

Name: 

Date:

Goals

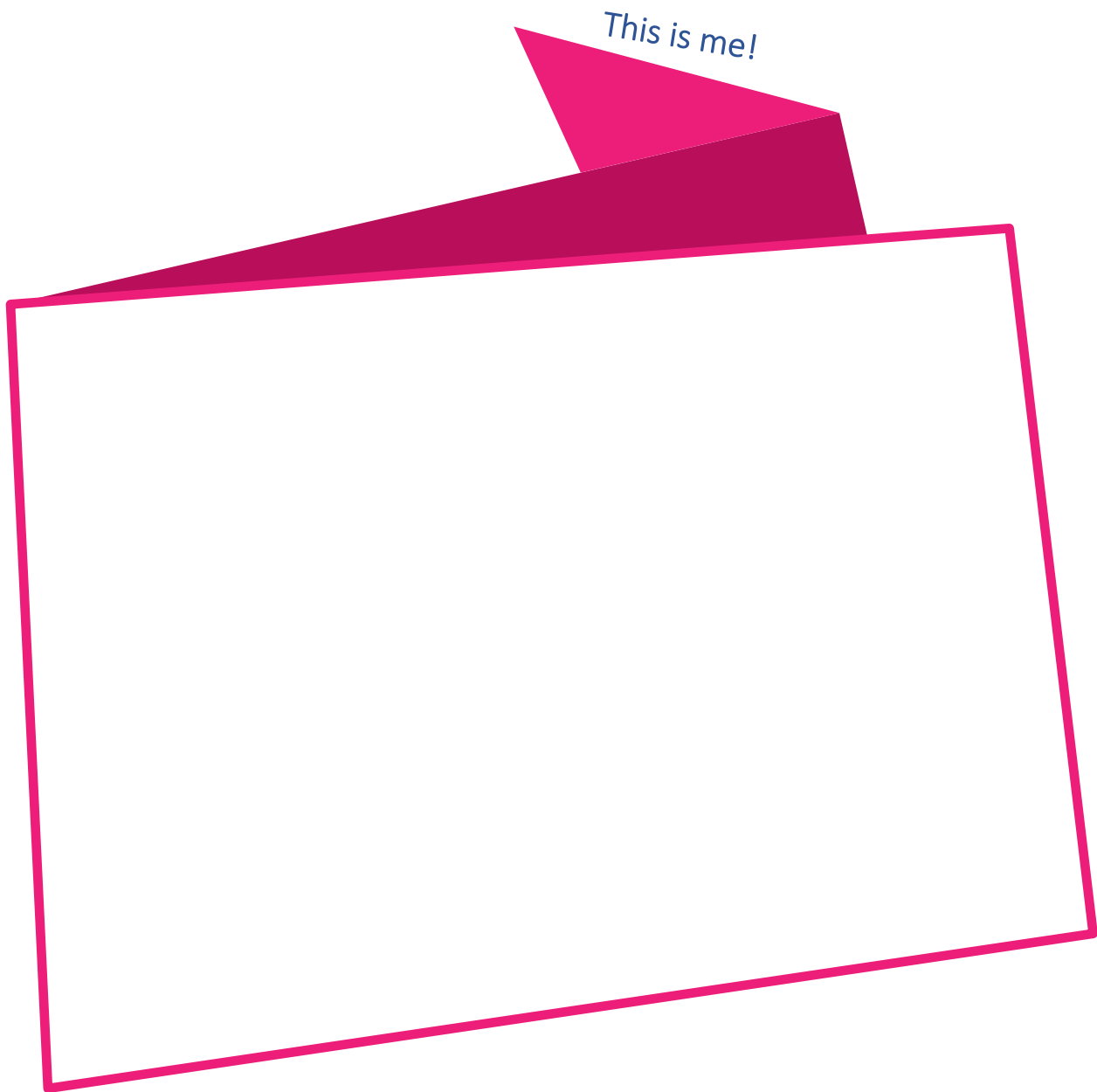
Current interests

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

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> <input type="checkbox"/> dresses and undresses with little help <input type="checkbox"/> hops, jumps and runs with ease <input type="checkbox"/> climbs steps with alternating feet <input type="checkbox"/> gallops and skips by leading with one foot <input type="checkbox"/> transfers weight forward to throw ball <input type="checkbox"/> attempts to catch ball with hands <input type="checkbox"/> climbs playground equipment with increasing agility <input type="checkbox"/> holds crayon/pencil etc. between thumb and first two fingers <input type="checkbox"/> exhibits hand preference <input type="checkbox"/> imitates variety of shapes in drawing, e.g. circles <input type="checkbox"/> independently cuts paper with scissors <input type="checkbox"/> toilet themselves <input type="checkbox"/> feeds self with minimum spills <input type="checkbox"/> dresses/undresses with minimal assistance <input type="checkbox"/> walks and runs more smoothly <input type="checkbox"/> enjoys learning simple rhythm and movement routines <input type="checkbox"/> develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “Promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.” (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> <input type="checkbox"/> enjoys playing with other children <input type="checkbox"/> may have a particular friend <input type="checkbox"/> shares, smiles and cooperates with peers <input type="checkbox"/> jointly manipulates objects with one or two other peers <input type="checkbox"/> develops independence and social skills they will use for learning and getting on with others at preschool and school 	<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.” express a wide range of emotions, thoughts and views constructively.” (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> <input type="checkbox"/> understands when someone is hurt and comforts them <input type="checkbox"/> attains gender stability (sure she/he is a girl/boy) <input type="checkbox"/> may show stronger preference for same-sex playmates <input type="checkbox"/> may enforce gender-role norms with peers <input type="checkbox"/> may show bouts of aggression with peers <input type="checkbox"/> likes to give and receive affection from parents <input type="checkbox"/> may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. “plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity.” (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS

3 to 5 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> <input type="checkbox"/> understands opposites (e.g. big/little) and positional words (middle, end) <input type="checkbox"/> uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water <input type="checkbox"/> builds tower eight to ten blocks <input type="checkbox"/> answers simple questions <input type="checkbox"/> counts five to ten things <input type="checkbox"/> has a longer attention span <input type="checkbox"/> talks to self during play - to help guide what he/she does <input type="checkbox"/> follows simple instructions <input type="checkbox"/> follows simple rules and enjoys helping <input type="checkbox"/> may write some numbers and letters <input type="checkbox"/> engages in dramatic play, taking on pretend character roles <input type="checkbox"/> recalls events correctly <input type="checkbox"/> counts by rote, having memorised numbers <input type="checkbox"/> touches objects to count - starting to understand relationship between numbers and objects <input type="checkbox"/> can recount a recent story <input type="checkbox"/> copies letters and may write some unprompted <input type="checkbox"/> can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> speaks in sentences and use many different words <input type="checkbox"/> answers simple questions <input type="checkbox"/> asks many questions <input type="checkbox"/> tells stories <input type="checkbox"/> talks constantly <input type="checkbox"/> enjoys talking and may like to experiment with new words <input type="checkbox"/> uses adult forms of speech <input type="checkbox"/> takes part in conversations <input type="checkbox"/> enjoys jokes, rhymes and stories <input type="checkbox"/> will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> <input type="checkbox"/> is not understood by others <input type="checkbox"/> has speech fluency problems or stammering <input type="checkbox"/> is not playing with other children <input type="checkbox"/> is not able to have a conversation <input type="checkbox"/> is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1,5,6,7</p>