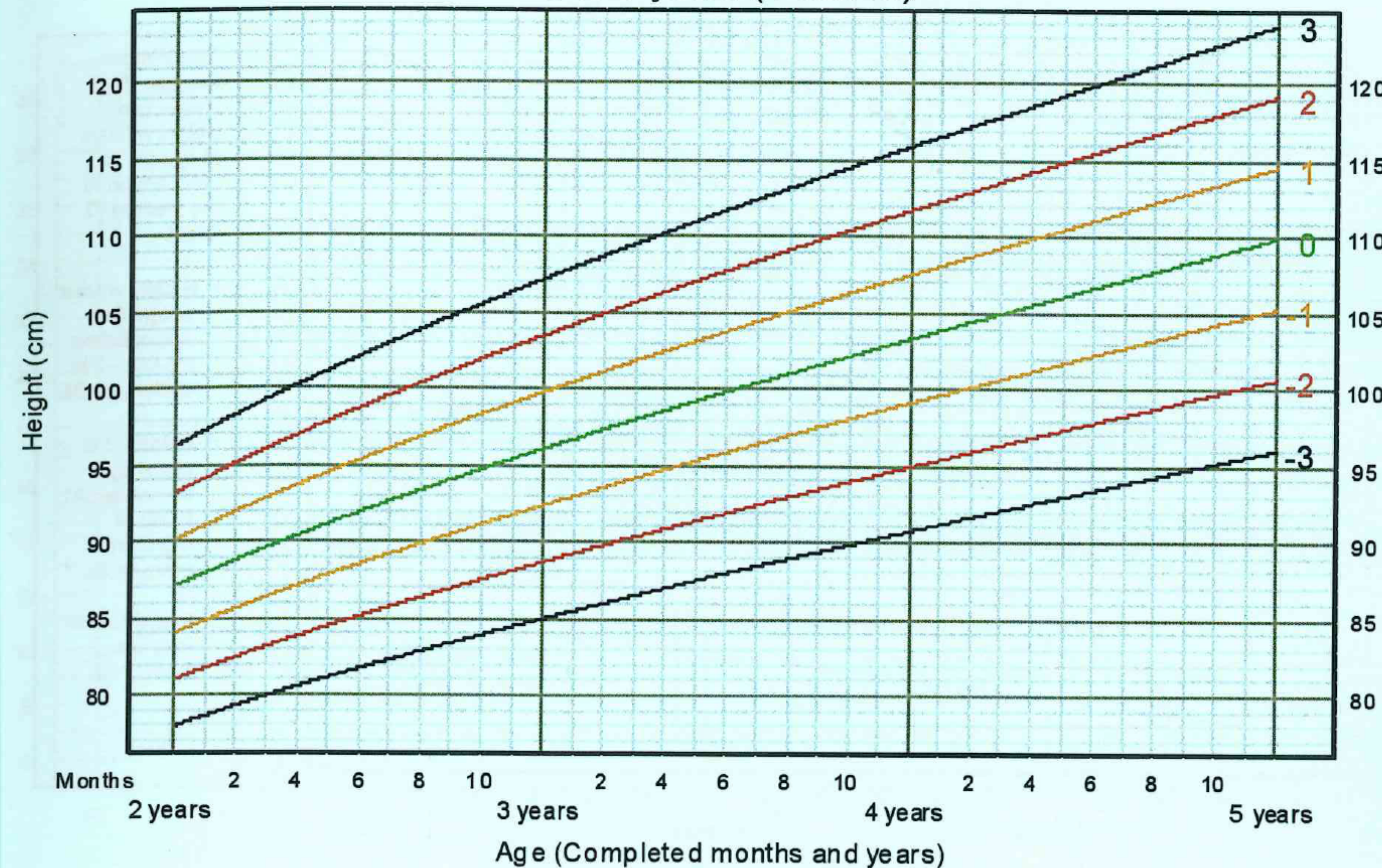
## Weight-for-length BOYS Birth to 2 years (z-scores)



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- A child whose weight-for-length is above the line 3 is obese.
- Above 2 is overweight.
- Below the line -2 is wasted.
- Below -3 is severely wasted. Refer for urgent specialized care.

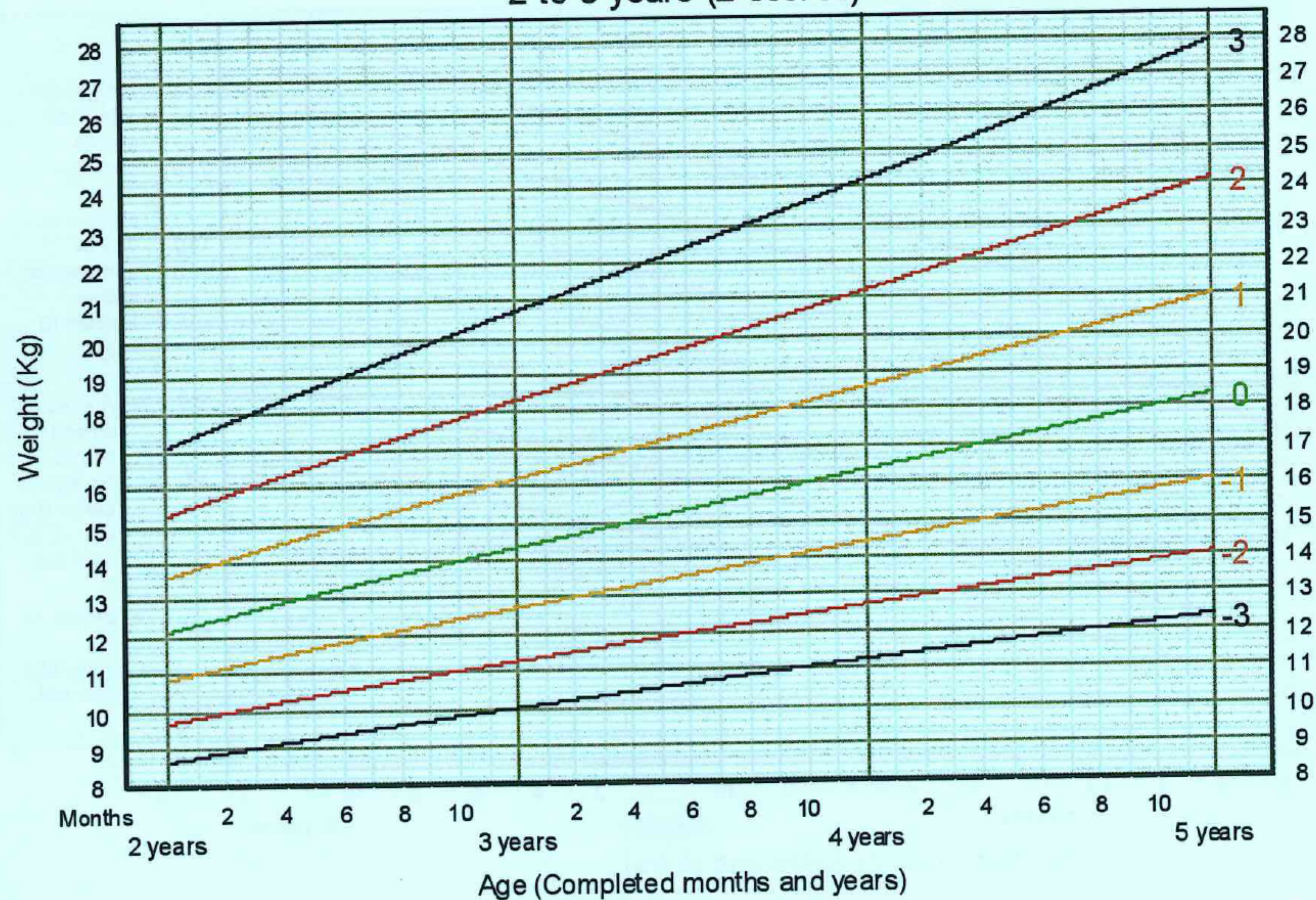
## Height-for-age BOYS 2 to 5 years (z-scores)



This Height-for-age chart shows growth in height relative to age in comparison to the median (0 line).

- A child whose height-for-age is below the line -2 is stunted.
- Below -3 is severely stunted.

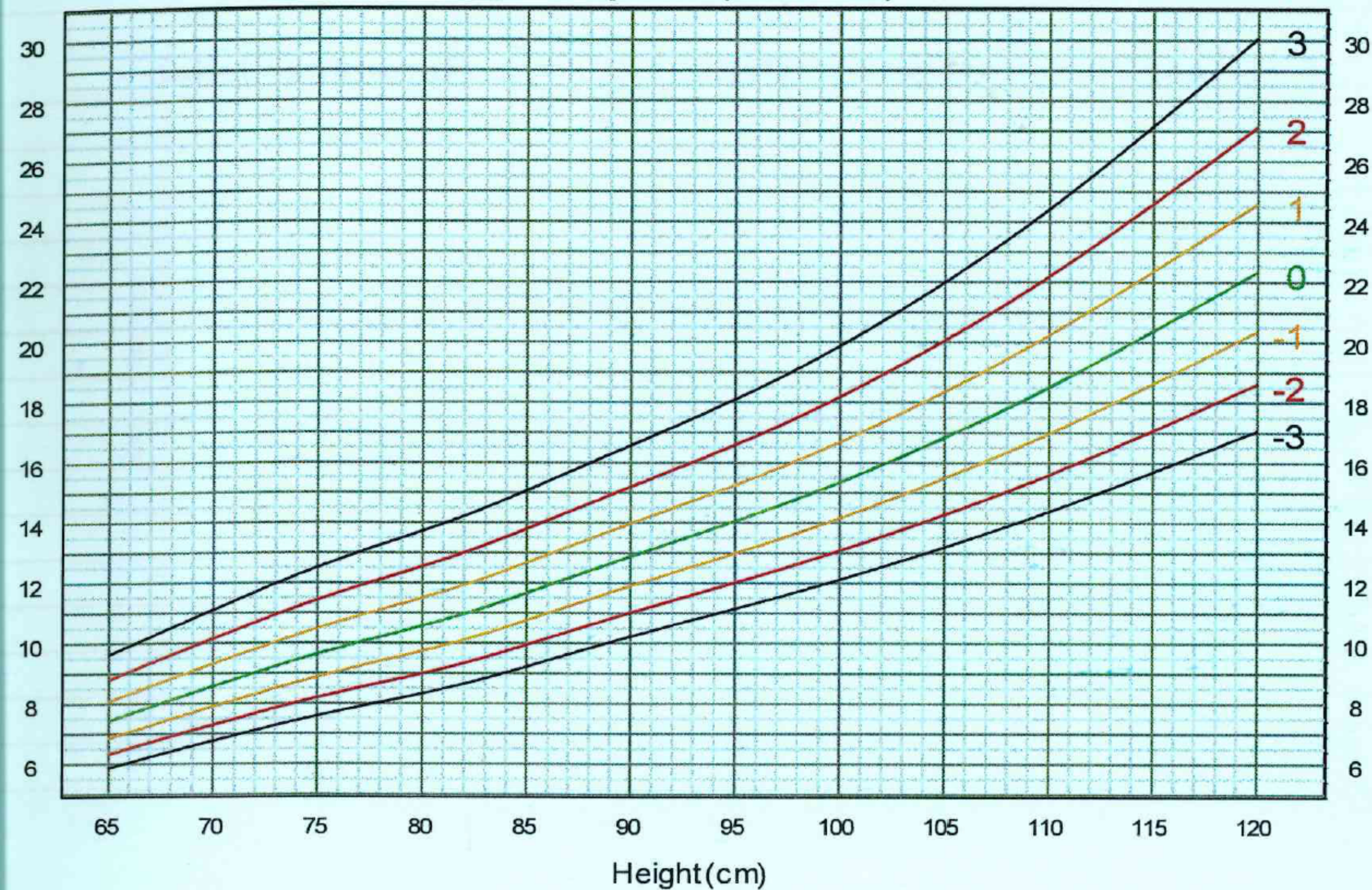
## Weight-for-age BOYS 2 to 5 years (z-scores)



This Weight-for-age chart shows body weight relative to age in comparison to the median (0 lines).

- A child whose weight-for-age is below the line -2 is **underweight**.
- Below -3 is **severely underweight**. Clinical signs of **marasmus** or **kwashiorkor** may be observed.

## Weight-for-height BOYS 2 to 5 years (z-scores)



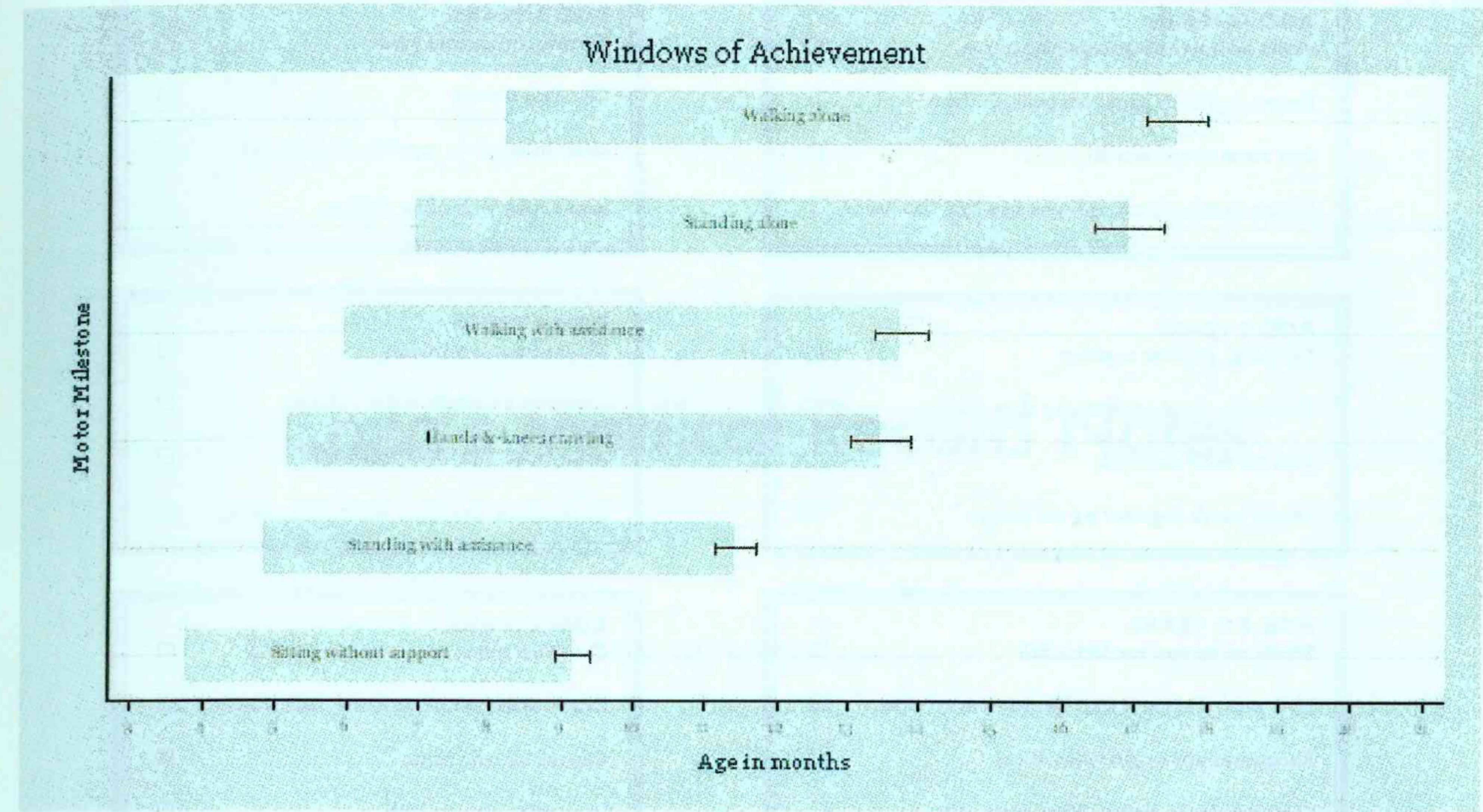
This Weight-for-height chart shows body weight relative to height in comparison to the median (0 lines).

- A child whose weight-for-height is above the line 3 is **obese**.
- Above 2 is **overweight**.
- Below the line -2 is **wasted**.
- Below -3 is **severely wasted**. Refer for **urgent specialized care**.

### Child Health Screening

	Screening	Age	Date	Recommendation
Hearing				
Speech				
Vision				

### Gross Motor Milestones



## Gross Motor Milestones Checklist

### **AGE: 18 Months**

- Walks without falling: beginning to run
- Knows 3 -5 body parts: can point to them
- Says some simple words
- Imitate simple actions eg waves bye-bye, clap hands

### **AGE: 2 YEARS**

- Can jump, put feet together
- Can match simple objects, e.g cups, spoons
- Asks for food and drink
- Uses 2 words together e.g me hungry

### **AGE: 2 ½ YEARS**

- Stands on tip toe: can kick a ball
- Uses one hand more than the other in activities
- Recognises boy or girl when asked
- Can take simple clothes off eg pants, vest

### **AGE: 3 YEARS**

- Throws and catches a ball
- Can copy a circle
- Uses three words together in sentences
- Joins in play with other children

### **AGE: 4 YEARS**

- Climbs trees and ladders
- Can draw a stick person
- Asks "how" and "why" question
- Understands directions and can take turns

### **AGE: 5 YEARS**

- Can climb stairs; skips on alternate feet
- Draws simple house with door and windows
- Can tell his own name
- Uses toilet without help

# Child's Medical Record Notes

Date of birth:

### Child's Medical Record Notes

Date of visit	Age today (Completed years/months or weeks)	Measurements (Record below; then plot on charts)		Notes
		Weight (kg)	Length/Height(cm)	



# IMMUNIZATION CERTIFICATE

This is to certify that :

Name:

---

Date of Birth:

---

is now fully immunized  
Congratulations !

Date :

---

Signature:

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