





# Observations based on Developmental Milestone Checklists

## Fletcher James - Explorers

<p>Term 4 21/1/23 By Heather</p>		<p>Fletcher enjoys interacting with his friends and is very social. To develop Fletcher's social interactions, I would like to play a game of gentle hands, using a balloon in a group setting. The aim of this activity is to teach sharing, and using our gentle hands when playing with our peers.</p> <ul style="list-style-type: none"> <li>3.1 Children become strong in their social and emotional wellbeing</li> <li>2.3 Children become aware of fairness</li> <li>2.1 Children develop a sense of belonging to groups and communities and an understanding of the individual rights and responsibilities necessary for active community participation.</li> <li>1.4 Children learn to interact in relation to others with care, empathy and respect.</li> <li>1.3 Children feel safe, secure, and supported</li> </ul>	<p>Ext to 28/1/23 Play gentle hands with a balloon.</p> <p>Plan: Weekly Curriculum Plan 27/09/2023 - 30/09/2023 Weekly Curriculum Plan Arianna 27 Nov 2023</p>	<p>First I showed Fletcher how to use gentle hands by stroking my palm using his hand, we then moved onto the balloon and Fletcher stroked the balloon gently because he knew if he was too rough it will pop, like we had discussed. The Fletcher held the balloon and he was very gentle, stroking it. Fletcher was also great at sharing as we ended up doing this activity with a couple other children. They passed the balloon back and fourth, gently and without arguing or complaints.</p> 	<p>It was clear that Fletcher understood this activity, and got on what was intended. He showed sharing, and gentle hands throughout the activity.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>4.3 Children develop a sense of belonging to groups and communities and an understanding of the individual rights and responsibilities necessary for active community participation.</li> <li>3.1 Children become strong in their social and emotional wellbeing.</li> <li>2.3 Children become aware of fairness</li> <li>2.1 Children develop a sense of belonging to groups and communities and an understanding of the individual rights and responsibilities necessary for active community participation.</li> <li>1.4 Children learn to interact in relation to others with care, empathy and respect.</li> <li>1.1 Children feel safe, secure, and supported</li> </ul>	<p>No further extension needed as Fletcher reached his learning goal.</p>
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## Flynn Heaton - Explorers

<p>Term 2 By Michelle 02.05.23</p>		<p>Flynn has been using his core muscle strength daily while continuing to develop his physical skills.</p> <ul style="list-style-type: none"> <li>1.1 Children feel safe, secure, and supported</li> <li>3.2 Children take increasing responsibility for their own health and physical wellbeing</li> </ul>	<p>Ext 19/5/23 using a walker to help further develop lower body muscle strength and to help encourage walking.</p> <p>Plan: Weekly Curriculum Plan 08.05.23 - 12.05.23 Weekly Curriculum Plan Sophie Morgan-Austin 20 Apr 2023</p>	<p>Today Flynn was observed trying to stand up on the walker. With a little assistance from the educator Flynn was able to stand for a few seconds. He is still developing his balance and coordination.</p> 	<p>Flynn is developing gross motor skills and strength in his body muscle while using the walker he is also attempting to develop physical skills.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>3.2 Children take increasing responsibility for their own health and physical wellbeing</li> </ul>	<p>Ext 18.05.23 Turned play to further promote physical skills</p> <p>Plan: Weekly Curriculum Plan 15.05.23 - 19.05.23 Weekly Curriculum Plan Anna Van Der Merwe 9 May 2023</p>
			<p>Ext 18.05.23 Turned play to further promote physical skills</p> <p>Plan: Weekly Curriculum Plan 15.05.23 - 19.05.23 Weekly Curriculum Plan Anna Van Der Merwe 9 May 2023</p>	<p>This morning Flynn was observed sitting outside next to the tunnel. I went over and sat with him we started playing peek a boo. Flynn moved his head back and forth while looking through the tunnel he then proceeded to crawl through the tunnel giggling and laughing. Michelle</p>	<p>Flynn is developing his physical skills. As well as strengthening his body muscles while using nonverbal communication.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>4.4 Children develop their own thinking through connecting with people, places, technologies and texts and personal interests.</li> <li>3.2 Children take increasing responsibility for their own health and physical wellbeing</li> </ul>	<p>no extension required as Flynn was able to meet the goal.</p>



## Chloe O'Connor - Discoverers

<p>Term 4 By Michelle 4.12.23</p>		<p>Chloe is a bright bubbly energetic little girl who loves to explore her environments. Chloe loves to climb and is very affectionate. To help Chloe standwalk we will encourage the use of a walker to help support her physical development.</p>	<p>Ext 12.02.23 Use of walker to support Chloe's physical development</p> <p>Plan: Weekly Curriculum Plan 11.02.23 - 15.02.23 Weekly Curriculum Plan Sophie Morgan-Austin 20 Dec 2023</p>	<p>By Caitlyn Today Chloe walked across the room balancing with the walker indoors. The educator held Chloe to the standing position, her hands onto the walker. She was observed with her eyes lit up and smiling to the educator. The educator encouraged Chloe to take steps by positioning herself within a short distance. With determination, Chloe took four steps, each one showcasing her growing confidence. Observing her progress, Chloe found her balance, using one arm on the walker to hold her in an upright position, standing.</p>	<p>Chloe's physical development is supported, as she embraced the challenge of mastering balance and steps using a walker for support. Her coordination and strength are visibly improving, evident in the deliberate and steady four steps she took.</p> <ul style="list-style-type: none"> <li>3.2 Children take increasing responsibility for their own health and physical wellbeing</li> <li>3.1 Children become strong in their social and emotional wellbeing</li> <li>1.1 Children feel safe, secure, and supported</li> </ul>	<p>No further extension required, we will continue to support Chloe in all domains of development.</p>
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## Skyla Davids - Discoverers

<p>Andrea Term 4 21/01/23</p>		<p>Skyla displays well developed physical skills. She participates confidently and positively in all activities. She is a happy social girl who lights up the room with her smile. We wish to work on her verbal skills and development within the room.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>3.4 Children become socially responsive and show respect for the environment.</li> <li>2.1 Children develop a sense of belonging to groups and communities and an understanding of the individual rights and responsibilities necessary for active community participation.</li> </ul>	<p>Puppet show ext to 1/2/23 Hand puppets verbal and language development</p> <p>Plan: Weekly Curriculum Plan 27.01.23 - 01.02.23 Weekly Curriculum Plan Michelle Ford 21 Nov 2023</p>	<p>Skyla showed great interest and enthusiasm while exploring the different animal puppets. She tried to place the puppets into her fingers and wiggled her little fingers with educators encouragement. The educators encouraged her to copy the sounds she heard during the mac donald song. She smiled and giggled as she chose the puppets, placing it again into her fingers and wiggling it with enthusiasm. She also swapped the puppets with her peers.</p>	<p>Skyla used her non-verbal language while exploring the puppets. She demonstrated happiness to participate in small group experience whilst socialising with peers and educators.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, reasoning and investigating.</li> <li>4.3 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, communication, resilience, persistence, respect and inclusivity.</li> <li>3.1 Children become strong in their social and emotional wellbeing</li> <li>1.1 Children feel safe, secure, and supported</li> </ul>	<p>No further extension will be required as her learning goal was achieved and the educators will continue to support her learning.</p>
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
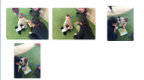
## Alfie Branchina - Creators

<p>Term 2 Tabia Jamieson 09/05/2023</p>		<p>Since moving to the Inventors room Alfie has shown that he shows real interest in solo play. We have observed Alfie show interest in all types of play, including sensory, physical and parallel play. However, Alfie shows little interest in participating in larger group activities. These types of activities, Alfie can often become anxious and withdrawn. Alfie however flourishes in smaller interactions. We will continue to work with Alfie to expand on his social skills by encouraging Alfie to interact in larger group settings based on his interests to allow him to feel comfortable.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, communication, resilience, persistence, respect and inclusivity.</li> <li>3.1 Children become strong in their social and emotional wellbeing</li> </ul>	<p>Ext 15/05 In a small group of 5-6 children encourage Alfie to participate in a group activity of pass the parcel. This is to encourage social skills in a quieter setting.</p> <p>Plan: Weekly Curriculum Plan 15/05 - 19/05/2023 Weekly Curriculum Plan Tania Jamieson 9 May 2023</p>	<p>Educator approached Alfie &amp; asked "Would you like to participate in a small group game of Pass the Mirror?". Alfie nodded in a Yes motion. Alfie held Educator's hand &amp; together walked towards the small group. Alfie sat next to another child forming a circle. Educator placed a mirror into Alfie's hands &amp; explained "When the music stops, you'll need to observe your self image in the mirror &amp; repeat". The music began. The music quickly stopped. Alfie didn't immediately let go of the mirror &amp; hovered into the next child's face. Alfie released the mirror &amp; lost interest. However observing his self image in the mirror smiling &amp; giggling throughout.</p> 	<p>Through close observation Alfie seemed not interested as such through the social aspect of being involved as a together "feeling". Alfie preferred to be an individual by keeping to himself &amp; giving little communication. Interaction towards the other children in the circle. Alfie developed high interest towards the mirror sharing kindly the opportunity for the other children to look in the mirror &amp; observing his own self image. Alfie did share his giggles &amp; smiles throughout.</p> <ul style="list-style-type: none"> <li>5.1 Children interact verbally and non-verbally with others for a range of purposes.</li> <li>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, communication, resilience, persistence, respect and inclusivity.</li> <li>2.3 Children become aware of fairness</li> </ul>	<p>Alfie has achieved the goals of the activity, extension are not longer needed.</p>
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
## Lachlan Allan – Adventurers

<p>Term 2 Miss Oliver 12.06.23</p>		<p>Since Lachlan transition into our adventures room, he has demonstrated his developing fine and gross motor skills. He enjoys drawing and painting and is beginning to grip the tools with his fingers. We would like to continue to develop his social skills and encouraging interactions with his new peers.</p> <p>13 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>14 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active citizenship participation.</p>	<p>IO FOR LA - 12.06.23 - bike ride with peers</p> <p>Plan: IO J06 to IO06 Weekly Curriculum Plan 2023</p> <p>Weekly Curriculum Plan</p> <p>Thanks S.S. Jan 2023</p>	<p>Today, Lachlan was outside riding his bike when one of his friend copied him and followed. Lachlan abruptly stopped, waited for his , and stated "there" while pointing in the direction they were travelling. When they arrived at the corner, a different child was standing there playing the trolley and obstructing their path as they rode their bikes in tandem. Deep, deep, Lachlan commanded the other child to move. Lachlan continued playing and riding the bike with his friends until the educator summoned them for a mat lesson.</p> 	<p>Lachlan has a strong interest in bikes, and he engages in conversation and interaction with other children by using his effective communication and social skills.</p> <p>13 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>14 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and innovativeness.</p> <p>15 Children take increasing responsibility for their own health and physical wellbeing.</p> <p>16 Children become strong in their social and emotional wellbeing.</p> <p>17 Children feel safe, secure, and supported.</p>	<p>No further extension as Lachlan continues to develop his social and verbal skills.</p>
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## Oliver Clarke – Inventors

<p>Term 2 04/05/2023 By Raksha Milla</p>		<p>To Further support and develop Oliver 's Cognitive skills and hand eye coordination I will plan puzzles solving to gives him an opportunity and help his hand-eye coordination skills. However Oliver was able to use non verbal with the educator and his peers.</p> <p>13 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>14 Children initiate their own learning through connecting with people, places, technologies and natural and processed materials.</p> <p>17 Children feel safe, secure, and supported.</p>	<p>Ext. 25/05/2023 Solving puzzles to further cognitive and hand eye coordination skills.</p> <p>Plan: Explorers Weekly Curriculum Plan 23/05/2023 - 24/05/2023</p> <p>Weekly Curriculum Plan</p> <p>Raksha Prady 14 May 2023</p>	<p>25/05/25 This morning Oliver and his friends were in the yard. Educator then invited Oliver to do some puzzles and he did not hesitate to come and follow the educator. Oliver and educator sat on the grass and began to do the puzzle. The educator showed the puzzle pieces to Oliver, Oliver then began to try put the pieces in the right spot at first Oliver was confused so the Educator guided him to match the puzzle piece and he was able to do it the right way the second time. Oliver then kept going till he finished the puzzle.</p> <p>Milla Taylor</p> 	<p>After a few unsuccessful attempts, Oliver succeeded in completing the task. He used his fingers to manipulate the puzzle and successfully reinserted it into the board. Oliver had excellent determination and listening abilities. Oliver uses his non verbal skills to communicate to his educator. He also makes use of his excellent hand-eye coordination to complete the given task.</p> <p>14 Children begin to understand how symbols and pictures represent work.</p> <p>15 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>17 Children feel safe, secure, and supported.</p>	<p>No further extension needed as skill was achieved.</p>
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## Romeo Batchelor – Investigators

<p>Term 4 19/12/23 Shaylee Ashton</p>		<p>Romeo is able to socialize with the surrounding children. Romeo is into Construction. *Construction Vehicles or Construction Building</p> <p>13 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>14 Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesizing, researching and investigating.</p> <p>15 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and innovativeness.</p> <p>16 Children develop knowledge and confidence self identities.</p> <p>17 Children feel safe, secure, and supported.</p>	<p>IO R.B 19/12/23 - building cars with connect blocks</p> <p>Plan: Creator's Weekly Curriculum Plan 19/12/2023 - 21/12/2023</p> <p>Weekly Curriculum Plan</p> <p>Olav Clewett 01 Dec 2023</p>	<p>Romeo settled himself on the floor with purpose and began constructing a car from a collection of Mobils. With deliberate action, he joined two square pieces to form his car's base. He announced his plan to build a race car. With concentrated effort, he assembled a sizeable, speedy-looking vehicle. Once completed, he energetically moved his creation across the floor, emulating the swift moment of a race car.</p> 	<p>Romeo's engagement in constructing the car demonstrate initiative and clear sense of purpose. His activity emphasises self-directed and hands on learning. His ability to articulate his plan reflects his developing communication skills and his imagination emerging through play. Romeo's self chosen activity supports his sense of identity and confidence as he undertakes challenges and celebrates his achievements.</p> <p>14 Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesizing, researching and investigating.</p> <p>15 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and innovativeness.</p> <p>17 Children feel safe, secure, and supported.</p>	<p>Romeo has met his goal No extension is required</p>
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