

# Child Milestones Observation Booklet

**Child:** Dylan Matthews

**Age:** 3 years old



# Cognitive Development

Date: 13-May-19

Educator: Lorina



## Observation

Dylan sat at the toy table and started manipulating with the coloured blocks. "The small ones can fit into the big ones" he said. He took the small blocks and put them inside the big ones. "I made a caterpillar". he showed. He used a round block as the caterpillar head.

## Cognitive Milestones Observed

- Understands concepts of sorting, grouping and matching
- Increased concentration
- Understands opposites
- Understands order and process

## Linking To The EYLF

Learning Outcome 1 Children have a strong sense of identity	Learning Outcome 2 Children are connected with and contribute to their world	Learning Outcome 3 Children have a strong sense of wellbeing	Learning Outcome 4 Children are confident and involved learners	Learning Outcome 5 Children are effective communicators
<p>1.1 Children feel safe, secure and supported. <input type="checkbox"/></p> <p>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. <input type="checkbox"/></p> <p>1.3 Children develop knowledgeable and confident self-identities. <input type="checkbox"/></p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect. <input type="checkbox"/></p>	<p>2.1 Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active communication. <input type="checkbox"/></p> <p>2.2 Children respond to diversity with respect. <input type="checkbox"/></p> <p>2.3 Children become aware of fairness. <input type="checkbox"/></p> <p>2.4 Children become socially responsible and show respect for the environment. <input type="checkbox"/></p>	<p>3.1 Children become strong in their social and emotional wellbeing. <input type="checkbox"/></p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing. <input type="checkbox"/></p>	<p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. <input checked="" type="checkbox"/></p> <p>4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating. <input type="checkbox"/></p> <p>4.3 Children transfer and adapt what they learned from one context to another. <input type="checkbox"/></p> <p>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. <input checked="" type="checkbox"/></p>	<p>5.1 Children interact verbally and non-verbally with others for a range of purposes. <input checked="" type="checkbox"/></p> <p>5.2 Children engage with a range of texts and gain meaning from those texts. <input type="checkbox"/></p> <p>5.3 Children express ideas and make meaning using a range of media. <input type="checkbox"/></p> <p>5.4 Children begin to understand how symbols and pattern systems work. <input type="checkbox"/></p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. <input type="checkbox"/></p>

# Language Development

Date: 15-May-19

Educator: Lorina



## Observation

Dylan walked over to the drawing table and sat down with his peers. "Caterpillars turn into butterflies" he said. "Do you know what's that called?" I asked. "No". Dylan replied. "Metamorphosis" I replied. "Metamorphosis" Dylan repeated. "Just like a transformer car" he laughed.

## Language Milestones Observed

- Speaks in sentences
- Correctly names and identifies objects and colours
- Answers simple questions
- Takes part in conversations

## Linking To The EYLF

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# Social Development

Date: 17-May-19 Educator: Lorina



## Observation

At group time, we lined up to go outside. "You can stand next to me" Dylan said to one of his friends. "Stop pushing, it's hurting me" Dylan commented when being pushed from behind. "Stand still like me so we can go out and play" Dylan said to his peers.

## Social Milestones Observed

- Starts developing friendships
- Becomes more aware of other peoples feelings
- Likes to dance and sing
- Shows understanding of good and bad behaviour

## Linking To The EYLF

### Learning Outcome 1 Children have a strong sense of identity

- 1.1 Children feel safe, secure and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

### Learning Outcome 2 Children are connected with and contribute to their world

- 2.1 Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active communication.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

### Learning Outcome 3 Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

### Learning Outcome 4 Children are confident and involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating.
- 4.3 Children transfer and adapt what they learned from one context to another.
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

### Learning Outcome 5 Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from those texts.
- 5.3 Children express ideas and make meaning using a range of media.
- 5.4 Children begin to understand how symbols and pattern systems work.
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# Emotional Development

Date: 20-May-19

Educator: Lorina



## Observation

"I can do this by myself" Dylan said confidently. "What are you doing Dylan' I asked. "I can write my name on my treasure map, which I making for my cousin". Dylan replied. "Does your cousin like treasure maps" I asked. "Yes, we love to pretend to be pirates and my treasure maps are the best" Dylan commented.

## Emotional Milestones Observed

- Shows independence
- Begins to praise themselves and be boastful
- Cooperates easily with others
- Enjoys imaginative play

## Linking To The EYLF

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# Physical Development

Date: 22-May-19

Educator: Lorina



## Observation

Dylan walked through the tunnel to the side steps. He held the top with both his hands and using his feet one at a time slowly stepped down each round step until he reached the bottom. "I did it, it was high" he said with a smile.

## Physical Milestones Observed

- Walks up and down stairs
- Goes up and down stair without support
- Uses outdoor equipment confidently
- Uses outdoor equipment with agility

## Linking To The EYLF

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