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| **Student Name** | **Admission Number** | |
| **Date of Birth** | **Class**  Sweet Peas | |
| **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** |  |  |  |
| 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 |  |  |  |
| Listens to and enjoys rhythmic patterns in rhymes and stories |  |  |  |
| Rigid attention-may appear not to hear |  |  |  |
| **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?’ |  |  |  |
| **ELG 3 - SPEAKING** |  |  |  |
| 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. ‘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’ |  |  |  |

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| **PHYSICAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 4 - MOVING AND HANDLING** |  |  |  |
| Picks up small objects between thumb and fingers |  |  |  |
| Enjoys the sensory experience of making marks in damp sand, paste or paint |  |  |  |
| Passes toys from one hand to the other |  |  |  |
| Holds a pen or crayon using a whole hand (palmar), grasps and makes random marks with different strokes |  |  |  |
| Walks upstairs holding hand of adult |  |  |  |
| Beginning to balance blocks to build a small tower |  |  |  |
| **ELG 5 - HEALTH SELF-CARE** |  |  |  |
| Attempts to use a spoon. Can guide towards mouth but food often falls out. |  |  |  |
| Grasps finger foods and brings them to the mouth |  |  |  |
| Develops own likes and dislikes in food and drink |  |  |  |
| Willing to try new food textures and tastes |  |  |  |
| Clearly communicates wet or soiled nappy or pants |  |  |  |
| **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 |  |  |  |
| **ELG 7 - SELF-CONFIDENCE AND SELF-AWARENESS** |  |  |  |
| 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 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 |  |  |  |
| **ELG 8 - MANAGING FEELINGS AND BEHAVIOUR** |  |  |  |
| Beginning to understand ‘yes’, ‘no’ and some boundaries |  |  |  |
| Shows a range of emotions such as pleasure, fear and excitement |  |  |  |
| 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** |  |  |  |
| Enjoys looking at books and other printed material (Visual Aids) with familiar people |  |  |  |
| Interested in books and rhymes and may have favourites |  |  |  |
| Handles books and printed material with interest |  |  |  |
| Has some favourite stories, rhymes, songs, poems or jingles |  |  |  |
| 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 |  |  |  |

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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 |  |  |  |
| Notices changes in number of objects/images or sounds in a group of up to 3 |  |  |  |
| Has some understanding that things exist, even when out of sight |  |  |  |
| Says some counting words randomly |  |  |  |
| **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 |  |  |  |

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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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |
| Seeks to acquire basic skills in turning on and operating some ICT equipment |  |  |  |
| 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 |  |  |  |
| **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’ |  |  |  |
| **Music Therapist** | | | |

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| **ARABIC LITERACY** | | | |
| **ELG 9 – READING** |  |  |  |
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| **ELG 10 – WRITING** |  |  |  |
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| **ARABIC NUMERACY** | | | |
| **ELG 11 – NUMBERS** |  |  |  |
| Able to recognise some numbers from 1 to 5 |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Able to recognise some shapes and colours |  |  |  |
| **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** | | | |