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| **Student Name** | **Admission Number** | |
| **Date of Birth** | **Class**  Lavender | |
| **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** |  |  |  |
| Moves whole bodies to sounds they enjoy, such as music or regular beat |  |  |  |
| Concentrates intently on an object or activity of own choosing for short periods |  |  |  |
| Reacts in interaction with others by smiling, looking and moving |  |  |  |
| 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 |  |  |  |
| **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’, ‘Daddy’ |  |  |  |
| Understands simple sentences |  |  |  |
| Selects familiar objects by name and willing to go and find objects when asked or identify objects from a group |  |  |  |
| Understands more complex sentences e.g.’ Put your toys away and then we’ll read a book’ |  |  |  |
| **ELG 3 – SPEAKING** |  |  |  |
| Uses single words |  |  |  |
| Frequently imitates words and sounds |  |  |  |
| Uses sounds in play, e.g. ‘brrrm’ for a toy car |  |  |  |
| Beginning to put two words together e.g. ‘want ball’, ‘more juice’ |  |  |  |
| Copies familiar expressions, e.g. ‘Clean up’, ‘Oh dear’, ‘All gone’ |  |  |  |
| Uses simple sentences e.g. ‘Mum gonna work’ |  |  |  |

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| **PHYSICAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 4 - MOVING AND HANDLING** |  |  |  |
| Runs safely on whole foot |  |  |  |
| Enjoys the sensory experience of making marks in damp sand, paste or paint |  |  |  |
| 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 |  |  |  |
| Makes connections between their movement and the marks they make |  |  |  |
| **ELG 5 - HEALTH SELF-CARE** |  |  |  |
| Develops own likes and dislikes in food and drink |  |  |  |
| Holds cup with both hands and drinks without spilling much |  |  |  |
| Can actively cooperate with nappy changing (lies still, helps hold legs up) |  |  |  |
| Starts to communicate urination, bowels movement |  |  |  |
| Willing to try new food textures and tastes |  |  |  |
| Clearly communicates wet or soiled nappy or pants |  |  |  |
| Shows awareness of what a potty or toilet is used for |  |  |  |
| **Physical Education Teacher** | | | |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 6 – MAKING RELATIONSHIPS** |  |  |  |
| 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 |  |  |  |
| Seeks to gain attention in a variety of ways, drawing others into social interaction |  |  |  |
| Plays alongside others |  |  |  |
| Interested in others’ play and starting to join in |  |  |  |
| Interacts with others and explores new situations when supported by a familiar person |  |  |  |
| Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth |  |  |  |
| **ELG 7 – SELF-CONFIDENCE AND SELF-AWARENESS** |  |  |  |
| Explores new toys and environments, but ‘checks in’ regularly with familiar adult and when needed |  |  |  |
| Learns that own voice and actions have effects on others |  |  |  |
| Uses pointing with eye gaze to make requests and to share an interest |  |  |  |
| 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 |  |  |  |
| Expresses own preferences and interests |  |  |  |
| **ELG 8 – MANAGING FEELINGS AND BEHAVIOUR** |  |  |  |
| Beginning to understand ‘yes’, ‘no’ and some boundaries |  |  |  |
| Responds to a few appropriate boundaries, with encouragement and support |  |  |  |
| Cooperates with care giving experiences, e.g. dressing |  |  |  |
| Can express their own feeling such as sad, happy, cross, scared |  |  |  |
| Seeks comfort from familiar adults when needed |  |  |  |
| Begins to learn that some things are theirs, some things 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 |  |  |  |
| Has some favourite stories, rhymes, songs, poems or jingles |  |  |  |
| Interested in books and rhymes and may have favourites |  |  |  |
| Repeats words or phrases from familiar stories |  |  |  |
| Fills in the missing word or phrase in a known rhyme, story or 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 |  |  |  |
| Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles |  |  |  |
| 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. ‘please give me two’ |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Beginning to use the language of size |  |  |  |
| 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 |  |  |  |
| Enjoys filling and emptying containers |  |  |  |
| Associates a sequence of actions with daily routines |  |  |  |

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| **UNDERSTANDING THE WORLD** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **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 |  |  |  |
| Has a sense of own immediate family 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 |  |  |  |
| **ELG 14 – THE WORLD** |  |  |  |
| Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning or pocking |  |  |  |
| 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 |  |  |  |
| Watches toy being hidden and tries to find it |  |  |  |
| knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing |  |  |  |
| Looks for dropped objects |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |
| Joins in singing favourites songs |  |  |  |
| Begins to move to music, listen to or join in rhymes and songs |  |  |  |
| **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 Teacher** | | | |
| **ARABIC LITERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 9 - READING** |  |  |  |
| **ELG 10 - WRITING**  Children’s writing is based on skills and understanding which they develop as toddler. Before they can write they need to use spoken language to communicate. Early mark making is not considered as writing as they do not yet connect symbol to meaning. | | | |

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| **ARABIC NUMERACY** | | | |
| **ELG 11 - NUMBERS** |  |  |  |
| **ELG 12 - SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| **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** | | | |