



Developmental Millstone (Report)

Early Years Learning Framework and the National Quality Standards

Kidzone Family Day Care

Age Group: 3 to 5 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

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	• dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night	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) NQS: Areas 1, 2, 3, 5, 6
Social	• enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school	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) NQS: Areas 1, 5, 6
Emotional	• understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful	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) NQS: Areas 1, 2, 5, 6

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.