



CHILD DEVELOPMENT CHECKLIST 1-2 years

Child's Name:..... Date of Birth:

C = CONSISTENTLY

U = USUALLY

D = DEVELOPING

PHYSICAL DEVELOPMENT

EYLF Outcome 1: Children have a strong sense of identity – Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

NQS: Areas 1, 2, 3, 4, 5, 6

Walks, climbs, and runs	
Takes two to three steps without support, legs wide and hands up for balance	
Crawls up steps	
Dances in place to music	
Climbs onto chair	
Kicks and throws a ball	
Feeds themselves	
Begins to run (hurried walk)	
Scribbles with pencil or crayon held in fist	
Turns pages of book, two or three pages at a time	
Rolls large ball, using both hands and arms	
Finger feeds efficiently	
Begins to walk alone in a tottering way, with frequent falls	
Squats to pick up an object	
Reverts to crawling if in a hurry	
Can drink from a cup	
Tries to use spoon/fork	

Development Summary:

SOCIAL DEVELOPMENT

EYLF Outcome 1: Children have a strong sense of identity – Children learn to interact in relation to others with care, empathy and respect

NQS: Areas 1, 3, 5

Begins to co-operate when playing	
May play alongside other toddlers, doing what they do but without seeming to interact (parallel play)	
Curious and energetic but depends on adult presence for reassurance	

Development Summary:

EMOTIONAL DEVELOPMENT

EYLF Outcome 1: Children have a strong sense of identity – Children feel safe, secure and supported
NQS: Areas 1,3, 4, 5, 6

May show anxiety when separating from significant people in their lives

Seeks comfort when upset or afraid

Takes cues 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 sympathetic noises or offering material objects

Development Summary:

COGNITIVE DEVELOPMENT

EYLF Outcome 2: Children are connected with and contribute to their world – Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

NQS: Areas 1, 2, 3, 4, 5, 6

Repeats action that lead to interesting/predictable results e..g, bangs spoon on saucepan

Points to object when named

Knows some body parts

Points to body parts in a game

Recognises self in photo or mirror

Mimics household activities, e.g., bathing baby, sweeping floor

May signal when he/she has finished their toileting

Spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them

Stacks and knocks over items

Selects games and puts them away

Calls self by name, uses "I", "mine", "I do it myself"

Will search for hidden toys	
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Development Summary:	
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LANGUAGE DEVELOPMENT EYLF Outcome 5: Children are effective communicators – Children interact verbally and non-verbally for a range of purposes NQS: Areas 1, 4, 5, 6
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Comprehends and follows simple questions/comments	
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Says first name	
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Says many words (mostly naming words)	
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Begins to use one to two word sentences e.g., “want milk”	
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Reciprocal imitation of another toddler: will imitate each other’s actions	
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Enjoys rhymes and songs	
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Development Summary:	
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Comments	
Educator's full name:	
Educator's Signature:	Date completed:
Educators comments:	
Parent's signature:	Date:
Parent's comments:	
CDO's signature:	Date:
CDO comments:	



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