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| **Student Name** | **Admission Number**  **From Track CC** | |
| **Date of Birth**  **dd.mm.yyyy** | **Class** | |
| **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 of 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 |  |  |  |
| Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations |  |  |  |
| Rigid attention – may appear not to hear |  |  |  |
| 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 or going to the door |  |  |  |
| Listens to stories with increasing attention and recall |  |  |  |
| **ELG 2 - UNDERSTANDING** |  |  |  |
| Understands simple sentences e.g. ‘Throw the ball’ |  |  |  |
| Selects familiar objects by name and will 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 more complex sentences, e.g. ‘Put your toys away and then we’ll read a book’ |  |  |  |
| Understand ‘who’, ‘what’, ‘where’ in simple questions, e.g. “Who’s that?’ |  |  |  |
| **ELG 3 – SPEAKING** |  |  |  |
| Uses different types of everyday words (nouns, verbs, adjectives, e.g. banana, go, sleep, hot) |  |  |  |
| Beginning to put two words together, e.g. ‘want ball’, ‘more juice’ |  |  |  |
| Beginning to ask simple questions |  |  |  |
| Beginning to talk about people and things that are not present |  |  |  |
| Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts |  |  |  |

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| **PHYSICAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 4 - MOVING AND HANDLING** |  |  |  |
| Beginning to balance blocks to build a small tower |  |  |  |
| Makes connections between their movement and the marks they make |  |  |  |
| Runs safely on whole foot |  |  |  |
| Can kick a large ball |  |  |  |
| Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment |  |  |  |
| can turn pages in a book, sometimes several at once |  |  |  |
| **ELG 5 - HEALTH SELF-CARE** |  |  |  |
| 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 |  |  |  |
| Feed self competently with spoon |  |  |  |
| Clearly communicates their need for the potty or toilet |  |  |  |
| Shows a desire to help with dressing up/ undressing and hygiene routines |  |  |  |
| Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt |  |  |  |
| Beginning to recognise danger and seeks support of significant adults for help |  |  |  |
| **Physical Education Teacher** | | | |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 6 – MAKING RELATIONSHIPS** |  |  |  |
| Plays alongside others |  |  |  |
| Uses a familiar adult as a secure base from which to explore independently in new environments |  |  |  |
| Interested in others’ play and starting to join in |  |  |  |
| Seeks out others to share experiences |  |  |  |
| May form a special friendship with another child |  |  |  |
| Shows affection and concern for people who are special to them |  |  |  |
| **ELG 7 – SELF-CONFIDENCE AND SELF-AWARENESS** |  |  |  |
| Explores new toys and environment but ‘checks in’ with familiar adult as and when needed |  |  |  |
| Separates from main carer with support and encouragement from a familiar adult |  |  |  |
| Expresses own preferences and interests |  |  |  |
| Can select and use activities and resources with help |  |  |  |
| Enjoys responsibilities of carrying out small tasks |  |  |  |
| Welcomes and values praise for what they have done |  |  |  |
| **ELG 8 – MANAGING FEELINGS AND BEHAVIOUR** |  |  |  |
| Responds to a few appropriate boundaries, with encouragement and support |  |  |  |
| Can express their own feelings such as sad, happy, cross, scared, worried |  |  |  |
| Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do |  |  |  |
| Responds to the feelings and wishes of others |  |  |  |
| Aware that some actions can hurt or harm others |  |  |  |
| Shows understanding and cooperates with some boundaries and routines |  |  |  |

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| **LITERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 9 – READING** |  |  |  |
| Interested in books and rhymes and may have favourites |  |  |  |
| Has some favourites 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…’ |  |  |  |
| Enjoys rhyming and rhythmic activities |  |  |  |
| Recognises rhythm in spoken words |  |  |  |
| **ELG 10 – WRITING** |  |  |  |
| Distinguishes between the different marks they make |  |  |  |
| Sometimes give meaning to marks as they draw and paint |  |  |  |
| Ascribes meaning to marks that they see in different places |  |  |  |

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| **NUMERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 11 – NUMBERS** |  |  |  |
| Beginning to organise and categorise objects e.g. putting all teddy bears together or teddies and cars in separate piles |  |  |  |
| Say some counting words randomly |  |  |  |
| Knows that 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. ‘Give me three’ |  |  |  |
| Recites some numbers in sequence |  |  |  |
| Begins to make comparisons between quantities |  |  |  |
| Uses some number names and number language spontaneously |  |  |  |
| Uses some number names accurately in play |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Associates a sequence of actions with daily routines |  |  |  |
| Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles |  |  |  |
| Notices simple shapes and patterns in pictures |  |  |  |
| Beginning to categorise objects according to properties such as shape or size |  |  |  |
| Beginning to use language of size |  |  |  |
| 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 |  |  |  |

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| **UNDERSTANDING THE WORLD** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 13 – PEOPLE AND COMMUNITIES** |  |  |  |
| Enjoys pictures and stories about themselves, their families and other people |  |  |  |
| Is curious about people and shows interest in stories about themselves and their family |  |  |  |
| Beginning to have their own friends |  |  |  |
| In pretend play, imitates everyday actions and events from own family and cultural background |  |  |  |
| Learns that they have similarities and differences that connect them to and distinguish them from others |  |  |  |
| Remembers and talks about significant events in their own experiences |  |  |  |
| **ELG 14 – THE WORLD** |  |  |  |
| Remembers where objects belong |  |  |  |
| Matches part of objects that fit together, e.g. puts lid on teapot |  |  |  |
| Enjoys playing with small world models such as a farm, a garage, or a train track |  |  |  |
| Notices detailed features of objects in their environment |  |  |  |
| Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world |  |  |  |
| **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 single mechanisms and beginning to learn to operate them |  |  |  |

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| **EXPRESSIVE ARTS AND DESIGN** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 16 – EXPLORING USING MEDIA AND MATERIALS** |  |  |  |
| 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 |  |  |  |
| Joins in singing favourite songs |  |  |  |
| Creates sounds by banging, shaking, tapping or blowing |  |  |  |
| Shows an interest in the way musical instruments sound |  |  |  |
| Imitates movement in response to music |  |  |  |
| **ELG 17 – BEING IMAGINATIVE** |  |  |  |
| Expresses self through physical action and sound |  |  |  |
| Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me’ |  |  |  |
| Pretends that one objects represents another, especially when objects have characteristics in common |  |  |  |
| Uses movement to express feelings |  |  |  |
| Beginning to make-believe by pretending |  |  |  |
| Builds stories around toys, e.g. farms animal needing rescue from an armchair ‘cliff’ |  |  |  |
| **Music Teacher** | | | |

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| **ARABIC LITERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **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** | | | |
| **ELG 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 |  |  |  |
| **Arabic Teacher** | | | |