

# 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>pulls self to standing position when hands held</li> <li>raises self to sitting position</li> <li>sits without support</li> <li>stands by pulling themselves up using furniture</li> <li>stepping movements around furniture</li> <li>successfully reach out and grasp toy</li> <li>transfers objects from hand to hand</li> <li>picks up and pokes small objects with thumb and finger</li> <li>picks up and throws small objects</li> <li>holds biscuit or bottle</li> <li>crawls</li> <li>mature crawling (quick and fluent)</li> <li>may stand alone momentarily</li> <li>may attempt to crawl up stairs</li> <li>grasps spoon in palm, but poor aim of food to mouth</li> <li>uses hands to feed self</li> <li>alerts peripheral vision</li> <li>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 patters.” (p.32)</p> <p><b>NQS: Areas 1, 2, 3</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li>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: Areas 1, 2, 5</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>actively seeks to be next to parent or principal caregiver</li> <li>shows signs of anxiety or stress if parent goes away</li> <li>offers toy to adult but does not release it</li> <li>shows signs of empathy to distress of another (but often soothes self)</li> <li>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.” (p.22)</p> <p><b>NQS: Areas 1, 5, 6</b></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>• moves obstacle to get at desired toy</li> <li>• bangs two objects held in hands together</li> <li>• responds to own name</li> <li>• makes gestures to communicate and to symbolise objects, e.g. points to something they want</li> <li>• seems to understand some things parent or familiar adults say to them</li> <li>• drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy</li> <li>• smiles at image in mirror</li> <li>• likes playing with water</li> <li>• shows interest in picture books</li> <li>• understands gestures/responds to 'bye bye'</li> <li>• listens with pleasure to sound-making toys and music</li> <li>• 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." (p.35)</p> <p><b>NQS: Areas 1, 5, 6</b></p>
<b>Language</b>	<ul style="list-style-type: none"> <li>• responds to own name being called, family names and familiar objects</li> <li>• babbles tunefully</li> <li>• says words like 'dada' or 'mama'</li> <li>• waves goodbye</li> <li>• imitates hand clapping</li> <li>• imitates actions and sounds</li> <li>• enjoys finger-rhymes</li> <li>• shouts to attract attention</li> <li>• vocalises loudly using most vowels and consonants - sounding like conversation</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children develop knowledgeable and confident self-identities. E.g. "share children's successes with families." (p.23)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li>• is not responsive to carers</li> <li>• is not babbling and making sounds</li> <li>• is not beginning to sit, crawl, or pull to stand</li> <li>• is not playing with feet, swapping objects between hands</li> <li>• is not interested in holding toys</li> <li>• is not learning to eat solids</li> </ul>	<p><b>NQS: Areas 1, 5, 6, 7</b></p>