

Name: 

Date:

---

Goals

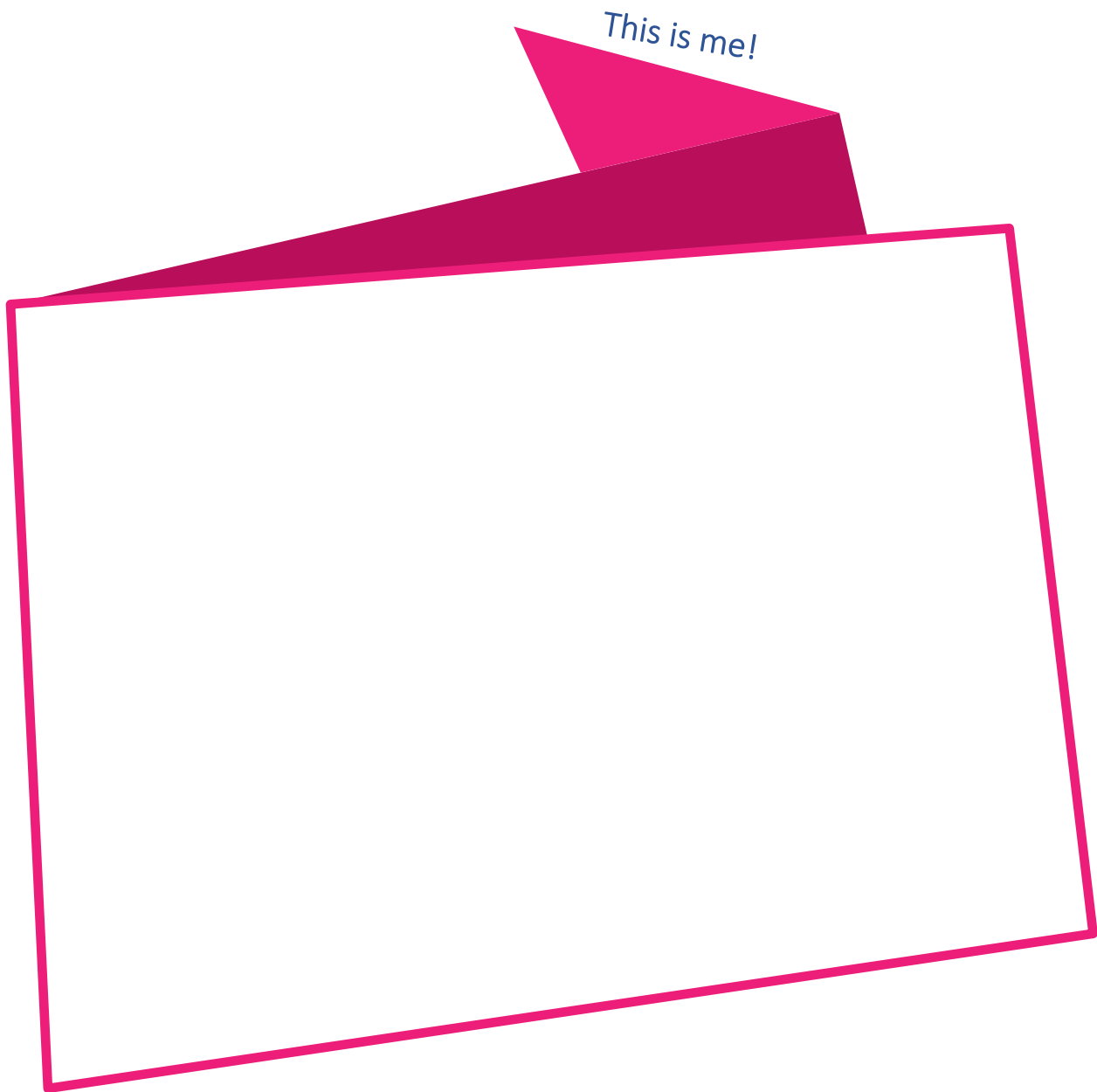
Current interests

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

## 2 to 3 years

| DEVELOPMENTAL AREA | OBSERVE  | EXAMPLES OF LINKS TO EYLF/NQS  |
|--------------------|--|--|
| <b>Physical</b>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> walks, runs, climbs, kicks and jumps easily</li> <li><input type="checkbox"/> uses steps one at a time</li> <li><input type="checkbox"/> squats to play and rises without using hands</li> <li><input type="checkbox"/> catches ball rolled to him/her</li> <li><input type="checkbox"/> walks into a ball to kick it</li> <li><input type="checkbox"/> jumps from low step or over low objects</li> <li><input type="checkbox"/> attempts to balance on one foot</li> <li><input type="checkbox"/> avoids obstacles</li> <li><input type="checkbox"/> able to open doors</li> <li><input type="checkbox"/> stops readily</li> <li><input type="checkbox"/> moves about moving to music</li> <li><input type="checkbox"/> turns pages one at a time</li> <li><input type="checkbox"/> holds crayon with fingers</li> <li><input type="checkbox"/> uses a pencil to draw or scribble in circles and lines</li> <li><input type="checkbox"/> gets dressed with help</li> <li><input type="checkbox"/> self-feeds using utensils and a cup</li> </ul> | <p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.” (p.32)</p> <p><b>NQS: Areas 1, 2, 3, 5</b></p> |
| <b>Social</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> plays with other children</li> <li><input type="checkbox"/> simple make believe play</li> <li><input type="checkbox"/> may prefer same sex playmates and toys</li> <li><input type="checkbox"/> unlikely to share toys without protest</li> </ul>  | <p><b>EYLF Outcome 2:</b> Children are connected with and contribute to their world - Children become aware of fairness. E.g. “Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources.” (p.28)</p> <p><b>NQS: Areas 1, 5</b></p>   |
| <b>Emotional</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> shows strong attachment to a parent (or main family carer)</li> <li><input type="checkbox"/> shows distress and protest when they leave and wants that person to do things for them</li> <li><input type="checkbox"/> begins to show guilt or remorse for misdeeds</li> <li><input type="checkbox"/> may be less likely to willingly share toys with peers</li> <li><input type="checkbox"/> demands adult attention</li> </ul>  | <p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control.” (p.31)</p> <p><b>NQS: Areas 1, 5, 6</b></p>          |

## Developmental milestones and the EYLF/NQS

### 2 to 3 years *continued*

| DEVELOPMENTAL AREA     | OBSERVE  | EXAMPLES OF LINKS TO EYLF/NQS   |
|------------------------|--|---|
| <b>Cognitive</b>       | <ul style="list-style-type: none"> <li><input type="checkbox"/> builds tower of five to seven objects</li> <li><input type="checkbox"/> lines up objects in 'train' fashion</li> <li><input type="checkbox"/> recognises and identifies common objects and pictures by pointing</li> <li><input type="checkbox"/> enjoys playing with sand, water, dough; explores what these materials can do more than making things with them</li> <li><input type="checkbox"/> uses symbolic play, e.g. use a block as a car</li> <li><input type="checkbox"/> shows knowledge of gender-role stereotypes</li> <li><input type="checkbox"/> identifies picture as a boy or girl</li> <li><input type="checkbox"/> engages in making believe and pretend play</li> <li><input type="checkbox"/> begins to count with numbers</li> <li><input type="checkbox"/> recognises similarities and differences</li> <li><input type="checkbox"/> imitates rhythms and animal movements</li> <li><input type="checkbox"/> becoming aware of space through physical activity</li> <li><input type="checkbox"/> can follow two or more directions</li> </ul> | <p><b>EYLF Outcome 5:</b> Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41)</p> <p>NQS: Areas 1, 3, 5</p> |
| <b>Language</b>        | <ul style="list-style-type: none"> <li><input type="checkbox"/> uses two or three words together, e.g. "go potty now"</li> <li><input type="checkbox"/> 'explosion' of vocabulary and use of correct grammatical forms of language</li> <li><input type="checkbox"/> refers to self by name and often says 'mine'</li> <li><input type="checkbox"/> asks lots of questions</li> <li><input type="checkbox"/> uses pronouns and prepositions, simple sentences and phrases</li> <li><input type="checkbox"/> labels own gender</li> <li><input type="checkbox"/> copies words and actions</li> <li><input type="checkbox"/> makes music, sing and dance</li> <li><input type="checkbox"/> likes listening to stories and books</li> </ul>   | <p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21)</p> <p>NQS: Areas 1, 3, 5, 6</p>           |
| <b>Seek advice if:</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> is not interested in playing</li> <li><input type="checkbox"/> is falling a lot</li> <li><input type="checkbox"/> finds it hard to use small objects</li> <li><input type="checkbox"/> is not understanding simple instructions</li> <li><input type="checkbox"/> is not using many words</li> <li><input type="checkbox"/> is not joining words in meaningful phrases</li> <li><input type="checkbox"/> is not interested in food</li> <li><input type="checkbox"/> is not interested in others</li> </ul>  | <p>NQS: Areas 1, 5, 6, 7</p>  |