

Child Name:

# Developmental Milestones and the Early Years Learning Framework and the National Quality Standards



# INTRODUCTION

**The EYLF outlines that:**

**“Children’s learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind”**

*(Early Years Learning Framework, page 19)*

With this in mind, we encourage educators to use this reference as a source of information rather than as a prescriptive checklist. A sound understanding of developmental milestones will support you to efficiently assess children’s play and learning. Intentional teaching, planning and evaluation should be based on sound professional knowledge.

Links to the Early Years Learning Framework (EYLF) outcomes and the National Quality Standards are given as examples. The examples should serve to support you in your reflection about how sound professional knowledge supports your evaluation of the EYLF outcomes. A sound knowledge of developmental information (as well as professional learning about theories of play and development) will enrich and inform your understanding of and support for the learning and growth of the children in your care.

It is our belief that when educators embed the practice and principles of the EYLF into their daily practice, the EYLF outcomes will follow, as will the capacity to meet the National Quality Standards.

Each age category includes a list indicating when to ask to seek advice. If you are concerned about a child’s development, you should:

- Talk with your support coordinators and Nominated Supervisor
- Support families to make appointments with their local family health nurse who will carry out a full developmental check

## Developmental milestones and the EYLF/NQS

# BIRTH TO 4 MONTHS

Developmental Area	Observe	Examples of Links to EYLF & NQS
Physical	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moves whole body</li> <li><input type="checkbox"/> Squirms, arms wave, legs move up and down</li> <li><input type="checkbox"/> Eating and sleeping patterns</li> <li><input type="checkbox"/> Startle reflex when placed unwrapped on flat surface/when hears loud noise</li> <li><input type="checkbox"/> Head turns to side when cheek touched</li> <li><input type="checkbox"/> Sucking motions with mouth</li> <li><input type="checkbox"/> Responds to gentle touching, cuddling, rocking</li> <li><input type="checkbox"/> Shuts eyes tight in bright sunlight</li> <li><input type="checkbox"/> Able to lift head and chest when laying on stomach</li> <li><input type="checkbox"/> Begins to roll from side to side</li> <li><input type="checkbox"/> Starts reaching to swipe at dangling objects</li> <li><input type="checkbox"/> Able to grasp object put into hands</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity—Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. “display delight, encouragement and enthusiasm for children’s attempts.” (pg.22)</p> <p><b>NQS:</b> Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> <li><input type="checkbox"/> Smiles and laughs</li> <li><input type="checkbox"/> Makes eye contact when held with face about 20cm from face of adult looking at them</li> <li><input type="checkbox"/> May sleep most of the time</li> <li><input type="checkbox"/> Alert and preoccupied with faces</li> <li><input type="checkbox"/> Moves head to sound of voices</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. “promote children’s sense of belonging, connectedness and wellbeing.” (pg.31)</p> <p><b>NQS:</b> Area 1, 4, 5, 6</p>
Emotional	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bonding</li> <li><input type="checkbox"/> Cries (peaks about 6 to 8 weeks) and levels off about 12-14 weeks</li> <li><input type="checkbox"/> Cries when hungry or uncomfortable and usually stops when held</li> <li><input type="checkbox"/> Shows excitement as parent prepares to feed</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners—Children resource their own learning through connecting with people. E.g. “provide opportunities and support for children to engage in meaningful relationships.” (pg.37)</p> <p><b>NQS:</b> Areas 1, 5, 6</p>
Cognitive	<ul style="list-style-type: none"> <li><input type="checkbox"/> Smiles and laughs</li> <li><input type="checkbox"/> Looks toward direction of sound</li> <li><input type="checkbox"/> Eyes track slow moving target for brief time</li> <li><input type="checkbox"/> Looks at edges, patterns with light/dark contrast and faces</li> <li><input type="checkbox"/> Imitates adult tongue movements when being held/being talked to</li> <li><input type="checkbox"/> Learns through sensory experiences</li> <li><input type="checkbox"/> Repeats actions but unaware of ability to cause actions</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners—Children transfer what they have learned from one context to another. E.g. “Develop ability to mirror, repeat and practice the actions of others, either immediately or later.” (pg.36)</p> <p><b>NQS:</b> Areas 1, 3, 4, 5, 6</p>

## Developmental milestones and the EYLF/NQS

# BIRTH TO 4 MONTHS CONTINUED

Developmental Area	Observe	Examples of Links to EYLF & NQS
Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Express needs</li> <li><input type="checkbox"/> Cries</li> <li><input type="checkbox"/> When content makes small throaty noises</li> <li><input type="checkbox"/> Soothed by sound of voice or by low rhythmic sounds</li> <li><input type="checkbox"/> Imitates adult tongue movements when being held and talked to</li> <li><input type="checkbox"/> May start to copy sounds</li> <li><input type="checkbox"/> Coos and gurgles</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 with babies as they make and play with sounds.” (pg.40)</p> <p><b>NQS:</b> Areas 1, 3, 5</p>
Seek advice if:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is floppy or stiff</li> <li><input type="checkbox"/> Cries a lot</li> <li><input type="checkbox"/> Arches back</li> <li><input type="checkbox"/> Is not responding to sounds</li> <li><input type="checkbox"/> Is not showing interest or responding when played with</li> <li><input type="checkbox"/> Is not feeding as expected</li> <li><input type="checkbox"/> Is not starting to make sounds</li> <li><input type="checkbox"/> Is not responding to familiar faces</li> </ul>	<p><b>NQS:</b> Area 1, 2, 6, 7</p>



## Developmental milestones and the EYLF/NQS

# 4 TO 8 MONTHS

Developmental Area	Observe	Examples of Links to EYLF & NQS
Physical	<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 such as... persistence. E.g. “Persevere and experience the satisfaction of achievement.” (pg. 34)</p> <p><b>NQS:</b> Areas 1, 2, 3, 5, 6</p>
Social	<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 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 for a range of purposes. E.g. “are attuned and respond sensitively to children’s efforts to communicate.”</p> <p><b>NQS:</b> Areas 1, 5</p>
Emotional	<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>

## Developmental milestones and the EYLF/NQS

### 4 TO 8 MONTHS CONTINUED

Developmental Area	Observe	Examples of Links to EYLF & NQS
Cognitive	<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 (pg. 34)</p> <p><b>NQS:</b> Areas 1, 2, 3</p>
Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys games such as peek-a-boo and pat-a-cake</li> <li><input type="checkbox"/> Babbles and repeats 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.” (pg. 40)</p> <p><b>NQS:</b> Areas 1, 5</p>
Seek advice if:	<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>NQS: Areas 1, 5, 6, 7</p>

## Developmental milestones and the EYLF/NQS

# 8 TO 12 MONTHS

Developmental Area	Observe	Examples of Links to EYLF & NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pulls self to standing position when hands held</li> <li><input type="checkbox"/> Raises self to sitting position</li> <li><input type="checkbox"/> Sits without support</li> <li><input type="checkbox"/> Stands by pulling themselves up using furniture</li> <li><input type="checkbox"/> Successfully reach out and grasp toy</li> <li><input type="checkbox"/> Transfer objects from hand to hand</li> <li><input type="checkbox"/> Picks up and pokes small objects with thumb and finger</li> <li><input type="checkbox"/> Picks up and throws small objects</li> <li><input type="checkbox"/> Holds biscuit and bottle</li> <li><input type="checkbox"/> Crawls</li> <li><input type="checkbox"/> Mature crawling (quick and fluent)</li> <li><input type="checkbox"/> May stand alone momentarily</li> <li><input type="checkbox"/> May attempt to crawl up stairs</li> <li><input type="checkbox"/> Grasp spoon in palm, but poor aim of food to mouth</li> <li><input type="checkbox"/> Uses hands to feed self</li> <li><input type="checkbox"/> Alerts peripheral vision</li> <li><input type="checkbox"/> Rolls ball and crawls to retrieve</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. “engage in increasingly complex sensory-motor skills and movement patterns.” pg. 32)</p> <p><b>NQS:</b> Areas 1, 2, 3</p>
<b>Social</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows definite anxiety or wariness at appearance of strangers</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. acknowledge children’s stage of emotional development and support them to develop resilience</p> <p><b>NQS:</b> Areas 1, 2, 5</p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively seeks to be next to parent or caregiver</li> <li><input type="checkbox"/> Shows signs of anxiety or stress if parent goes away</li> <li><input type="checkbox"/> Offers toy to adult but does not release it</li> <li><input type="checkbox"/> Shows signs of empathy to distress of another (but often soothes self)</li> <li><input type="checkbox"/> Actively explores and plays when parent present, returning now and then for assurance and interaction</li> </ul>	<p><b>EYLF Outcome 1:</b> 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.” (pg. 22)</p> <p><b>NQS:</b> 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
<b>Cognitive</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moves obstacle to get at desired toy</li> <li><input type="checkbox"/> Bangs two objects held in hands together</li> <li><input type="checkbox"/> Responds to own name</li> <li><input type="checkbox"/> Makes gestures to communicate and to symbolise objects, e.g. points to something they want</li> <li><input type="checkbox"/> Seems to understand some things parent or familiar adults says to them</li> <li><input type="checkbox"/> Drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy</li> <li><input type="checkbox"/> Smiles at image in mirror</li> <li><input type="checkbox"/> Likes playing with water</li> <li><input type="checkbox"/> Shows interest in picture books</li> <li><input type="checkbox"/> Understands gestures/responds to 'bye bye'</li> <li><input type="checkbox"/> Listens with pleasure to sound-making toys and music</li> <li><input type="checkbox"/> Notices difference and shows surprise</li> </ul>	<p><b>EYLF Outcome 4:</b> 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.” (pg. 35)</p> <p><b>NQS:</b> Areas 1, 5, 6</p>
<b>Language</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to own name being called, family names and familiar objects</li> <li><input type="checkbox"/> Babbles tunefully</li> <li><input type="checkbox"/> Says words like ‘dada’ or ‘mama’</li> <li><input type="checkbox"/> Waves goodbye</li> <li><input type="checkbox"/> Imitates hand clapping</li> <li><input type="checkbox"/> Imitates actions and sounds</li> <li><input type="checkbox"/> Enjoys finger-rhymes</li> <li><input type="checkbox"/> Shouts to attract attention</li> <li><input type="checkbox"/> Vocalises loudly using most vowels and</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity—Children develop knowledge and confident self-identities. E.g. “share children’s successes with families.” (pg. 23)</p> <p><b>NQS:</b> Areas 1, 5</p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <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 beginning to sit, crawl or pull to stand</li> <li><input type="checkbox"/> Is not playing with feet, swapping objects between hands</li> <li><input type="checkbox"/> Is not interested in holding toys</li> <li><input type="checkbox"/> Is not learning to eat solids</li> </ul>	<p><b>NQS:</b> Areas 1, 5, 6, 7</p>



## Developmental milestones and the EYLF/NQS

# 1 TO 2 YEARS

Developmental Area	Observe	Examples of Links to EYLF & NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Walks, climb, runs</li> <li><input type="checkbox"/> Takes two to three steps without support, legs wide and hands up for balance</li> <li><input type="checkbox"/> Crawls up steps</li> <li><input type="checkbox"/> Dances in place to music</li> <li><input type="checkbox"/> Climbs onto chair</li> <li><input type="checkbox"/> Kicks and throws a ball</li> <li><input type="checkbox"/> Feeds themselves</li> <li><input type="checkbox"/> Begins to run (hurried walk)</li> <li><input type="checkbox"/> Scribbles with pencil or crayon held in fist</li> <li><input type="checkbox"/> Turns pages of book, two or three pages at a time</li> <li><input type="checkbox"/> Rolls large ball, using both hands and arms</li> <li><input type="checkbox"/> Finger feeds efficiently</li> <li><input type="checkbox"/> Begins to walk alone in a 'tottering way', with frequent falls</li> <li><input type="checkbox"/> Squats to pick up an object</li> <li><input type="checkbox"/> Reverts to crawling if in a hurry</li> <li><input type="checkbox"/> Can drink from a cup</li> <li><input type="checkbox"/> Tries to use spoon/fork</li> </ul>	<p><b>EYLF Outcome 1:</b> 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.” (pg. 22)</p> <p><b>NQS:</b> Areas 1, 2, 3, 4, 5, 6</p>
<b>Social</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to cooperate when playing</li> <li><input type="checkbox"/> May play alongside other toddlers, doing what they do but without seeming to interact (parallel play)</li> <li><input type="checkbox"/> Curious and energetic, but depends on adult presence for reassurance</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. “organise learning environments in ways that promote small groups interactions and play experiences” appropriate to children’s development. (pg. 24)</p> <p><b>NQS:</b> Areas 1, 3, 5</p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> May show anxiety when separating from significant people in their lives</li> <li><input type="checkbox"/> Seeks comfort when upset or afraid</li> <li><input type="checkbox"/> Takes cue from parent or carer regarding attitude to a stranger</li> <li><input type="checkbox"/> May ‘lose control’ of self when tired or frustrated</li> <li><input type="checkbox"/> Assists another in distress by patting, making sympathetic noises or offering material objects</li> </ul>	<p><b>EYLF Outcome 1:</b> 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. (pg.21)</p> <p><b>NQS:</b> 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
<b>Cognitive</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeats actions that lead to interesting/predicable results e.g. bangs spoon on saucepan</li> <li><input type="checkbox"/> Points to objects when named</li> <li><input type="checkbox"/> Knows some body parts</li> <li><input type="checkbox"/> Points to body parts in a game</li> <li><input type="checkbox"/> Recognises self in photo or mirror</li> <li><input type="checkbox"/> Mimics household activities, e.g. bathing baby, sweeping floor</li> <li><input type="checkbox"/> May signal when they finished their toileting</li> <li><input type="checkbox"/> Spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them</li> <li><input type="checkbox"/> Stacks and knocks over items</li> <li><input type="checkbox"/> Selects games and puts them away</li> <li><input type="checkbox"/> Call self by name, uses 'I', 'mine', 'I do it myself'</li> <li><input type="checkbox"/> Will search for hidden toys</li> </ul>	<p><b>EYLF Outcome 2:</b> 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. (pg. 26)</p> <p><b>NQS:</b> Areas 1, 2, 3, 4, 5, 6</p>
<b>Language</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehends and follows simple questions/commands</li> <li><input type="checkbox"/> Says first name</li> <li><input type="checkbox"/> Says many words (mostly naming words)</li> <li><input type="checkbox"/> Begins to use two words sentences, e.g. want milk</li> <li><input type="checkbox"/> Reciprocal imitation of another toddler: will imitate each other's actions</li> <li><input type="checkbox"/> Enjoys rhymes and songs</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. “model language and encourage children to express themselves through language in a range of contexts and for a range of purposes.” (pg. 40)</p> <p><b>NQS:</b> Areas 1, 4, 5, 6</p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is not using words or actions to communicate such as waving or raising arms to be lifted</li> <li><input type="checkbox"/> Is not wanting to move around</li> <li><input type="checkbox"/> Is not responding to others</li> <li><input type="checkbox"/> Is not seeking attention of familiar people</li> </ul>	<p><b>NQS:</b> Areas 1, 5, 6, 7</p>

# 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, climb, 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> </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.” (pg.32)</p> <p><b>NQS:</b> Areas 1, 2, 3, 5</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.” (pg.28)</p> <p><b>NQS:</b> Areas 1, 5</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.” (pg.31)</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"/> Build 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 make 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.” (pg.41)</p> <p><b>NQS:</b> 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.” (pg.21)</p> <p><b>NQS:</b> 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><b>NQS:</b> Areas 1, 5, 6, 7</p>

## Developmental milestones and the EYLF/NQS

### 3 TO 5 YEARS

Developmental Area	Observe	Examples of Links to EYLF & NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dresses and undresses with little help</li> <li><input type="checkbox"/> Hops, jumps and runs with ease</li> <li><input type="checkbox"/> Climbs steps with alternating feet</li> <li><input type="checkbox"/> Gallops and skips by leading with one foot</li> <li><input type="checkbox"/> Transfers weight forward to throw ball</li> <li><input type="checkbox"/> Attempts to catch ball with hands</li> <li><input type="checkbox"/> Climbs playground equipment with increasing agility</li> <li><input type="checkbox"/> Holds crayon/pencil etc. between thumb and first two fingers</li> <li><input type="checkbox"/> Exhibits hand preferences</li> <li><input type="checkbox"/> Imitates variety of shapes in drawing, e.g. circles</li> <li><input type="checkbox"/> Independently cuts paper with scissors</li> <li><input type="checkbox"/> Toilet themselves</li> <li><input type="checkbox"/> Feeds self with minimum spills</li> <li><input type="checkbox"/> Walks and runs more smoothly</li> <li><input type="checkbox"/> Enjoys learning simple rhythm and movement routines</li> <li><input type="checkbox"/> Develops ability to toilet train at night</li> </ul>	<p><b>EYLF Outcomes 3:</b> 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 hygiene by sharing ownership of routines and schedules with children, families and the community.” (pg.32)</p> <p><b>NQS:</b> Areas 1, 2, 3, 5, 6</p>
<b>Social</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys playing with other children</li> <li><input type="checkbox"/> May have a particular friend</li> <li><input type="checkbox"/> Shares, smiles and cooperates with peers</li> <li><input type="checkbox"/> Jointly manipulates objects with one or two other peers</li> <li><input type="checkbox"/> Develops independence and social skills they will use for learning and getting on with others at preschool and school</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. “express a wide range of emotions, thoughts and views constructively.” (pg.24)</p> <p><b>NQS:</b> Areas 1, 5, 6</p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands when someone is hurt and comforts them</li> <li><input type="checkbox"/> Attains gender stability (sure she is a girl etc.)</li> <li><input type="checkbox"/> May show stronger preference for same-sex playmates</li> <li><input type="checkbox"/> May enforce gender-role norms with peers</li> <li><input type="checkbox"/> May show bouts of aggression with peers</li> <li><input type="checkbox"/> Likes to give and receive affection from parents</li> <li><input type="checkbox"/> May praise themselves and be boastful</li> </ul>	<p><b>EYLF Outcome 2:</b> 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.” (pg.27)</p> <p><b>NQS:</b> 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
<b>Cognitive</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands opposites (e.g. big/little) and positional words (middle/end)</li> <li><input type="checkbox"/> Uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water</li> <li><input type="checkbox"/> Builds tower eight to ten blocks</li> <li><input type="checkbox"/> Answers simple questions</li> <li><input type="checkbox"/> Counts five to ten things</li> <li><input type="checkbox"/> Has a longer attention span</li> <li><input type="checkbox"/> Talks to self during play—to help guide what they do</li> <li><input type="checkbox"/> Follows simple instructions</li> <li><input type="checkbox"/> Follows simple rules and enjoys helping</li> <li><input type="checkbox"/> May write some numbers and letters</li> <li><input type="checkbox"/> Engages in dramatic play, taking on pretend character roles</li> <li><input type="checkbox"/> Recalls events correctly</li> <li><input type="checkbox"/> Counts by rote, memorised numbers</li> <li><input type="checkbox"/> Touches objects to count—starting to understand relationship between numbers and objects</li> <li><input type="checkbox"/> Can recount a recent story</li> <li><input type="checkbox"/> Copies letters and may write some unprompted</li> <li><input type="checkbox"/> Can match and name some colours</li> </ul>	<p><b>EYLF Outcome 5:</b> 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.” (pg.42)</p> <p><b>NQS:</b> Areas 1, 5</p>
<b>Language</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in sentences and use many different words</li> <li><input type="checkbox"/> Answers simple questions</li> <li><input type="checkbox"/> Asks many questions</li> <li><input type="checkbox"/> Tells stories</li> <li><input type="checkbox"/> Talks constantly</li> <li><input type="checkbox"/> Enjoys talking and may like to experiment with new words</li> <li><input type="checkbox"/> Uses adult forms of speech</li> <li><input type="checkbox"/> Takes part in conversations</li> <li><input type="checkbox"/> Enjoys jokes, rhymes and stories</li> <li><input type="checkbox"/> Will assert with words</li> </ul>	<p><b>EYLF Outcome 5:</b> 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 range of technologies.” (pg.44)</p> <p><b>NQS:</b> Areas 1, 5, 6, 7</p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is not understood by others</li> <li><input type="checkbox"/> Has speech fluency problems or stammering</li> <li><input type="checkbox"/> Is not playing with other children</li> <li><input type="checkbox"/> Is not able to have conversations</li> <li><input type="checkbox"/> Is not able to go to the toilet or wash himself</li> </ul>	<p><b>NQS:</b> Areas 1, 5, 6, 7</p>

## Developmental milestones and the EYLF/NQS

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*Love, Talk, Sing, Read, Play*—Families NSW in the Sydney metropolitan area have produced resources for parents to provide advice and information on the social and emotional, development of their child and how parents can help nurture this important part of child development. The *Love, Talk, Sing, Read, Play* child development flipchart has now been translated into our major community languages (Korean, Arabic, Chinese and Vietnamese.)

Families NSW also produced radio messages on the themes love and play for Aboriginal mums and dads; and the Deadly Tots project has produced an adaption of the flipchart for Aboriginal families—*Love, Yarn, Sing, Read, Play*.

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