



Developmental Millstone (Report)

Early Years Learning Framework and the National Quality Standards

Kidzone Family Day Care

Age Group: 2 to 3 years

Child's Name:	Educator's Name:
D.O.B	Date:

Educators' Comments

Parents Comments:

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, p.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 effectively 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 ongoing 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 practices 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 seek advice. If you are concerned about a child’s development, you should:

- Talk with your colleagues and with the service director.
- Support families to make an appointment with their local family health nurse who will carry out a full developmental check.

Developmental milestones and the EYLF/NQS

2 to 3 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	- walks, runs, climbs, kicks and jumps easily - uses steps one at a time - squats to play and rises without using hands - catches ball rolled to him/her - walks into a ball to kick it - jumps from low step or over low objects - attempts to balance on one foot - avoids obstacles - able to open doors - stops readily - moves about moving to music - turns pages one at a time - holds crayon with fingers - uses a pencil to draw or scribble in circles and lines - gets dressed with help - self-feeds using utensils and a cup	EYLF Outcome 3: 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) NQS: Areas 1, 2, 3, 5
Social	- plays with other children - simple make believe play - may prefer same sex playmates and toys - unlikely to share toys without protest	EYLF Outcome 2: 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) NQS: Areas 1, 5
Emotional	- shows strong attachment to a parent (or main family carer) - shows distress and protest when they leave and wants that person to do things for them - begins to show guilt or remorse for misdeeds - may be less likely to willingly share toys with peers - demand adult attention	EYLF Outcome 3: 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) NQS: Areas 1, 5, 6

Developmental milestones and the EYLF/NQS

2 to 3 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	• builds tower of five to seven objects • lines up objects in 'train' fashion • recognises and identifies common objects and pictures by pointing • enjoys playing with sand, water, dough; explores what these materials can do more than making things with them • uses symbolic play, e.g. use a block as a car • shows knowledge of gender-role stereotypes • identifies picture as a boy or girl • engages in making believe and pretend play • begins to count with numbers • recognises similarities and differences • imitates rhythms and animal movements • becoming aware of space through physical activity • can follow two or more directions	EYLF Outcome 5: 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) NQS: Areas 1, 3, 5
Language	• uses two or three words together, e.g. "go potty now" • 'explosion' of vocabulary and use of correct grammatical forms of language • refers to self by name and often says 'mine' • asks lots of questions • uses pronouns and prepositions, simple sentences and phrases • labels own gender • copies words and actions • makes music, sing and dance • likes listening to stories and books	EYLF Outcome 1: 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) NQS: Areas 1, 3, 5, 6
Seek advice if:	• is not interested in playing • is falling a lot • finds it hard to use small objects • is not understanding simple instructions • is not using many words • is not joining words in meaningful phrases • is not interested in food • is not interested in others	NQS: Areas 1, 5, 6, 7

Developmental milestones and the EYLF/NQS

3 to 5 years continued

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	- understands opposites (e.g. big/little) and positional words (middle, end) - uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water - builds tower eight to ten blocks - answers simple questions - counts five to ten things - has a longer attention span - talks to self during play - to help guide what he/she does - follows simple instructions - follows simple rules and enjoys helping - may write some numbers and letters - engages in dramatic play, taking on pretend character roles - recalls events correctly - counts by rote, having memorised numbers - touches objects to count - starting to understand relationship between numbers and objects - can recount a recent story - copies letters and may write some unprompted - can match and name some colours	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) NQS: Areas 1, 5
Language	- speaks in sentences and use many different words - answers simple questions - asks many questions - tells stories - talks constantly - enjoys talking and may like to experiment with new words - uses adult forms of speech - takes part in conversations - enjoys jokes, rhymes and stories - will assert self with words	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) NQS: Areas 1, 5, 6, 7
Seek advice if:	- is not understood by others - has speech fluency problems or stammering - is not playing with other children - is not able to have a conversation - is not able to go to the toilet or wash him/herself	NQS: Areas 1, 5, 6, 7

Developmental milestones and the EYLF/NQS

References

Faragher, J & McLean, J 1983, *Children's Stages of Development (birth to 2 ½ years)*, Collingwood, TAFE Publications Unit.

Faragher, J 1985, *Children's Development (3-5 years)*, Collingwood, TAFE Publications Unit.

Guide to Children's Growth and Development, NSW Department of Community Services:

www.community.nsw.gov.au/docswr/_assets/main/documents/par_development.pdf - accessed 20/01/2012.

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 four 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 adaptation of the flipchart for Aboriginal families - *Love, Yarn, Sing, Read, Play*.

www.families.nsw.gov.au/resources/love-sing.htm - accessed 20/01/2012.

Nixon, D & Gould, K 1996, *Emerging: Child Development in the First Three Years (2nd ed.)*, Katoomba, Social Sciences Press.

Nixon, D & Aldwinkle, M 1997, *Exploring: Child Development from Three to Six Years*, Katoomba, Social Sciences Press.

Nixon, D & Gould, K (Eds.) 2000, *Extending: Child Development from Five to Twelve Years*, Katoomba, Social Sciences Press.