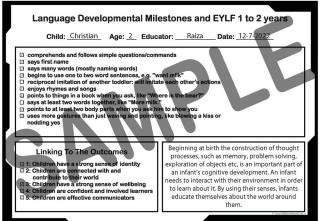
Cognitive Developmental Milestones and EYLF 1 to 2 years		
Child: Jordan Age: <u>1</u> Educa	ator: <u>Raiza</u> Date: <u>12-7-2022</u>	
repeats actions that lead to interesting/predictable results, e.g. bangs spoon on saucepan points to objects when named binows some body parts points to body parts in a game recognises self in photo or miror minics household activities, e.g. bathing baby, sweeping floor may signal when she has finished their oileting. spends a lot of time exploring and maniputating objects, putting in mouth, shaking and banging them setacks and knocks over items selects games and puts them way. ealls self by name, use? if will search for hidden toys		
Linking To The Outcomes 1: Children have a strong sense of identity 2: Children are connected with and contribute to their world 3: Children have a strong sense of wellbeing 4: Children are confident and involved learners 5: Children are effective communicators	Beginning at birth the construction of thought processes, such as memory, problem solving, exploration of object setc, is an important part of an infant's cognitive development. An infant needs to interact with their environment in order to learn about it. By using their senses, infants educate themselves about the world around them.	

Emotional Developmental Milestones and EYLF 1 to 2 years			
Child: <u>Mary</u> Age: <u>2</u> Educa	ntor: <u>Raiza</u> Date: <u>12-7-2022</u>		
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 avympthtic noises or offering material objects copies other children while playing, like taking toys out of a container when another child does shows you an object the likes leaps when excited hugs stuffed doil or another tay shows you affection (hugs, cuddles, or kisses you)			
Linking To The Outcomes 1: Children have a strong sense of identity C: Children are connected with and contribute to their world 3: Children have a strong sense of wellbeing 4: Children are confident and involved learners 5: Children are effective communicators	Beginning at birth the construction of thought processes, such as memory, problem solving, exploration of objects etc. is an important part of an infant's cognitive development. An infant needs to interact with their environment in order to learn about it. By using their senses, infants educate themselves about the world around them.		



Physical Developmental Miles Child: <u>Luke</u> Age: <u>2</u> Educa	stones and EYLF 1 to 2 years
dances in place to music climbs onto chair	finger feeds efficiently begins to walk alone in a 'tottering way' with frequent fails subast to jikok up an object reverts to crawling if in a hurry can drink from a cup thes to use spoon/fork
Linking To The Outcomes 1: Children have a strong sense of identity 2: Children have a strong sense of velibeing contribute to their world 3: Children have a strong sense of wellbeing 4: Children are confident and involved learners 5: Children are effective communicators	Beginning at birth the construction of thought processes, such as memory, problem solving, exploration of objects etc, is an important part of an infant's cognitive development. An infant needs to interact with their environment in order to learn about it. By using their senses, infants educate themselves about the world around them.

Control Developmental Miles	
Social Developmental Miles	stones and EYLF 1 to 2 years
· · · · · · · · · · · · · · · · · · ·	
Child: Marcus Age: 1 Educ	ator: Raiza Date: 12-7-2022
D having to account when playing	
 begins to cooperate when playing may play alongside other toddlers, doing what the 	now do but without samping to interact
(parallel play)	ley do but without seeming to interact
curious and energetic, but depends on adult pre	sence for reassurancePlays games with you.
like pat-a-cake	
Ianguage/Communication Milestones	
waves "bye-bye"	
calls a parent "mama" or "dada" or another spec	
 understands "no" (pauses briefly or stops when notices when others are hurt or upset, like pausi 	
I looks at your face to see how to react in a new si	
I tooks at your lace to ace now to reace in a new st	uaton (
	-
Linking To The Outcomes	Beginning at birth the construction of thought
Linking To The Outcomes	processes, such as memory, problem solving,
□ 1: Children have a strong sense of identity	processes, such as memory, problem solving, exploration of objects etc, is an important part of
 1: Children have a strong sense of identity 2: Children are connected with and 	processes, such as memory, problem solving, exploration of objects etc, is an important part of an infant's cognitive development. An infant
 1: Children have a strong sense of identity 2: Children are connected with and contribute to their world 	processes, such as memory, problem solving, exploration of objects etc, is an important part of an infant's cognitive development. An infant needs to interact with their environment in order
 1: Children have a strong sense of identity 2: Children are connected with and 	processes, such as memory, problem solving, exploration of objects etc, is an important part of an infant's cognitive development. An infant needs to interact with their environment in order to learn about it. By using their senses, infants
1: Children have a strong sense of identity 2: Children are connected with and contribute to their world 3: Children have a strong sense of wellbeing	processes, such as memory, problem solving, exploration of objects etc, is an important part of an infant's cognitive development. An infant needs to interact with their environment in order