



Developmental Millstone (Report)

Early Years Learning Framework and the National Quality Standards

Kidzone Family Day Care

Age Group: 4 to 8 months

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

4 to 8 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	• plays with feet and toes • makes effort to sit alone, but needs hand support • raises head and chest when lying on stomach • makes crawling movements when lying on stomach • rolls from back to stomach • reaches for and grasp objects, using one hand to grasp • eyes smoothly follow object or person • crawling movements using both hands and feet • able to take weight on feet when standing • watch activities across room - eyes move in unison • turns head to sound of voices	EYLF Outcome 4: Children are confident and involved learners - Children develop dispositions for learning such aspersistence... E.g. "Persevere and experience the satisfaction of achievement." (p.34) NQS: Areas 1, 2, 3, 5, 6
Social	• reacts with arousal, attention or approach to presence of another baby or young child • responds to own name • smiles often and shows excitement when sees preparations being made for meals or for bath • recognises familiar people and stretches arms to be picked up	EYLF Outcome 5: 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) NQS: Areas 1, 5
Emotional	• becoming more settled in eating and sleeping patterns • laughs, especially in social interactions • may soothe self when tired or upset by sucking thumb or dummy • begins to show wariness of strangers • may fret when parent leaves the room • happy to see faces they know	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. "initiate one-to-one interactions with children, particularly babies and toddlers during daily routines." (p.24) NQS: Areas 1, 4, 5, 6
Cognitive	• swipes at dangling objects • shakes and stares at toy placed in hand • becomes bored if left alone for long periods of time • repeats accidentally caused actions that are interesting • enjoys games such as peek-a-boo or pat-a-cake • will search for partly hidden object • able to coordinate looking, hearing and touching • enjoys toys, banging objects, scrunching paper • explores objects by looking at and mouthing them • develops preferences for foods • explores objects with mouth	EYLF Outcome 4: 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) NQS: Areas 1, 2, 3

Developmental milestones and the EYLF/NQS 4 to 8 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Language	• enjoys games such as peek-a-boo or pat-a-cake • babbles and repeat sounds • makes talking sounds in response to others talking • copies sounds • smiles and babbles at own image in mirror • responds to own name	EYLF Outcome 5: 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) NQS: Areas 1, 5
Seek advice if:	• is not learning to make sounds • is not responding to familiar faces • is not learning to roll when playing on floor • is not responsive to carers • is not babbling and making sounds • is not playing with feet/swapping objects between hands	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.