

Date: 6 June 2021

Dear Mia Rose Smith



*In this letter you will read about the things you are learning. You can be so proud of yourself. You are achieving many of the Early Years Learning Outcomes and the developmental milestones. I also wanted to mention some of the experiences (or activities) you have enjoyed lately. Here goes.*

*I love that you are such a confident learner always willing to try new things. Over the last few months you have built a special relationship with Tia, Jasmine and Molly. You've told me that they are your best friends. You love the water and really enjoyed the excursion to the pool where mums came. Your mum is so important to you and sometimes you say, 'I miss my mum.'*

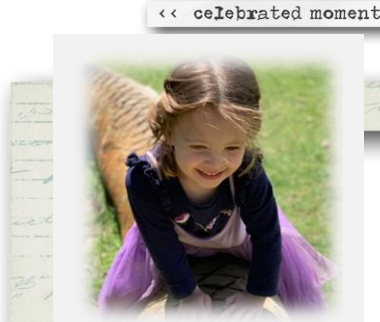
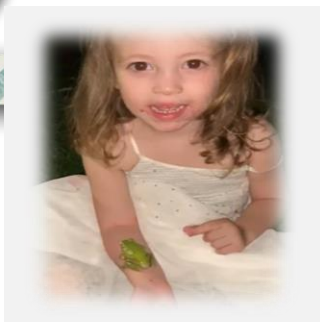
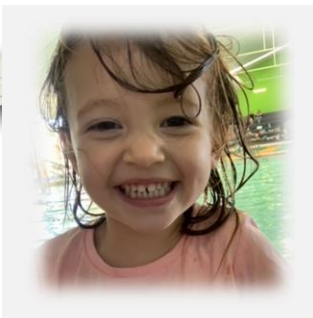
*Almost every day you will ask me to put on the Wiggles and over the last few weeks you have started to choose the songs that you want to dance and sing along to.*

*While playing outside you try new things to challenge yourself, you will often persist to compete something even when you find it hard. And then there is how kind and caring you are. I was so proud of how gentle you were with the frog that had hurt his leg. When he jumped on you, you ever so gently looked after it.*

*You talked about how important it is to care for nature and be kind in such a grown-up way.*

*Your friends just want to be with you whether it's riding bikes, running and jumping in the garden, making pies in the mud kitchen or singing and dancing. You are often the centre of what is happening and always inclusive of others. I am so fortunate to spend time with you Mia.*

*Love Lynn*



These are some of the Early Years Learning Framework **Learning Outcomes** you have learnt lately. You can already do so much, and we can't wait to see what you do next.

**Outcome 1: Children have a strong sense of identity.**

<input checked="" type="checkbox"/>	1.1	Children feel safe, secure and supported.
<input checked="" type="checkbox"/>	1.2	Children develop their emerging autonomy, interdependence, resilience and sense of agency.
<input checked="" type="checkbox"/>	1.3	Children develop knowledgeable and confident self-identities
<input checked="" type="checkbox"/>	1.4	Children learn to interact in relation to others with care, empathy and respect.

**Outcome 2: Children are connected with and contribute to their world.**

<input checked="" type="checkbox"/>	2.1	Children develop a sense of belonging to groups/communities and understanding of the reciprocal rights and responsibilities necessary for active community participation.
<input type="checkbox"/>	2.2	Children respond to diversity with respect.
<input type="checkbox"/>	2.3	Children become aware of fairness.
<input checked="" type="checkbox"/>	2.4	Children become socially responsible and show respect for the environment.

**Outcome 3: Children have a strong sense of wellbeing**

<input checked="" type="checkbox"/>	3.1	Children become strong in their social and emotional wellbeing.
<input type="checkbox"/>	3.2	Children take increasing responsibility for their own health and physical wellbeing.

**Outcome 4: Children are confident and involved learners**

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

**Outcome 5: Children are effective communicators**

<input checked="" type="checkbox"/>	5.1	Children interact verbally and non-verbally with others for a range of purposes.
<input type="checkbox"/>	5.2	Children engage with a range of texts and gain meaning from these texts.
<input checked="" type="checkbox"/>	5.3	Children express ideas and make meaning using a range of media.
<input type="checkbox"/>	5.4	Children begin to understand how symbols and pattern systems work.
<input type="checkbox"/>	5.5	Children use information and communication technologies to access information, investigate ideas and represent their thinking.

**Instruction:** delete the age groups that are not the same as the child. Click on boxes to show which milestones you have seen the child do.

Remember that you learn at your own pace which is perfect for you. These are some of the **developmental milestones** we have noticed you learning lately. We think you are amazing.



## 2 to 3 years

### 1. Physical

<input checked="" type="checkbox"/>	a.	walks, runs, climbs, kicks and jumps easily
<input checked="" type="checkbox"/>	b.	uses steps one at a time
<input type="checkbox"/>	c.	squats to play and rises without using hands
<input type="checkbox"/>	d.	catches ball rolled to him/her
<input type="checkbox"/>	e.	walks into a ball to kick it
<input checked="" type="checkbox"/>	f.	jumps from low step or over low objects
<input type="checkbox"/>	g.	attempts to balance on one foot
<input checked="" type="checkbox"/>	h.	avoids obstacles
<input checked="" type="checkbox"/>	i.	able to open doors
<input checked="" type="checkbox"/>	j.	stops readily
<input checked="" type="checkbox"/>	k.	moves about moving to music
<input type="checkbox"/>	l.	turns pages one at a time
<input type="checkbox"/>	m.	holds crayon with fingers
<input type="checkbox"/>	n.	uses a pencil to draw or scribble in circles and lines
<input checked="" type="checkbox"/>	o.	gets dressed with help
<input checked="" type="checkbox"/>	p.	self-feeds using utensils and a cup

### 2. Social

<input checked="" type="checkbox"/>	a.	plays with other children
<input checked="" type="checkbox"/>	b.	simple make-believe play
<input checked="" type="checkbox"/>	c.	may prefer same sex playmates and toys
<input type="checkbox"/>	d.	unlikely to share toys without protest

### 3. Emotional

<input checked="" type="checkbox"/>	a.	shows strong attachment to a parent (or main family carer)
<input checked="" type="checkbox"/>	b.	shows distress and protest when they leave and wants that person to do things for them
<input type="checkbox"/>	c.	begins to show guilt or remorse for misdeeds
<input type="checkbox"/>	d.	may be less likely to willingly share toys with peers
<input type="checkbox"/>	e.	demands adult attention

### 4. Cognitive

<input type="checkbox"/>	a.	builds tower of five to seven objects
<input type="checkbox"/>	b.	lines up objects in 'train' fashion
<input checked="" type="checkbox"/>	c.	recognises and identifies common objects and pictures by pointing
<input checked="" type="checkbox"/>	d.	enjoys playing with sand, water, dough; explores what these materials can do more than making things with them
<input type="checkbox"/>	e.	uses symbolic play, e.g. use a block as a car
<input type="checkbox"/>	f.	shows knowledge of gender-role stereotypes
<input type="checkbox"/>	g.	identifies picture as a boy or girl
<input checked="" type="checkbox"/>	h.	engages in making believe and pretend play
<input type="checkbox"/>	i.	begins to count with numbers
<input type="checkbox"/>	j.	recognises similarities and differences
<input checked="" type="checkbox"/>	k.	imitates rhythms and animal movements
<input checked="" type="checkbox"/>	j.	becoming aware of space through physical activity
<input checked="" type="checkbox"/>	l.	can follow two or more directions

### 5. Language

<input checked="" type="checkbox"/>	a.	uses two or three words together, e.g. "go potty now"
<input checked="" type="checkbox"/>	b.	'explosion' of vocabulary and use of correct grammatical forms of language
<input type="checkbox"/>	c.	refers to self by name and often says 'mine'
<input checked="" type="checkbox"/>	d.	asks lots of questions
<input type="checkbox"/>	e.	uses pronouns and prepositions, simple sentences and phrases
<input type="checkbox"/>	f.	labels own gender
<input checked="" type="checkbox"/>	g.	copies words and actions
<input checked="" type="checkbox"/>	h.	makes music, sing and dance
<input type="checkbox"/>	i.	likes listening to stories and books



