

Name: 

Date:

Goals

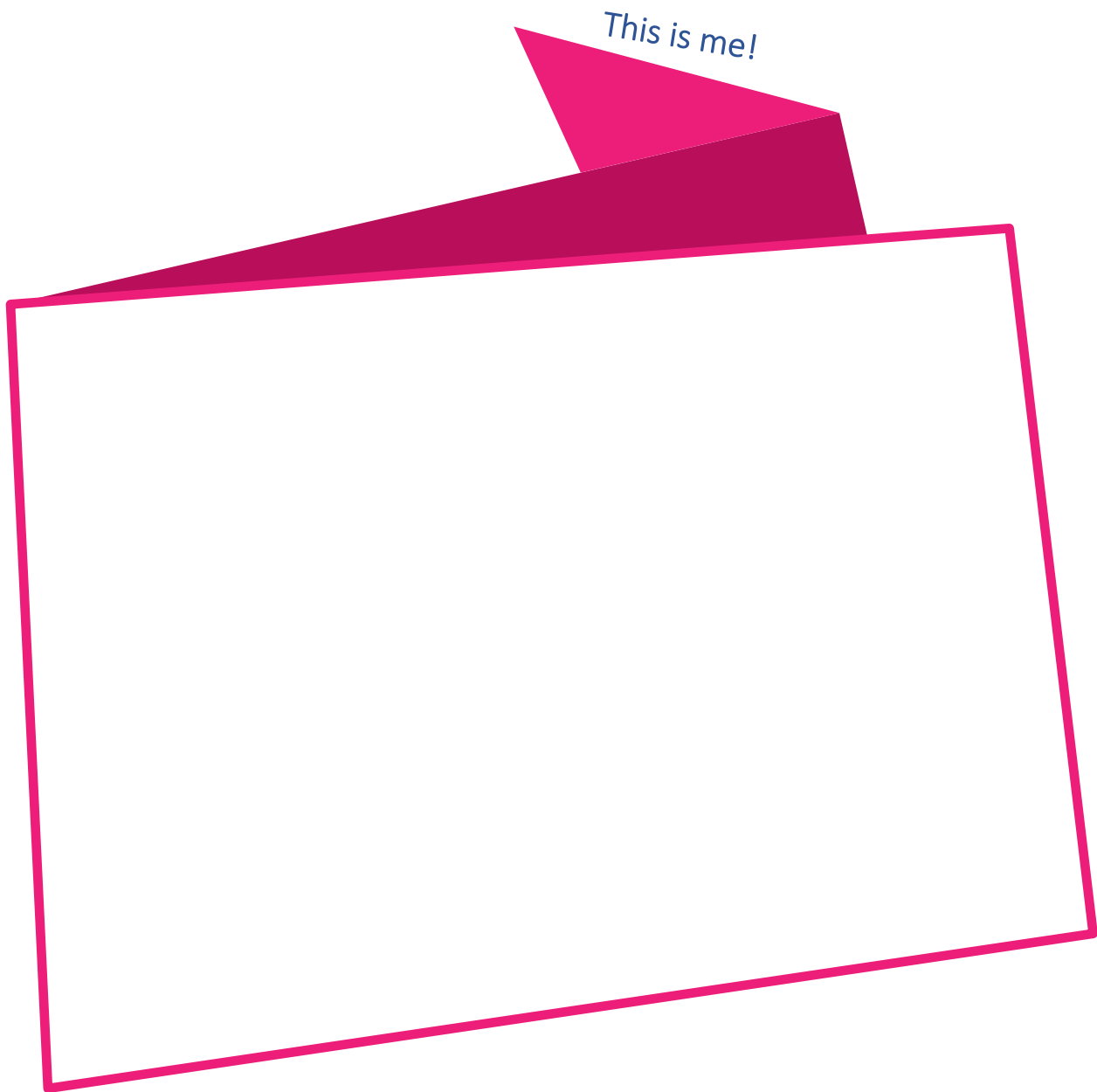
Current interests

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

8 to 12 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> <input type="checkbox"/> pulls self to standing position when hands held <input type="checkbox"/> raises self to sitting position <input type="checkbox"/> sits without support <input type="checkbox"/> stands by pulling themselves up using furniture <input type="checkbox"/> stepping movements around furniture <input type="checkbox"/> successfully reach out and grasp toy <input type="checkbox"/> transfers objects from hand to hand <input type="checkbox"/> picks up and pokes small objects with thumb and finger <input type="checkbox"/> picks up and throws small objects <input type="checkbox"/> holds biscuit or bottle <input type="checkbox"/> crawls <input type="checkbox"/> mature crawling (quick and fluent) <input type="checkbox"/> may stand alone momentarily <input type="checkbox"/> may attempt to crawl up stairs <input type="checkbox"/> grasps spoon in palm, but poor aim of food to mouth <input type="checkbox"/> uses hands to feed self <input type="checkbox"/> alerts peripheral vision <input type="checkbox"/> rolls ball and crawls to retrieve 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “engage in increasingly complex sensory-motor skills and movement patters.” (p.32)</p> <p>NQS: Areas 1, 2, 3</p>
Social	<ul style="list-style-type: none"> <input type="checkbox"/> shows definite anxiety or wariness at appearance of strangers 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. acknowledge children’s stage of emotional development and support them to develop resilience.</p> <p>NQS: Areas 1, 2, 5</p>
Emotional	<ul style="list-style-type: none"> <input type="checkbox"/> actively seeks to be next to parent or principal caregiver <input type="checkbox"/> shows signs of anxiety or stress if parent goes away <input type="checkbox"/> offers toy to adult but does not release it <input type="checkbox"/> shows signs of empathy to distress of another (but often soothes self) <input type="checkbox"/> actively explores and plays when parent present, returning now and then for assurance and interaction 	<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. “demonstrate an increasing capacity for self-regulation.” (p.22)</p> <p>NQS: Areas 1, 5, 6</p>

Developmental milestones and the EYLF/NQS 8 to 12 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> <input type="checkbox"/> moves obstacle to get at desired toy <input type="checkbox"/> bangs two objects held in hands together <input type="checkbox"/> responds to own name <input type="checkbox"/> makes gestures to communicate and to symbolise objects, e.g. points to something they want <input type="checkbox"/> seems to understand some things parent or familiar adults say to them <input type="checkbox"/> drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy <input type="checkbox"/> smiles at image in mirror <input type="checkbox"/> likes playing with water <input type="checkbox"/> shows interest in picture books <input type="checkbox"/> understands gestures/responds to 'bye bye' <input type="checkbox"/> listens with pleasure to sound-making toys and music <input type="checkbox"/> notices difference and shows surprise 	<p>EYLF Outcome 4: Children are confident and involved learners - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. E.g. "Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment." (p.35)</p> <p>NQS: Areas 1, 5, 6</p>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> responds to own name being called, family names and familiar objects <input type="checkbox"/> babbles tunefully <input type="checkbox"/> says words like 'dada' or 'mama' <input type="checkbox"/> waves goodbye <input type="checkbox"/> imitates hand clapping <input type="checkbox"/> imitates actions and sounds <input type="checkbox"/> enjoys finger-rhymes <input type="checkbox"/> shouts to attract attention <input type="checkbox"/> vocalises loudly using most vowels and consonants - sounding like conversation 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop knowledgeable and confident self-identities. E.g. "share children's successes with families." (p.23)</p> <p>NQS: Areas 1, 5</p>
Seek advice if:	<ul style="list-style-type: none"> <input type="checkbox"/> is not responsive to carers <input type="checkbox"/> is not babbling and making sounds <input type="checkbox"/> is not beginning to sit, crawl, or pull to stand <input type="checkbox"/> is not playing with feet, swapping objects between hands <input type="checkbox"/> is not interested in holding toys <input type="checkbox"/> is not learning to eat solids 	<p>NQS: Areas 1, 5, 6, 7</p>