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**NATIONAL STANDARD OF THE
PEOPLE'S REPUBLIC OF CHINA**

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Age determination guidelines for toys

玩具适用年龄判定指南

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Reference

1 Scope

This document provides guidelines for determining the minimum age for children to start playing with toys in certain toy subcategories. Manufacturers and organizations that assess whether toys meet safety standards.

This document can also be used as a reference to determine the applicability of the minimum age group of toys for distributors and relevant organizations that study children's play behavior. It can also be used by pediatric society, teachers and other professionals and consumers who use toys in daily activities.

This document applies to all toys, that is, all products and materials designed or scheduled for use by children under 14 years of age.

Each child develops different abilities at different ages. This document only gives typical age groups for children to learn a certain ability.

Although age classification implies safety significance, this document is not intended to address specific safety requirements. See the specific safety requirements for toys

GB 6675.1 and/or other relevant toy safety standards. For example, these standards will restrict toys of a certain age group that have a choking hazard. The presence of small parts and small balls.

Appendix B gives detailed information on how to consider electronic toys and electronic devices in toys in the development of age determination guidelines.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

The following terms and definitions apply to this document.

3.1 Age group

A specific age range defined by children's activities, cognitive development, and behavior.

3.2 Category

The type or group of toys that make up the play category.

Note 1: The following are the play categories classified according to the purpose and function of the toy.

---Perception activity toys;

---Physical activity toys;

---Intellectual activity toys;

---Toys that reproduce the world of technology;

---Toys that promote the development of emotion and empathy;

---Creative activity toys;

---Social relations toys.

Note 2: In addition to the original classification, taking into account the continued development of the toy market, also includes new sub-categories (see Appendix A).

3.3 Grossmotor skills

Physical activity of large muscle groups related to maintaining head position, sitting, walking, and running functions.

3.4 Fine motor skills

Hand gripping movements, such as grasping, buckling and pinching, as well as fine movements for drawing and writing.

3.5 Starting age

The minimum age at which children are suitable to play with certain types of toys.

Note 1: When the child is very young, the interaction between the caregiver and the child can be regarded as "play", that is, the caregiver uses toys to please the child or attract Children's attention, such as the use of rattles. Only after further development, children can really play with toys.

Note 2: For the purposes of this document, the starting age for different subcategories of toys is a range. The age range is from the lowest age in the age range One day to the day before the highest age. For example. the starting age range from 4 months to less than 8 months is from the day when the baby grows to 4 months old.

The child grows to the end of the day before 8 months.

Note 3: When referring to the starting age of toys in a particular category, it does not mean that all toys belonging to that category will be classified as suitable for that age. Specific toy The number of pieces, size, quality, fidelity, relationship with animation and special features of certain toys, etc., will change or increase the predetermined age.

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---Does not have the movement ability required to play with toys; toys are only used as objects for exploration and entertainment, not for playing.

---Due to lack of physical, cognitive and visual abilities, they have not yet possessed the skills to interact with books.

---Able to be attracted by a variety of sensory factors, able to recognize parents; have sucking and breastfeeding reflexes, but cannot sit alone; can be blunt and not Controlled and limited actions. They will touch, grasp, hold and shake anything in their hands, exerting force on their arms The amount is not conscious.

--3 months or so, they are able to grasp (reflex grasp) and hold objects (whether suspended or not). They probe and explore with their hands and mouth And feel objects.

---The learning process occurs in the assimilation and absorption of the senses and reflexes to stimulus responses and repetitive actions.

---The auditory system works at birth, but it requires the maturity of the nervous system and sensory experience to fully develop the auditory function. by Because children are immature and inexperienced, they show high sensitivity to surrounding sounds. From the

moment of birth, babies begin to talk to each other. Tones and human language respond. At around 2 months, most babies will calm down when they hear familiar sounds. 3 pcs At the month of the month, they can find out and respond to the sound, and can make sounds for feelings related to cleaning and eating.

--- They turn their heads toward the sound and are attracted to objects that make sounds they feel familiar.

---Visual development is gradual. At birth, the focus of the baby's eyes is about 20cm at most. After 1 month, the babies are able to focus On an object up to 30cm away, you can see a few meters away by 3 months. Visual acuity at birth is approximately 2.5%~5%, it will increase to nearly 20% in three months.

---Although they will be attracted by bright colors such as yellow and red, they cannot distinguish the colors clearly. At 2 months, the primary color is fine After cell development is complete, they can distinguish contrast and the three primary colors of blue, red, and yellow.

4.2

Children whose starting age is from 4 months to less than 8 months

4.3

Children whose starting age is from 8 months to less than 12 months

4.4

Children whose starting age is from 12 months to less than 18 months

4.5

Children whose starting age is from 18 months to less than 24 months

4.6

Children whose starting age is from 24 months to less than 36 months

4.7

Children whose starting age is from 3 years old to less than 4 years old

4.1 Children whose starting age is from birth to less than 4 months

4.1.1

Motor and cognitive development and behavior of children from birth to less than 4 months
Generally, the following developmental and behavioral characteristics can be observed in children from birth to less than 4 months.