

# Developmental milestones and the Early Years Learning Framework and the National Quality Standards

## 1 to 2 years



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The document must be attributed as the *Early Years Learning Framework Practice Based Resources - Developmental Milestones*.

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# Introduction

## The EYLF outlines that:

“Children’s learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind.”

*(Early Years Learning Framework, p.19)*

With this in mind we encourage educators to use this reference as a source of information rather than as a prescriptive checklist. A sound understanding of developmental milestones will support you to effectively assess children’s play and learning. Intentional teaching, planning and evaluation should be based on sound professional knowledge.

Links to the Early Years Learning Framework (EYLF) outcomes and the National Quality Standards are given as examples. The examples should serve to support you in your reflection about how sound professional knowledge supports your evaluation of the EYLF outcomes. A sound knowledge of developmental information (as well as ongoing professional learning about theories of play and development) will enrich and inform your understanding of and support for the learning and growth of the children in your care.

It is our belief that when educators embed the practices and principles of the EYLF into their daily practice, the EYLF outcomes will follow, as will the capacity to meet the National Quality Standards.

Each age category includes a list indicating when to seek advice. If you are concerned about a child’s development, you should:

- Talk with your colleagues and with the service director.
- Support families to make an appointment with their local family health nurse who will carry out a full developmental check.

# Developmental milestones and the EYLF/NQS

## 1 to 2 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li>walks, climbs and runs</li> <li>takes two to three steps without support, legs wide and hands up for balance</li> <li>crawls up steps</li> <li>dances in place to music</li> <li>climbs onto chair</li> <li>kicks and throws a ball</li> <li>feeds themselves</li> <li>begins to run (hurried walk)</li> <li>scribbles with pencil or crayon held in fist</li> <li>turns pages of book, two or three pages at a time</li> <li>rolls large ball, using both hands and arms</li> <li>finger feeds efficiently</li> <li>begins to walk alone in a 'tottering way', with frequent falls</li> <li>squats to pick up an object</li> <li>reverts to crawling if in a hurry</li> <li>can drink from a cup</li> <li>tries to use spoon/fork</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "Be open to new challenges and discoveries", "Motivate and encourage children to succeed when they are faced with challenges." (p.22)</p> <p><b>NQS: Areas 1, 2, 3, 4, 5, 6</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li>begins to cooperate when playing</li> <li>may play alongside other toddlers, doing what they do but without seeming to interact (parallel play)</li> <li>curious and energetic, but depends on adult presence for reassurance</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "organise learning environments in ways that promote small group interactions and play experiences" appropriate to children's development. (p.24)</p> <p><b>NQS: Areas 1, 3, 5</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>may show anxiety when separating from significant people in their lives</li> <li>seeks comfort when upset or afraid</li> <li>takes cue from parent or principal carer regarding attitude to a stranger</li> <li>may 'lose control' of self when tired or frustrated</li> <li>assists another in distress by patting, making sympathetic noises or offering material objects</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children feel safe, secure and supported. E.g. "acknowledge and respond sensitively to children's cues and signals." (p.21)</p> <p><b>NQS: Areas 1, 3, 4, 5, 6</b></p>

## Developmental milestones and the EYLF/NQS 1 to 2 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• repeats actions that lead to interesting/ predictable results, e.g. bangs spoon on saucepan</li> <li>• points to objects when named</li> <li>• knows some body parts</li> <li>• points to body parts in a game</li> <li>• recognises self in photo or mirror</li> <li>• mimics household activities, e.g. bathing baby, sweeping floor</li> <li>• may signal when s/he has finished their toileting</li> <li>• spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them</li> <li>• stacks and knocks over items</li> <li>• selects games and puts them away</li> <li>• calls self by name, uses 'I', 'mine', 'I do it myself'</li> <li>• will search for hidden toys</li> </ul>	<p><b>EYLF Outcome 2:</b> Children are connected with and contribute to their world - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. E.g. Broaden their understanding of the world in which they live. (p.26)</p> <p><b>NQS: Areas 1, 2, 3, 4, 5, 6</b></p>
<b>Language</b>	<ul style="list-style-type: none"> <li>• comprehends and follows simple questions/ commands</li> <li>• says first name</li> <li>• says many words (mostly naming words)</li> <li>• begins to use one to two word sentences, e.g. "want milk"</li> <li>• reciprocal imitation of another toddler: will imitate each other's actions</li> <li>• enjoys rhymes and songs</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. "model language and encourage children to express themselves through language in a range of contexts and for a range of purposes." (p.40)</p> <p><b>NQS: Areas 1, 4, 5, 6</b></p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li>• is not using words or actions to communicate such as waving or raising arms to be lifted</li> <li>• is not wanting to move around</li> <li>• is not responding to others</li> <li>• is not seeking attention of familiar people</li> </ul>	<p><b>NQS: Areas 1, 5, 6, 7</b></p>

# Developmental milestones and the EYLF/NQS

## References

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Faragher, J 1985, *Children's Development (3-5 years)*, Collingwood, TAFE Publications Unit.

*Guide to Children's Growth and Development*, NSW Department of Community Services:

[www.community.nsw.gov.au/docswr/\\_assets/main/documents/par\\_development.pdf](http://www.community.nsw.gov.au/docswr/_assets/main/documents/par_development.pdf) - accessed 20/01/2012.

*Love, Talk, Sing, Read, Play* - Families NSW in the Sydney metropolitan area have produced resources for parents to provide advice and information on the social and emotional development of their child and how parents can help nurture this important part of child development. The *Love, Talk, Sing, Read, Play* child development flipchart has now been translated into four major community languages (Korean, Arabic, Chinese and Vietnamese.)

Families NSW also produced radio messages on the themes love and play for Aboriginal mums and dads; and the *Deadly Tots* project has produced an adaptation of the flipchart for Aboriginal families - *Love, Yarn, Sing, Read, Play*.

[www.families.nsw.gov.au/resources/love-sing.htm](http://www.families.nsw.gov.au/resources/love-sing.htm) - accessed 20/01/2012.

Nixon, D & Gould, K 1996, *Emerging: Child Development in the First Three Years (2<sup>nd</sup> ed.)*, Katoomba, Social Sciences Press.

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