

Name: 

Date:

Goals

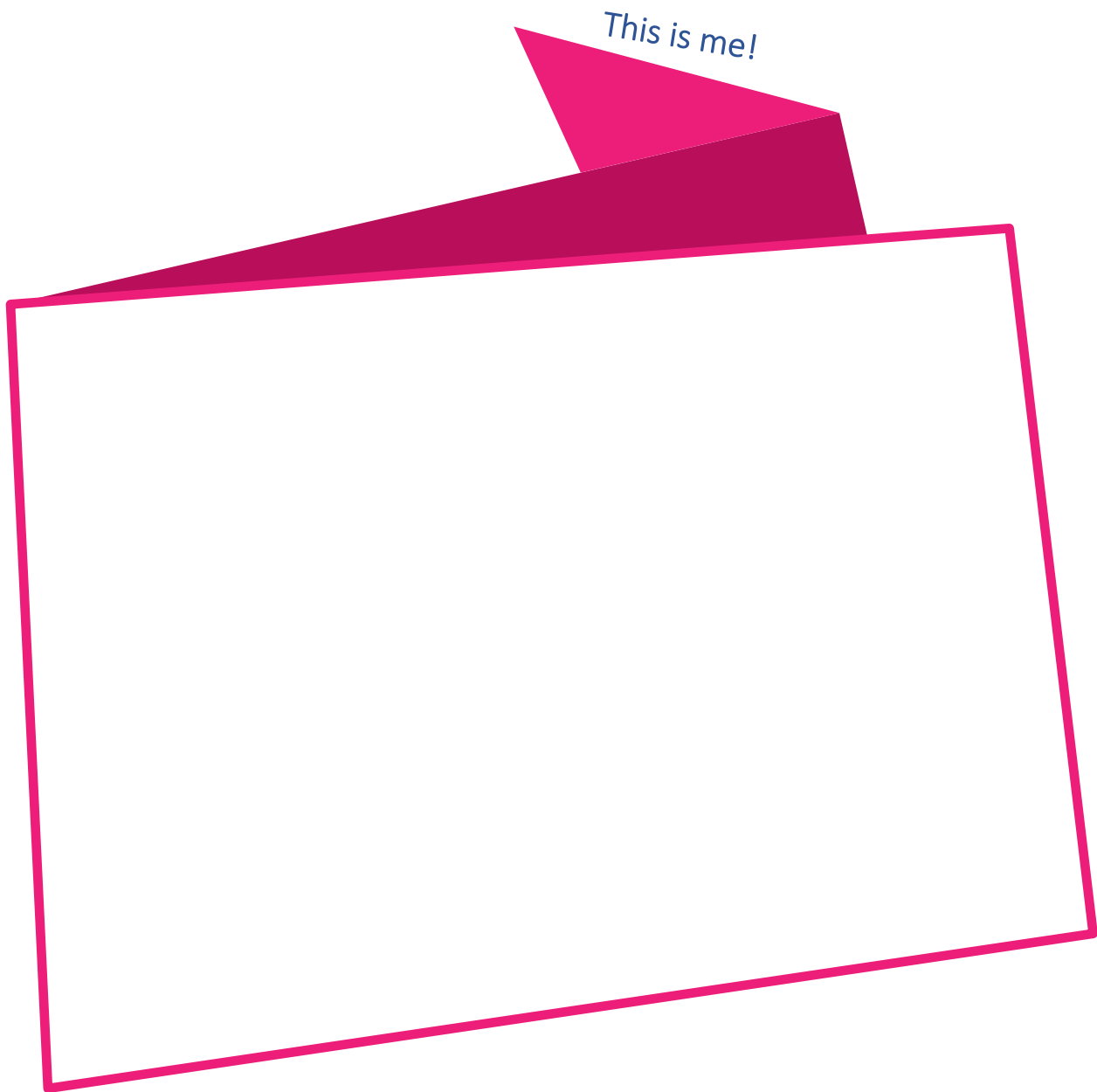
Current interests

Friendships

My Favorites!

Emerging Skills

This is something that makes me laugh!



Important people to me

Greatest achievement



Observations of developmental milestones help educators assess where each child is in terms of their physical, cognitive, social, and emotional development and are designed to recognise the things that children can accomplish. This information can guide Educators in tailoring their activities and interactions to support each child's individual needs and abilities. Educators should complete these assessments for each child every 6 months.

Developmental milestones and the EYLF/NQS

1 to 2 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> <input type="checkbox"/> walks, climbs and runs <input type="checkbox"/> takes two to three steps without support, legs wide and hands up for balance <input type="checkbox"/> crawls up steps <input type="checkbox"/> dances in place to music <input type="checkbox"/> climbs onto chair <input type="checkbox"/> kicks and throws a ball <input type="checkbox"/> feeds themselves <input type="checkbox"/> begins to run (hurried walk) <input type="checkbox"/> scribbles with pencil or crayon held in fist <input type="checkbox"/> turns pages of book, two or three pages at a time <input type="checkbox"/> rolls large ball, using both hands and arms <input type="checkbox"/> finger feeds efficiently <input type="checkbox"/> begins to walk alone in a 'tottering way', with frequent falls <input type="checkbox"/> squats to pick up an object <input type="checkbox"/> reverts to crawling if in a hurry <input type="checkbox"/> can drink from a cup <input type="checkbox"/> tries to use spoon/fork 	<p>EYLF Outcome 1: 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>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Social	<ul style="list-style-type: none"> <input type="checkbox"/> begins to cooperate when playing <input type="checkbox"/> may play alongside other toddlers, doing what they do but without seeming to interact (parallel play) <input type="checkbox"/> curious and energetic, but depends on adult presence for reassurance 	<p>EYLF Outcome 1: 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>NQS: Areas 1, 3, 5</p>
Emotional	<ul style="list-style-type: none"> <input type="checkbox"/> may show anxiety when separating from significant people in their lives <input type="checkbox"/> seeks comfort when upset or afraid <input type="checkbox"/> takes cue from parent or principal carer regarding attitude to a stranger <input type="checkbox"/> may ‘lose control’ of self when tired or frustrated <input type="checkbox"/> assists another in distress by patting, making sympathetic noises or offering material objects 	<p>EYLF Outcome 1: 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>NQS: Areas 1, 3, 4, 5, 6</p>

Developmental milestones and the EYLF/NQS

1 to 2 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> <input type="checkbox"/> repeats actions that lead to interesting/predictable results, e.g. bangs spoon on saucepan <input type="checkbox"/> points to objects when named <input type="checkbox"/> knows some body parts <input type="checkbox"/> points to body parts in a game <input type="checkbox"/> recognises self in photo or mirror <input type="checkbox"/> mimics household activities, e.g. bathing baby, sweeping floor <input type="checkbox"/> may signal when s/he has finished their toileting <input type="checkbox"/> spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them <input type="checkbox"/> stacks and knocks over items <input type="checkbox"/> selects games and puts them away <input type="checkbox"/> calls self by name, uses 'I', 'mine', 'I do it myself' <input type="checkbox"/> will search for hidden toys 	<p>EYLF Outcome 2: 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>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> comprehends and follows simple questions/commands <input type="checkbox"/> says first name <input type="checkbox"/> says many words (mostly naming words) <input type="checkbox"/> begins to use one to two word sentences, e.g. "want milk" <input type="checkbox"/> reciprocal imitation of another toddler: will imitate each other's actions <input type="checkbox"/> enjoys rhymes and songs 	<p>EYLF Outcome 5: 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>NQS: Areas 1, 4, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> <input type="checkbox"/> is not using words or actions to communicate such as waving or raising arms to be lifted <input type="checkbox"/> is not wanting to move around <input type="checkbox"/> is not responding to others <input type="checkbox"/> is not seeking attention of familiar people 	<p>NQS: Areas 1, 5, 6, 7</p>