

Name: 

Date:

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Goals

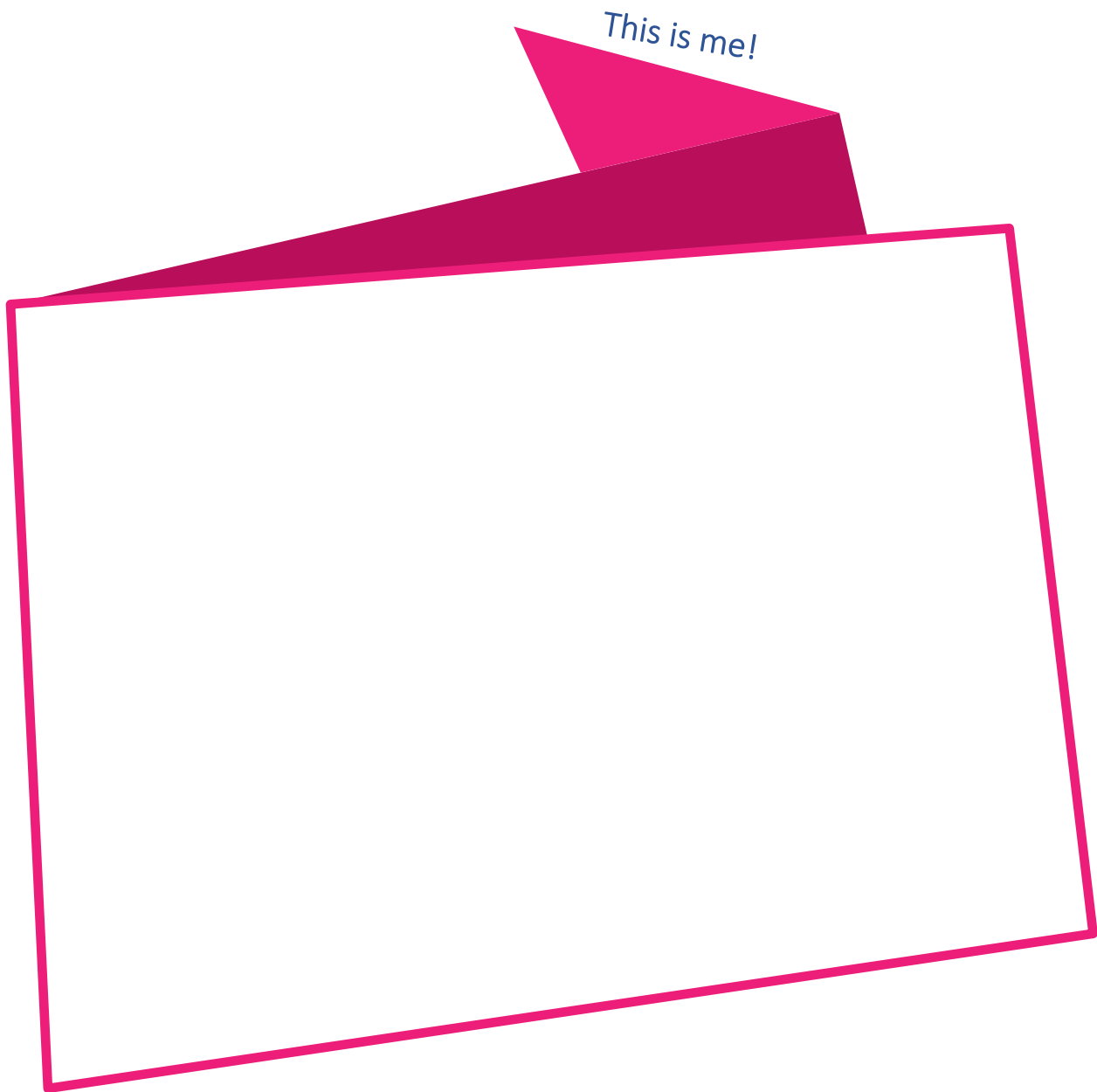
Current interests

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

## 4 to 8 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> plays with feet and toes</li> <li><input type="checkbox"/> makes effort to sit alone, but needs hand support</li> <li><input type="checkbox"/> raises head and chest when lying on stomach</li> <li><input type="checkbox"/> makes crawling movements when lying on stomach</li> <li><input type="checkbox"/> rolls from back to stomach</li> <li><input type="checkbox"/> reaches for and grasp objects, using one hand to grasp</li> <li><input type="checkbox"/> eyes smoothly follow object or person</li> <li><input type="checkbox"/> crawling movements using both hands and feet</li> <li><input type="checkbox"/> able to take weight on feet when standing</li> <li><input type="checkbox"/> watch activities across room - eyes move in unison</li> <li><input type="checkbox"/> turns head to sound of voices</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children develop dispositions for learning such as ....persistence... E.g. “Persevere and experience the satisfaction of achievement.” (p.34)</p> <p><b>NQS: Areas 1, 2, 3, 5, 6</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> reacts with arousal, attention or approach to presence of another baby or young child</li> <li><input type="checkbox"/> responds to own name</li> <li><input type="checkbox"/> smiles often and shows excitement when sees preparations being made for meals or for bath</li> <li><input type="checkbox"/> recognises familiar people and stretches arms to be picked up</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children interact verbally and non-verbally with others for a range of purposes. E.g. “are attuned and respond sensitively to children’s efforts to communicate.” (p.40)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> becoming more settled in eating and sleeping patterns</li> <li><input type="checkbox"/> laughs, especially in social interactions</li> <li><input type="checkbox"/> may soothe self when tired or upset by sucking thumb or dummy</li> <li><input type="checkbox"/> begins to show wariness of strangers</li> <li><input type="checkbox"/> may fret when parent leaves the room</li> <li><input type="checkbox"/> happy to see faces they know</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. “initiate one-to-one interactions with children, particularly babies and toddlers during daily routines.” (p.24)</p> <p><b>NQS: Areas 1, 4, 5, 6</b></p>

## Developmental milestones and the EYLF/NQS

### 4 to 8 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Cognitive</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> swipes at dangling objects</li> <li><input type="checkbox"/> shakes and stares at toy placed in hand</li> <li><input type="checkbox"/> becomes bored if left alone for long periods of time</li> <li><input type="checkbox"/> repeats accidentally caused actions that are interesting</li> <li><input type="checkbox"/> enjoys games such as peek-a-boo or pat-a-cake</li> <li><input type="checkbox"/> will search for partly hidden object</li> <li><input type="checkbox"/> able to coordinate looking, hearing and touching</li> <li><input type="checkbox"/> enjoys toys, banging objects, scrunching paper</li> <li><input type="checkbox"/> explores objects by looking at and mouthing them</li> <li><input type="checkbox"/> develops preferences for foods</li> <li><input type="checkbox"/> explores objects with mouth</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children develop dispositions for learning such as curiosity... E.g. explore and “express wonder and interest in their environments”(p.34)</p> <p><b>NQS: Areas 1, 2, 3</b></p>
<b>Language</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> enjoys games such as peek-a-boo or pat-a-cake</li> <li><input type="checkbox"/> babbles and repeat sounds</li> <li><input type="checkbox"/> makes talking sounds in response to others talking</li> <li><input type="checkbox"/> copies sounds</li> <li><input type="checkbox"/> smiles and babbles at own image in mirror</li> <li><input type="checkbox"/> responds to own name</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. “engage in enjoyable interactions using verbal and non-verbal language.” (p.40)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> is not learning to make sounds</li> <li><input type="checkbox"/> is not responding to familiar faces</li> <li><input type="checkbox"/> is not learning to roll when playing on floor</li> <li><input type="checkbox"/> is not responsive to carers</li> <li><input type="checkbox"/> is not babbling and making sounds</li> <li><input type="checkbox"/> is not playing with feet/swapping objects between hands</li> </ul>	<p><b>NQS: Areas 1, 5, 6, 7</b></p>