

Developmental milestones and the EYLF/NQS

2 to 3 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, runs, climbs, kicks and jumps easily uses steps one at a time squats to play and rises without using hands catches ball rolled to him/her walks into a ball to kick it jumps from low step or over low objects attempts to balance on one foot avoids obstacles able to open doors stops readily moves about moving to music turns pages one at a time holds crayon with fingers uses a pencil to draw or scribble in circles and lines gets dressed with help self-feeds using utensils and a cup 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.” (p.32)</p> <p>NQS: Areas 1, 2, 3, 5</p>
Social	<ul style="list-style-type: none"> plays with other children simple make believe play may prefer same sex playmates and toys unlikely to share toys without protest 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. “Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources.” (p.28)</p> <p>NQS: Areas 1, 5</p>
Emotional	<ul style="list-style-type: none"> shows strong attachment to a parent (or main family carer) shows distress and protest when they leave and wants that person to do things for them begins to show guilt or remorse for misdeeds may be less likely to willingly share toys with peers demands adult attention 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control.” (p.31)</p> <p>NQS: Areas 1, 5, 6</p>

Developmental milestones and the EYLF/NQS 2 to 3 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • builds tower of five to seven objects • lines up objects in 'train' fashion • recognises and identifies common objects and pictures by pointing • enjoys playing with sand, water, dough; explores what these materials can do more than making things with them • uses symbolic play, e.g. use a block as a car • shows knowledge of gender-role stereotypes • identifies picture as a boy or girl • engages in making believe and pretend play • begins to count with numbers • recognises similarities and differences • imitates rhythms and animal movements • becoming aware of space through physical activity • can follow two or more directions 	<p>EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41)</p> <p>NQS: Areas 1, 3, 5</p>
Language	<ul style="list-style-type: none"> • uses two or three words together, e.g. "go potty now" • 'explosion' of vocabulary and use of correct grammatical forms of language • refers to self by name and often says 'mine' • asks lots of questions • uses pronouns and prepositions, simple sentences and phrases • labels own gender • copies words and actions • makes music, sing and dance • likes listening to stories and books 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21)</p> <p>NQS: Areas 1, 3, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not interested in playing • is falling a lot • finds it hard to use small objects • is not understanding simple instructions • is not using many words • is not joining words in meaningful phrases • is not interested in food • is not interested in others 	<p>NQS: Areas 1, 5, 6, 7</p>