Research with adults makes clear that sleep is related to learning and memory. For example, adults who learn a new task and then sleep in the intervening 12 hours before they are retested have higher levels of performance relative to adults who stay awake during the intervening 12 hours. Whether these relations are observed early in development has gone unexplored. The question is especially important early in infancy both because infants spend a great deal of time sleeping, and because it is during the first year of life that infants develop regular sleep patterns and rhythms. In this meeting we will present the results of a large-scale study of relations between sleep and cognition in Chinese infants between the ages of 6 and 7.5 months. At both time points, the infants were tested on a battery of tasks including (a) speed of processing, (b) attention, (c) memory, and (d) mother-infant teaching-learning. In addition, parents completed an infant temperament questionnaire (i.e., infants’ typical responses to everyday and novel events), and they reported on infants’ sleep patterns (e.g., the number of hours of sleep each night, the number of nighttime awakenings). There was substantial variability in the sample such that some infants slept as few as 7.4 hours and others as many as 11.51 hours per night. Variability in sleep was related to infants’ cognition such that infants with more regular sleep patterns stayed engaged in information processing tasks for longer periods of time were more readily re-engaged in tasks when their attention did wander, and more easily transitioned from one task to another. The results implicate sleep as important to cognition even in infancy and suggest that facilitation of development of regular sleep patterns in this period might promote cognitive development.