

Developmental milestones and the EYLF/NQS

Birth to 4 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> • moves whole body • squirms, arms wave, legs move up and down • eating and sleeping patterns • startle reflex when placed unwrapped on flat surface/ when hears loud noise • head turns to side when cheek touched • sucking motions with mouth (seeking nipple) • responds to gentle touching, cuddling, rocking • shuts eyes tight in bright sunlight • able to lift head and chest when laying on stomach • begins to roll from side to side • starts reaching to swipe at dangling objects • able to grasp object put into hands 	<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. “display delight, encouragement and enthusiasm for children’s attempts.” (p.22)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> • smiles and laughs • makes eye contact when held with face about 20cm from face of adult looking at them • may sleep most of the time • alert and preoccupied with faces • moves head to sound of voices 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “promote children’s sense of belonging, connectedness and wellbeing.” (p.31)</p> <p>NQS: Areas 1, 4, 5, 6</p>
Emotional	<ul style="list-style-type: none"> • bonding • cries (peaks about six to eight weeks) and levels off about 12-14 weeks • cries when hungry or uncomfortable and usually stops when held • shows excitement as parent prepared to feed 	<p>EYLF Outcome 4: Children are confident and involved learners - Children resource their own learning through connecting with people. E.g. “provide opportunities and support for children to engage in meaningful learning relationships.” (p.37)</p> <p>NQS: Areas 1, 5, 6</p>
Cognitive	<ul style="list-style-type: none"> • smiles and laughs • looks toward direction of sound • eyes track slow moving target for brief period • looks at edges, patterns with light/dark contrast and faces • imitates adult tongue movements when being held/ talked to • learns through sensory experiences • repeats actions but unaware of ability to cause actions 	<p>EYLF Outcome 4: Children are confident and involved learners - Children transfer what they have learned from one context to another. E.g. “Develop ability to mirror, repeat and practice the actions of others, either immediately or later.” (p.36)</p> <p>NQS: Areas 1, 3, 4, 5, 6</p>

Developmental milestones and the EYLF/NQS

Birth to 4 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Language	<ul style="list-style-type: none"> • expresses needs • cries • when content makes small throaty noises • soothed by sound of voice or by low rhythmic sounds • imitates adult tongue movements when being held and talked to • may start to copy sounds • coos and gurgles 	<p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. “engage in enjoyable interactions with babies as they make and play with sounds.” (p.40)</p> <p>NQS: Areas 1, 3, 5</p>
Seek advice if:	<ul style="list-style-type: none"> • is floppy or stiff • cries a lot • arches his/her back • is not responding to sounds • is not showing interest or responding when played with • is not feeding as expected • is not starting to make sounds • is not responding to familiar faces 	<p>NQS: Areas 1, 2, 6, 7</p>