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| **Student Name** | **Admission Number** |
| **Date of Birth** | **Class**Sunflowers B |
| **Important information**This report shows your child’s progress towards the 17 early learning goals (ELGs), by which every child leaving the Early Years Foundation Stage (EYFS) is assessed. Assessments have been made on evidence gathered throughout Term 1 and 2.There are three separate achievement levels within each Development Matters age band:* **Emerging**: your child is working below the expected level
* **Expected**: your child is working at the level expected for his age
* **Exceeding**: your child is working above the expected level

Your child’s teacher will award him one of these levels for each of the seven EYFS areas of learning.**Your child’s achievements are indicated in the boxes.** |
| **How I learn***A short description about how the child learns, to include:** *Engagement: (playing and exploring) 2 comments*
* *Motivation: (active learning) 2 comments*
* *Thinking: (creating and thinking critically) 2 comments*

**(Select from Characteristic of Effective Learning Bank of comments)**  |
| **General comments***General comments about the child’s time in the EYFS* ***(Settling in/transition comments)*** |
| **Homeroom Teacher**  |
| **Head Teacher**  | **Stamp** |

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| **COMMUNICATION AND LANGUAGE** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 1 - LISTENING AND ATTENTION** |  |  |  |
| Listens to and enjoys rhythmic patterns in rhymes and stories |  |  |  |
| Moves whole bodies to sounds they enjoy, such as music or regular beat |  |  |  |
| Has a strong explanatory 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 |  |  |  |
| Enjoys rhymes and demonstrates listening by trying to join n with actions or vocalisation |  |  |  |
| **ELG 2 - UNDERSTANDING** |  |  |  |
| Responds to the different things said when in a familiar context with a special person e.g. “Where is Mummy?”, “Where is your nose?” |  |  |  |
| Developing the ability to follow others’ body language, including pointing and gesture |  |  |  |
| Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘mum’ |  |  |  |
| Selects familiar objects by name and willing to go and find objects when asked or identify objects from a group |  |  |  |
| Identifies action words by pointing to the right picture, e.g. ‘who is jumping?’ |  |  |  |
| Understands simple sentences, e.g. ‘Throw the ball’ |  |  |  |
| **ELG 3 - SPEAKING** |  |  |  |
| Uses single words |  |  |  |
| Uses sounds in play, e.g. ‘brrrm’ for a toy car |  |  |  |
| Frequently imitates words and sounds |  |  |  |
| Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes, e.g. ‘more’, ‘no’, ‘bye-bye’ |  |  |  |
| Uses pointing with eye gaze to make requests and to share interests |  |  |  |
| Copies familiar expressions, e.g. ‘Clean up’, ‘Oh Dear’ |  |  |  |
| Creates personal words as they begin to develop language |  |  |  |

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| **PHYSICAL DEVELOPMENT** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 4 - MOVING AND HANDLING** |  |  |  |
| Makes connections between their movement and the marks they make |  |  |  |
| Enjoys the sensory experience of making marks in damp sand, paste or paint |  |  |  |
| Squats with steadiness to rest or play with objects on ground and rises to feet without using hands |  |  |  |
| Holds a pen or crayon using a whole hand (palmar), grasps and makes random marks with different strokes |  |  |  |
| Runs safely on whole foot |  |  |  |
| Can balance blocks to build a small tower |  |  |  |
| **ELG 5 - HEALTH SELF-CARE** |  |  |  |
| Holds cups with both hands and drinks without spilling  |  |  |  |
| Can actively cooperate with nappy changing  |  |  |  |
| Clearly communicates wet or soiled nappy or pants |  |  |  |
| Shows some awareness of bladder and bowel urges |  |  |  |
| Starts to communicate urination, bowel movement |  |  |  |
| Develops own likes and dislikes in food and drinks |  |  |  |
| Willing to try new food textures and tastes |  |  |  |
| **Physical Therapist**  |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 6 - MAKING RELATIONSHIPS** |  |  |  |
| Builds relationship with special people |  |  |  |
| Seeks to gain attention in a variety of ways, drawing others into social interaction |  |  |  |
| Is wary of unfamiliar people |  |  |  |
| Interacts with others and explores new situations when supported by a familiar person |  |  |  |
| Plays alongside others |  |  |  |
| Shows interest in the activities of others and responds differently to children and adults |  |  |  |
| **ELG 7 - SELF-CONFIDENCE AND SELF-AWARENESS** |  |  |  |
| Explores new toys and environment but ‘checks in’ with familiar adult as and when needed |  |  |  |
| Learns that own voice or actions have effects on others |  |  |  |
| Uses pointing with eye gaze to make requests and to share interest |  |  |  |
| Engages another person to help achieve a goal, e.g. to get an object out of reach |  |  |  |
| Gradually able to engage in pretend play with toys  |  |  |  |
| Demonstrates sense of self as an individual, e.g. wants to do things independently, says ‘no’ to adult |  |  |  |
| **ELG 8 - MANAGING FEELINGS AND BEHAVIOUR** |  |  |  |
| Responds to a few appropriate boundaries with encouragement and support |  |  |  |
| Begins to understand ‘yes’, ‘no’ and some boundaries |  |  |  |
| Is aware of others’ feelings, e.g. 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 |  |  |  |
| Begins to learn that some things are theirs, somethings are shared and some things belong to other people |  |  |  |

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| **LITERACY** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 9 – READING** |  |  |  |
| Handles books and printed material with interest |  |  |  |
| Interested in books and rhymes and may have favourites |  |  |  |
| Has some favourite stories, rhymes, songs, poems or jingles |  |  |  |
| Repeats words or phrases from familiar stories |  |  |  |
| Fills in the missing words or phrase in a known rhyme, story game, e.g. ‘Twinkle, twinkle, little…’ |  |  |  |
| **ELG 10 – WRITING** |  |  |  |
| Distinguishes between the different marks they make |  |  |  |
| Links sounds to letters, naming and sounding some letters of the alphabet |  |  |  |

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| **NUMERACY** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 11 – NUMBERS** |  |  |  |
| Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers |  |  |  |
| Beginning to organise and categorise objects |  |  |  |
| Knows that some things exist, even when out of sight |  |  |  |
| Says some counting words randomly  |  |  |  |
| Selects a small number of objects from a group when asked, e.g. ‘please give me three’ |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Gets to know and enjoy routines, such as meals times, nappy time, rest time. |  |  |  |
| Recognises big things and small things and small things in meaningful contexts |  |  |  |
| Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles |  |  |  |
| Uses blocks to create their own simple structures and arrangements |  |  |  |
| Associates a sequence of actions with daily routines |  |  |  |
| Beginning to understand that things might happen ‘now’ |  |  |  |
| Enjoys filling and emptying containers |  |  |  |

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| **UNDERSTANDING THE WORLD** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **EGL 13 – PEOPLE AND COMMUNITIES** |  |  |  |
| 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 |  |  |  |
| Has a sense of own immediate family relations |  |  |  |
| Beginning to have their own friends |  |  |  |
| Learns that they have similarities and differences that connect them to and distinguish them from others |  |  |  |
| In pretend play, imitates everyday actions and events from own family and cultural background |  |  |  |
| **EGL 14 – THE WORLD** |  |  |  |
| Watches toy being hidden and tries to find it |  |  |  |
| 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 is for rolling, a toy car is for pushing |  |  |  |
| Remembers where objects belong |  |  |  |
| Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and pocking |  |  |  |
| Looks for dropped objects |  |  |  |
| Matches parts of objects that fit together, e.g. puts lid on teapot |  |  |  |
| **ELG 15 – TECHNOLOGY**  |  |  |  |
| 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 mechanism and beginning to learn to separate them |  |  |  |
| Operates mechanical toys, e.g. turns the knob on a windup toy or pulls back on a friction car |  |  |  |

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| **EXPRESSIVE ARTS AND DESIGN** |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 16 – EXPLORING USING MEDIA AND MATERIALS** |  |  |  |
| Explores and experiments with a range of media through sensory exploration, and using whole body |  |  |  |
| Moves their whole bodies to sounds they enjoy, such as music or regular beat |  |  |  |
| Imitates and improvises actions they have observed, e.g. clapping or waving |  |  |  |
| Notices and is interested in the effects of making movements which leave marks |  |  |  |
| **ELG 17 – BEING IMAGINATIVE** |  |  |  |
| Expresses self through physical action and sound |  |  |  |
| Pretends that one object represents another, especially when objects have characteristics in common |  |  |  |
| Beginning to use representation to communicate, e.g. drawing a line and saying ‘that’s me’ |  |  |  |
| Beginning to make-believe by pretending |  |  |  |
| **Music Therapist**  |

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| **ARABIC LITERACY** |
|  | **Emerging** | **Expected**  | **Exceeded** |
| **ELG 9 – READING** |  |  |  |
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| **ELG 10 – WRITING** |  |  |  |
|  |  |  |  |
| **ARABIC NUMERACY** |
| **ELG 11 – NUMBERS** |  |  |  |
|  |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
|  |  |  |  |
| **UNDERSTANDING THE WORLD** |
| **EGL 13 -PEOPLE AND COMMUNITIES** |  |  |  |
| Is curious about people and shows interest in stories about themselves and their family |  |  |  |
| Enjoys pictures and stories about themselves and their family |  |  |  |
| **Arabic Teacher**  |

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| **SPEECH THERAPY** |
|  | **Emerging** | **Expected** | **Exceeded** |
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| **Speech Therapist**  |

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| **OCCUPATIONAL THERAPY** |
|  | **Emerging** | **Expected** | **Exceeded** |
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| **Occupational Therapist**   |

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| **BEHAVIOUR THERAPY** |
|  | **Emerging** | **Expected** | **Exceeded** |
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| **Behaviour Therapist**  |