

Developmental milestones and the EYLF/NQS

4 to 8 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> • 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 	<p>EYLF Outcome 4: Children are confident and involved learners - Children develop dispositions for learning such as ...persistence... E.g. "Persevere and experience the satisfaction of achievement." (p.34)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> • 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 	<p>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)</p> <p>NQS: Areas 1, 5</p>
Emotional	<ul style="list-style-type: none"> • 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 	<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. "initiate one-to-one interactions with children, particularly babies and toddlers during daily routines." (p.24)</p> <p>NQS: Areas 1, 4, 5, 6</p>
Cognitive	<ul style="list-style-type: none"> • 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 	<p>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)</p> <p>NQS: Areas 1, 2, 3</p>

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

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Language	<ul style="list-style-type: none"> • 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 	<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 using verbal and non-verbal language.” (p.40)</p> <p>NQS: Areas 1, 5</p>
Seek advice if:	<ul style="list-style-type: none"> • 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 	<p>NQS: Areas 1, 5, 6, 7</p>