

Developmental milestones and the EYLF/NQS

1 to 2 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, climbs and runs takes two to three steps without support, legs wide and hands up for balance crawls up steps dances in place to music climbs onto chair kicks and throws a ball feeds themselves begins to run (hurried walk) scribbles with pencil or crayon held in fist turns pages of book, two or three pages at a time rolls large ball, using both hands and arms finger feeds efficiently begins to walk alone in a 'tottering way', with frequent falls squats to pick up an object reverts to crawling if in a hurry can drink from a cup tries to use spoon/fork 	<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. "Be open to new challenges and discoveries", "Motivate and encourage children to succeed when they are faced with challenges." (p.22)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Social	<ul style="list-style-type: none"> begins to cooperate when playing may play alongside other toddlers, doing what they do but without seeming to interact (parallel play) curious and energetic, but depends on adult presence for reassurance 	<p>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. "organise learning environments in ways that promote small group interactions and play experiences" appropriate to children's development. (p.24)</p> <p>NQS: Areas 1, 3, 5</p>
Emotional	<ul style="list-style-type: none"> may show anxiety when separating from significant people in their lives seeks comfort when upset or afraid takes cue from parent or principal carer regarding attitude to a stranger may 'lose control' of self when tired or frustrated assists another in distress by patting, making sympathetic noises or offering material objects 	<p>EYLF Outcome 1: 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." (p.21)</p> <p>NQS: 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
Cognitive	<ul style="list-style-type: none"> • repeats actions that lead to interesting/ predictable results, e.g. bangs spoon on saucepan • points to objects when named • knows some body parts • points to body parts in a game • recognises self in photo or mirror • mimics household activities, e.g. bathing baby, sweeping floor • may signal when s/he has finished their toileting • spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them • stacks and knocks over items • selects games and puts them away • calls self by name, uses 'I', 'mine', 'I do it myself' • will search for hidden toys 	<p>EYLF Outcome 2: 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. (p.26)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Language	<ul style="list-style-type: none"> • comprehends and follows simple questions/ commands • says first name • says many words (mostly naming words) • begins to use one to two word sentences, e.g. "want milk" • reciprocal imitation of another toddler: will imitate each other's actions • enjoys rhymes and songs 	<p>EYLF Outcome 5: 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." (p.40)</p> <p>NQS: Areas 1, 4, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not using words or actions to communicate such as waving or raising arms to be lifted • is not wanting to move around • is not responding to others • is not seeking attention of familiar people 	<p>NQS: Areas 1, 5, 6, 7</p>