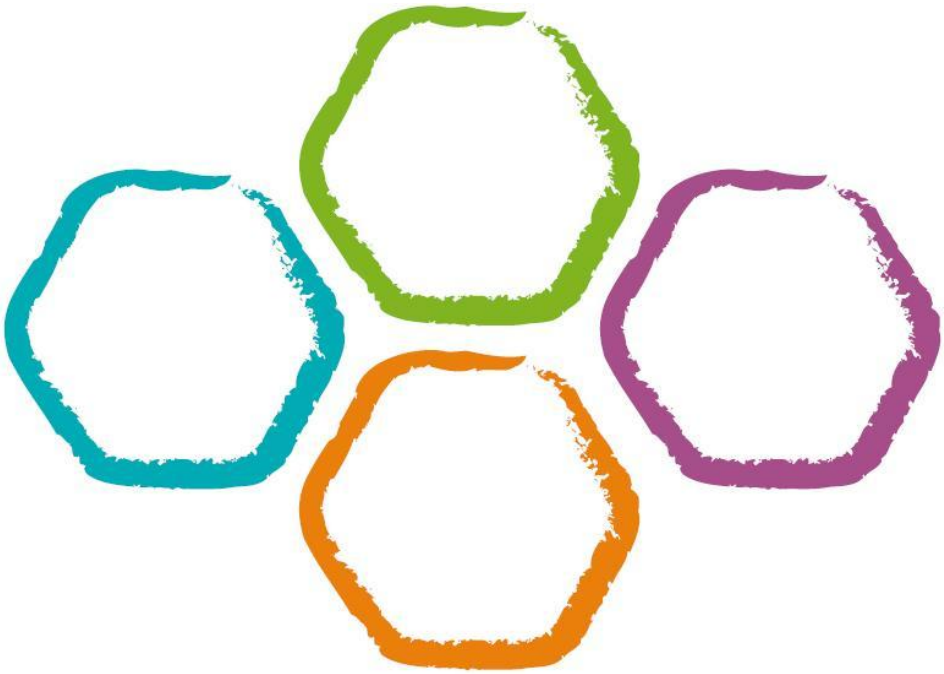

Early Years Foundation Stage

Development & Learning Record

logo

Name

DOB

NAME

My Special Book

My name is .....

This is my special book.

It's all about me.

It's about things I do and things I say.

I can help make this book.

I can help put things in it like photos or special things I do that I think are good or interesting.

Sometimes adults will put things in My Special Book.

They might write about the things I do or say.

Sometimes my family and friends might share My Special Book and see all the great things I've been doing and learning about.

But best of all, this is My Special Book,

*and it's all about **ME**!*

NAME

My Unique Child

This book is all about name

(Please attach a photo of your child)

It has been completed to help xxxxxxxx Preschool care for my child and provide for their future learning

I understand that this book will be the start of my child's Learning Story and I am happy for this information to be shared with other people involved in their care and education.

Signature/s Date

This book…

- Celebrates your child's learning Story so far.
- Values you as your child's prime educator.
- Indicates the starting point for the setting and where early years practitioners can begin to make a contribution to your child's learning.

NAME

Our family

Please let us know about the important people in your child's life.

What is your child's position in the family?

Please let us know about any pets, favourite toys, games or activities or interests.

Important events in your family life.

Are there any important celebrations, festivals or events that you share as a family?

NAME

My child's physical development

Please let us know about your child's physical development so far.

My child's health and habits

Please let us know whether your child sleeps well, has a good appetite and is in generally good health.

Other things my child can do for themselves:

My child's moods and feelings

Please let us know how your child shows their emotions such as happiness, sadness, anger, excitement, frustration, love and affection.

NAME

Is there anything that worries your child or that they are sensitive about?

My child's speech and language

Please let us know things like whether your child talks a lot. Do you understand what they say? Do they use any special words we need to know? Do they communicate using signs?

If your child is learning English as an additional language, would you describe him/her as: *(please tick)*

- ○ **New to English**
- ○ **Becoming familiar with English**
- ○ **Becoming a confident user of English**
- ○ **A fluent user of English?**

What is/are the language(s) your family speak and that your child uses/understands?

NAME

Playing and learning

Please let us know what your child enjoys most

What are their favourite games or activities which keep them absorbed for a long time

What are their favourite books, songs or rhymes?

What do they like to explore and investigate? Do they sometimes get into “mischief”?

Have you and your child attended, or are you currently attending any groups, such as SureStart, Stay and Play, Parent and Toddlers etc?

NAME

My child's behaviour

At different ages and stages all children have times when they can be difficult or get frustrated or angry because they cannot make you understand what they want. Apart from these times is there anything that worries you or we need to know about your child's behaviour?

Are they developing an awareness of danger?

Do they understand simple rules for safety?

Is there anything else you would like us to know about your child and/or family?

Thank you for completing this book.
This important information will be used to continue all the learning your child has done at home whilst they are in an early years setting.
We look forward to working with you!

Please talk to us and tell us if any information changes at any time. This may include things about family/home circumstances as well as talking to us about things that your child can do or is interested in

NAME

Learning Story – Time Sample Observation

Date **Observer**

Age **CI / AL**

Reason for observation

Time	Area of Provision	What is the child engaged in?	Verbal or non-verbal Communication
		Laevers	
		Laevers	
		Laevers	
		Laevers	

Links to EYFS

Next steps in provision

NAME

Learning Story – Activity Observation

Date **Observer**

Activity Description/Reason for Observation

Laevers Involvement Scale **Well-Being Scale**

Links to EYFS

Next steps in provision

NAME

Summer Term Progress Record

Any current 'Next Steps' planning	Outcome / Evidence

Planned Activity	Outcome / Evidence

NAME

☐ To end Autumn Term 2012	☐ To end Autumn Term 2013	☐ To end Autumn Term 2014
☐ To end Spring Term 2013	☐ To end Spring Term 2014	☐ To end Spring Term 2015
☐ To end Summer Term 2013	☐ To end Summer Term 2014	☐ To end Summer Term 2015

Personal, Social and Emotional Development

	Making Relationships	Self-confidence & self-awareness	Managing Feelings and Behaviour
8-20 months	Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.	Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach.	Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object. Cooperates with care-giving experiences, e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries.
16-26 months	Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.	Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
22-36 months	Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.	Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30-50 months	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help. Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40-60+ months	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
ELG	**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children**	**Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help**	**Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**

NAME

Communication and Language

	Listening & Attention	Understanding	Speaking
8-20 months	Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking.	Developing the ability to follow others' body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. *'Where's Mummy?',* *'Where's your nose?'*). Understanding of single words in context is developing, e.g. *'cup', 'milk', 'daddy'*.	Uses sounds in play, e.g. 'brrrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*.) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. *'Throw the ball.'*)	Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. *'want ball', 'more juice*'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*). Beginning to ask simple questions. Beginning to talk about people and things that are not present.
22-36 months	Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'* Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). Developing understanding of simple concepts (e.g. *big/little*).	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*. Uses a variety of questions (e.g. *what, where, who*). Uses simple sentences (e.g.' *Mummy gonna work.'*) Beginning to use word endings (e.g. *going, cats*).
30-50 months	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. *"What do we use to cut things?'*) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions	Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Uses a range of tenses (e.g. *play, playing, will play, played*). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'*
40-60+ months	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
ELG	**what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity**	**Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events**	**Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.** **They develop their own narratives and explanations by connecting ideas or events**

NAME

Physical Development

	Moving & Handling	Health & Self-care
8-20 months	Sits unsupported on the floor. When sitting, can lean forward to pick up small toys. Pulls to standing, holding on to furniture or person for support. Crawls, bottom shuffles or rolls continuously to move around. Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. Takes first few steps independently. Passes toys from one hand to the other. Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. Picks up small objects between thumb and fingers. Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.	Opens mouth for spoon. Holds own bottle or cup. Grasps finger foods and brings them to mouth. Attempts to use spoon: can guide towards mouth but food often falls off. Can actively cooperate with nappy changing (lies still, helps hold legs up). Starts to communicate urination, bowel movement.
16-26 months	Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.	Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Holds cup with both hands and drinks without much spilling. Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.
22-36 months	Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand	Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.
30-50 months	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
40-60+ months	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.
ELG	**Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing**	**Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently**

NAME

Literacy

	Reading	Writing
8-20 months	Handles books and printed material with interest.	*Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of* Writing *in* Communication and language*).* *Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in* Playing and exploring *and* Physical Development*).*
16-26 months	• Interested in books and rhymes and may have favourites.	
22-36 months	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.	Distinguishes between the different marks they make.
30-50 months	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.
40-60+ months	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels & captions. Attempts to write short sentences in meaningful contexts.
ELG	**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding**	**Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

NAME

Mathematics

	Numbers	Shape, Space & Measures
8-20 months	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight.	Recognises big things and small things in meaningful contexts. Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16-26 months	Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly.	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.
22-36 months	Selects a small number of objects from a group when asked, for example, *'please give me one', 'please give me two'.* Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as *'more'* and *'a lot'.* Knows that a group of things changes in quantity when something is added or taken away.	Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*'. Anticipates specific time-based events such as mealtimes or home time.
30-50 months	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'.
40-60+ months	Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as '*behind*' or '*next to*'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.
ELG	**Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing**	**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

NAME

Understanding the World

	People and Communities	The World	Technology
8-20 months	*The beginnings of understanding of People and communities lie in early attachment and other relationships. See* Personal, Social and Emotional Development *and* Communication and Language.	Closely observes what animals, people and vehicles do. Watches toy being hidden and tries to find it. Looks for dropped objects. Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.	*The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.* *See Characteristics of Effective Learning* - Playing and Exploring *and* Creating and Thinking Critically
16-26 months	Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people.	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on teapot.	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
22-36 months	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment	Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
30-50 months	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers
40-60+ months	Enjoys joining in with family customs and routines.	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
ELG	**Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.**	**Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes**	**Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes**

NAME

Expressive Arts and Design

	Exploring and Using Media & Materials	Being Imaginative
8-20 months	Explores and experiments with a range of media through sensory exploration, and using whole body. Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks.	*Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See* Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development
16-26 months		Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.
22-36 months	Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.	Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.
30-50months	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.	Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60+ months	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.
ELG	**Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**	**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

NAME

Early Years Foundation Stage Transition report

Child's Name Date of birth Gender	Address

Name and address of current setting	Name and address of next setting

Date of entry	Date of leaving	No. of hours per week	Attendance *regular/irregular*	Name of any other setting child attends

Additional information
Medical (including allergies)
Language(s) used at home
Does the child have any identified additional needs?

Has a professional discussion taken place with receiving key person? ☐ yes ☐ no

Signature of Parent/Carer to indicate that you are happy for this information to be passed to the child's new school

Date

NAME

Personal, Social and Emotional Development

Communication, Language and Literacy

Problem Solving, Reasoning and Numeracy

Knowledge and Understanding of the World

Physical Development

NAME

Creative Development

Child's comments
Things I have really enjoyed at Preschool
Things I am good at
Things I need help with
Things I'm looking forward to at my new school
Things I'm a bit anxious about

NAME

Personal, Social and Emotional Development		
Making relationships Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Self-confidence and self-awareness** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Managing feelings and behaviour** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Physical Development	
Moving and handling Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Health and self-care** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Communication and language		
Listening and attention Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Understanding** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Speaking** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Literacy	
Reading Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Writing** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Mathematics	
Numbers Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Shape, space and measure** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Understanding the world		
People and communities Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**The world** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Technology** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Expressive arts and design	
Exploring and using media and materials Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG	**Being imaginative** Birth-11, 8-20, 16-26, 22-36, 30-50, 40-60, ELG

Signature of Preschool Manager and Key Person

Date

NAME

What my friends say about me