



# North Somerset Early Years Foundation Stage (EYFS) – birth to three



## My Learning Diary

**Name:**



I was born on

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I learn and play at

---

I come here (on)

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I started here on

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I finished here on

---

My keyperson is

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So, who am I and what can I do?

**Prompts:** We would like to know what makes your child 'tick'. What do they like to do; to play with; how do they respond to new experiences; new people; what comforts them or excites them; what worries them; do they have a passion or interest; what makes them laugh?

My pen portrait by my family



This is my learning diary.

It is a record of all the unique, interesting, surprising and powerful things I say and do during the Early Years Foundation Stage.

I am becoming a capable, confident, self-assured and strong person through having loving and secure relationships with my family and the keyperson /people in my setting or school.

Through play, I am developing and learning in different ways and at different rates. All the areas of Learning and Development are equally important for me to experience.

My learning diary shows that I am a unique person and a competent learner.

## Parent/Carer Information

### What is The Early Years Foundation Stage?

The EYFS is a stage of children's development from birth to the end of the first (Reception) year in school.

The EYFS Framework describes how Early Years practitioners and teachers should work with children and their families to support their learning and development. It describes how children should be kept safe and cared for and how all concerned can make sure children achieve the most that they can in their earliest years of life.

It is based on four important principles and four themes.

### What are the EYFS principles?

#### Theme: A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

#### Theme: Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a keyperson.

#### Theme: Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

#### Theme: Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

### Getting to know your child and meeting their needs and interests over time

Practitioners' and parents'/carers' observations of children help them to assess the progress that children are making. Observations help practitioners to decide where children are in their learning and development and to plan what to do. This is an essential part of daily practice in any setting, regardless of the age of the baby or child.

The role of the practitioner is crucial in:

- observing and reflecting on children's spontaneous play;
- building on this by planning and resourcing a challenging environment that supports and extends specific areas of children's learning;

This diary is a collection of snippets from the every day life of your child whilst attending this setting. It is a record of your **unique child** and their own unique approaches to learning and development.

Each child will be assigned a keyperson. The keyperson will help ensure that every child's learning and care is tailored to meet their individual needs. The keyperson will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

In this learning diary, practitioners will also write a brief statement that helps summarise your child's achievements over time at key points in the year. They will also suggest what their plans are for supporting your child's next steps, in discussion with you.

## Keyperson Guidance – observing, reflecting, and planning

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support.

All effective assessment involves reflecting, analysing and reviewing what you know about each child’s development and learning through sensitive and ongoing observation. You can then make informed decisions about the child’s motivations, fascinations, strengths and needs. It also enables you to assess the **progress** a child is making in their developing skills, knowledge and attitudes and plan next steps to meet their development and learning needs and interests.

**Formative assessment is the type of assessment based on sensitive observations**, photographs, video, and things children have made or drawn and information from parents/carers. It **informs** or guides **everyday practice and provision** so that you can build on a child’s strengths and interests, and meet their learning and development needs.

**Looking, listening and noting** is crucial because it helps you to:

- get to know a child better and develop positive relationships with children and their parents/carers – **all children are unique, therefore assessments should reflect the uniqueness of each child**
- plan appropriate play and learning experiences based on a child’s interests and needs, and **identify any concerns about a child’s development** in the appropriate place
- further develop your understanding of a child’s development
- use assessment to **plan the next steps** in a child’s developmental progress and regularly review this approach

- develop a systematic and routine approach to using observations.

Assessment should not entail prolonged breaks from interaction with children.

### Progress over time

**Summative assessment is a summary of all the formative assessments** you have collected and what you know in your head about individual children and makes a **summary** statement about a child’s **progress over time**.

You will need to ensure that you write about the broadest range of a child’s achievements and experiences within the **prime areas of learning with regard to the four specific areas of learning**.

A keyperson can choose to summarize a child’s achievements against the broad developments age bands as defined in development matters at the end of their summary. This may support planning for children’s learning and progress.

Parents and/or carers should be kept up-to-date with their child’s progress and development. You should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals

Ensure your summary statements are concise but informative for parents/carers.

**Learning and Development Progress summary Overview for 2 year olds (Progress check at age two)**. The revised EYFS introduces a requirement for providers to review children’s progress when a child is aged between two and three. A short written summary must be provided to parents or carers, highlighting achievements and areas in which extra support might be needed, and describing how the provider will address any issues.

## Characteristics of Learning

<b>Playing and Exploring</b> <i>engagement</i>	<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>
	<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>
	<b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>
<b>Active Learning</b> <i>Motivation</i>	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>
	<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>
<b>Creating and Thinking Critically</b> <i>Thinking</i>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>
	<b>Making links</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>

# Personal, Social and Emotional Development

## Educational programme

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### Look, listen and note:

- How young babies begin to explore their own movements and the environment in individual ways.
- How babies respond to adults and children.
- Strategies babies use to indicate likes and dislikes.
- Babies' confidence in exploring what they can do.
- Babies' play with their own feet, fingers, and toys placed near them.
- How young babies respond to attention, such as making eye contact or vocalising.
- Young babies' body language when their needs have been met.
- The circumstances in which babies will play by themselves, when people are nearby to watch over them.
- The people babies like to be with.
- The sounds, words and actions that babies use to show feelings such as pleasure, excitement, frustration or anger.
- The sounds and facial expressions young babies make in response to affectionate attention from their parent/carer or keyperson.
- Ways in which young babies respond to, or mimic, their keyperson's facial expressions or movements.
- The skills that babies use to make contact, such as making eye contact, inclining their heads, wiggling their toes, smiling, vocalising or banging.

- What soothes individual babies and helps them to relax.
- Babies' responses to being praised when they do something you ask, such as loosening their grasp on your hair or face.
- Young babies' hunger patterns and responses to their food.
- How babies show what they want.
- How young babies show their pleasure or interest in different situations.
- Babies' responses when they know you have 'heard' them, and the personal signs, words or gestures they use to communicate.
- *Instances of young children celebrating their special skills or qualities.*
- *The challenges that children set themselves such as climbing on to a big chair and turning to sit down.*
- *How children grow in confidence as they adapt to a setting.*
- *Children's ability to value what they do themselves and what others do.*
- *How children show their enthusiasm for things they like, or their anxiety about things that concern them.*
- *How children look to others to check the acceptability of their actions.*
- *The different ways in which young children show their concern for other children.*
- *Children's awareness of their own belongings, and those of others, such as when they show they know which is their comforter, or get another child's toy to give to them when they are upset.*
- *Young children's interest in similarities and differences, for example, their footwear, or patterns on their clothes and in physical appearance including hair texture and skin colour.*
- Any patterns in what children choose to do or not to do.
- The decisions that children begin to make.
- The efforts young children make to take off their own clothes.
- Children's choices.
- Children's ability to value what they do themselves and what others do.
- The strategies that children use to join in play with individual children or groups of children.
- Responses to stories in which someone could be hurt or harmed.
- Examples of independence, for example, a child playing happily with building blocks, or putting their cup back on a table.
- What children choose to do when presented with several options.
- Children's references to groups, people and places in the different communities of which they are members.
- *Children's curiosity and drive to explore things around them.*
- *Situations in which children show confidence and independence.*
- *Instances of children's confidence and how they express their needs.*
- *Children's ability to talk about, and take pride in, their homes and communities.*
- *Ways in which children show that they feel safe and cared for.*
- *Children who like to be with others, and those who need support to join in.*
- *Children's strategies for coping with change.*
- *Children's recognition of the needs of others.*
- *How children show their care for others and the environment.*
- *Instances of children celebrating their achievements.*
- *How children use their own ideas to develop play.*
- *Instances of children drawing upon their experiences beyond the setting, for example recognising that the lunchtime helper is somebody who lives near to them.*

# **Personal, Social and Emotional Development**

My progress over time in **Personal, Social and Emotional Development**

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

# Communication and Language

## Educational programme

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### Look, listen and note:

- Response to your communication, for example movement, attentiveness to the speaker, and sounds from the home language and English for a child learning more than one language.
- The different ways babies communicate – such as gurgling when happy.
- The sounds babies enjoy making and listening to.
- The signs or words babies use, noting any words in home languages, to communicate what they want, like or dislike.
- Babies' developing vocabulary in their mother tongue, as well as English, noting which words are in English and which are in the home language. Note in which circumstances the different languages are used.
- How babies listen to, concentrate on or gaze intently at things that catch their interest.
- The ways in which babies show you they have understood.
- The wide variety of sounds and words a baby produces.
- Responses that tell you a young baby is listening.
- How babies' responses develop as they learn to anticipate and join in with finger and word play.
- The random marks young babies make in food.
- Babies' interest in marks, for example, the marks they make when they rub a rusk round the tray of a feeding chair.

- How young babies fix their gaze on objects or on their own feet or fists.
- The movements and sounds babies make as they explore materials such as musical instruments, paint, dough, glue and the space around them.
- *The meanings young children generate in their language through the creative ways in which they use words.*
- *Young children's use of their first language, with peers and adults, and how children with several languages may use their home language in some circumstances, perhaps when they are very enthusiastic or excited about something, and English in others.*
- *The ways in which young children respond to adults and other children and the circumstances in which this takes place.*
- *Young children's responses to music, rhymes and stories.*
- *Children's responses to picture books and stories you read with them.*
- *Marks young children make when given a crayon, a brush or other tools.*
- *The different ways young children make marks, for example, in dough or clay.*
- How children begin to use words to question and negotiate.
- Features of adult/child interaction, remembering these are culturally determined, and that conventions for interaction vary, both within and across speech communities.
- Situations where children use actions and some talk to support and think about what they are doing.
- How children show what they understand, by what they do and say, for example, actions, questions, new words and the rhythms and intonations they use.
- The words, phrases and sounds children like to say or sing.
- The languages they understand and use.
- Children's favourite stories, rhymes, songs, poems or jingles.
- What children tell you about the marks they make.
- Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons, pull up a zip, pour a drink or use a watering can.
- *The gestures and body language children use.*
- *Children's responses to stories and information books you read with them.*
- *How children act out rhymes and stories.*
- *Instances of children recalling and recounting their own experiences and sharing them with others.*
- *How children take account of what others say during one-to-one conversations.*
- *Children's understanding of instructions and the questions they ask.*
- *The range and variety of words that children use.*
- *How children are beginning to develop and expand on what they say, for example, "Come in, it's time for dinner. You'll get hungry if you stay out there".*
- *Children's developing use of a preferred language and whether this has changed since, for example, attending the current setting.*
- *How children use talk to think through and revise what they are doing. For example, following a farm visit, Fiona talks as she rearranges toy farm animals, "Put baby sheep here... oh no... no mummy...that sheep has lost its mum".*
- *How children use talk to connect ideas and explain things.*
- *The rhymes and rhythms that children enjoy, recite and create in words and music, for example, tapping out the rhythms of their names.*

- *The stories and poems children choose and know how to follow. For example, retelling a story, using words and phrases from a well-known story.*
- *Children’s familiarity with the way books work. For example, turning the pages and telling the story using the pictures and using phrases such as “Once upon a time”.*
- *Children’s references to and understanding of how print works. For example, asking what a word says or what instructions mean.*
- *Children’s recognition of their names, or letters or words, in scripts other than English.*
- *The marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”.*
- *The way children control equipment and materials.*
- *The marks children like to make.*

# **Communication and Language**

**My progress over time in Communication and Language****Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

# Physical Development

## Educational programme

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### Look, listen and note:

- How young babies begin to explore through their bodily movements.
- The physical skills that young babies use to make contact with people and objects.
- The way young babies coordinate actions to move around the space on their feet, bottoms, backs, tummies and hands and knees.
- How babies like to move.
- What babies like to try to reach for and play with, and the skills they develop, such as pulling to stand and walking.
- Young babies' hunger patterns and how they regulate the speed and intensity with which they suck.
- How they show they are relaxed when they feel safe and cared for.
- How babies' behaviour changes as they get tired and require sleep.
- The ways in which babies indicate that they need help.
- The way young babies' eyes follow the movements of their fingers and toes.
- How young babies grasp and clutch at anything in reach.
- Babies' actions such as clapping, pointing, grasping and dropping things.
- The ways babies pat, pinch and grasp sand, paste or paint.
- Ways babies prefer to eat their food, such as grasping a spoon, using their fingers, or holding a fork.

- *How young children move with their whole bodies to show their excitement, interest, amusement or annoyance.*
- *The sensory experiences of, for example, rolling, spinning, rocking and physical contact with adults enjoyed by children.*
- *The ways in which young children are developing skills, sometimes creeping, crawling, climbing, walking or throwing.*
- *Young children's interest in bodily functions and when they communicate their needs.*
- *The choices young children make, during physical activities.*
- *Patterns of play, such as repeatedly climbing on to and off a step.*
- *How young children begin to recognise the conventional uses of some objects, such as a cup for drinking.*
- *The new skills children continue to achieve such as jumping, kicking a ball or balancing on one leg.*
- *Chosen ways of moving and the way children experiment with movement and balance, turning upside down, crawling or rolling.*
- *How a child responds physically to stimuli such as seeing an aeroplane flying overhead.*
- *How children respond to different types of music.*
- *The ways children try to copy movements or repeat skills they have achieved.*
- *How children join movements such as running, stopping and jumping, climbing and turning.*
- *The different ways children use their bodies to express themselves imaginatively.*
- *The signs, gestures or words young children use to convey what their needs are at any time.*
- *How children are developing fine movements of their fingers and hands to grip, twist, bang and make marks.*
- *How they are building up strength in their arms and hands through large muscle activities such as climbing.*
- *How children move enthusiastically, using their arms and legs in a spontaneous dance, or shaking their bodies in time to music, when they are sad, happy or excited.*
- *Children's increasing confidence in what they can do and their enjoyment of physical activities.*
- *Some of the strategies children find to avoid banging into one another, and objects, as they negotiate space.*
- *Children's skill development, deciding if it is exploratory and experimental or repetitive, and whether they are ready for a new challenge.*
- *Efforts to try something new and persevere at a skill.*
- *Children's recognition of their own needs, such as when they tell you their lace is undone and need help to fasten it.*
- *The ways children demonstrate understanding of healthy practices such as by saying they need a tissue, or putting a cup in the sink ready to be washed.*
- *Children's understanding that they need a rest or a drink after a burst of activity.*
- *The ways children manage to make things work successfully, such as when they wheel a buggy, turn a whisk or 'vacuum' the carpet.*
- *The things that inspire children to want to create or construct.*
- *The variety of skills children use to manipulate materials and objects, such as picking up, releasing, threading and posting objects.*
- *Children's strategies, efforts and achievements in fastening and unfastening items such as containers, clothing and cupboards.*
- *Children's skills in fixing, creating play worlds and using materials and equipment safely and appropriately.*

# **Physical Development**

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**My progress over time in Physical Development****Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

# Literacy

## Educational programme

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of materials (books, poems, and other written materials) to ignite their interest.

### Look, listen and note:

- The random marks young babies make in food.
- Marks young children make when given a crayon, a brush or other tools.
- What children tell you about the marks they make.
- The marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
- The different ways young children make marks, for example, in dough or clay.
- Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons, pull up a zip, pour a drink or use a watering can.
- The way children control equipment and materials.
- The marks children like to make.
- The wide variety of sounds and words a baby produces.
- Young children's responses to music, rhymes and stories.
- The words, phrases and sounds children like to say or sing.
- The languages they understand and use.
- Responses that tell you a young baby is listening.
- How babies' responses develop as they learn to anticipate and join in with finger and word play.

- Children's responses to picture book and stories you read with them.
- Children's favourite stories, rhymes, songs, poems or jingles.
- The movements and sounds babies make such as musical instruments, paints, dough, glue and the space around them

# **Literacy**

# Literacy

## My progress over time in **Literacy**

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

# Mathematics

## Educational programme

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

### Look, listen and note:

- Responses to people and objects.
- The attention that young babies give to changes in the quantity of objects or images they see, hear or experience.
- Preferences for particular rhymes and action songs that relate to number.
- The pictures of familiar things, in books, that babies recognise and point to, such as a ball or a teddy.
- How they enjoy games when objects are shown, then hidden away.
- Babies' interest in looking for things that disappear from sight.
- Babies' persistence in trying to achieve something they have managed before, such as lifting the lid on a box that has previously popped open.
- Babies' explorations of space through their movements, for example, by rolling from back to front.
- How babies begin to be aware of distance, as they grasp and reach out.
- Instances of babies' investigation of objects and space, such as looking for hidden objects or putting things in and taking them out of containers.
- How they hold out their arms wide to gather up a big teddy and bring hands together to pick up a small ball.
- *Awareness of number during play, such as the number words used and when and why they use them.*

- *How children notice or choose a larger quantity.*
- *Occasions when young children gather things together, such as collecting several books or lining up cars.*
- *Children's interest in helping when an adult sorts the fruit at snack time, for example, putting all the apples together.*
- *Children's strategies as they select and fit shapes in a puzzle or balance blocks on one another.*
- *Children's interest in and familiarity with the shapes of everyday objects.*
- How young children show their understanding of number labels such as 1, 2, 3.
- The contexts in which young children use marks and symbols.
- Situations that prompt children to talk about numbers.
- The numbers children recite spontaneously in their games.
- Children matching one thing with another, for example, glasses and straws.
- Children putting things in order of 'turn'.
- The deductions children make about whether there is some juice left, or whether it is 'all gone'.
- Children's attempts at estimation and their efforts to check by counting.
- How children engage with simple counting songs and games, for example, 'Five Currant Buns'.
- When children begin to know about dividing things equally into two groups.
- Observations made by children relating to shapes or patterns.
- When children begin to use some words that describe time, amount and size, for example, when children say things like "me bigger" to a smaller friend.
- *Children knowing that different numbers have different names.*
- *Children using the names for numbers accurately.*
- *The range of numbers that children refer to, and why they use certain numbers.*
- *Children's guesses about numbers of things and their ability to check them.*
- *Accuracy in the use of ordinals (first, second, third and so on).*
- *The strategies that children use to match number and quantity, for example, using fingers or tallying by making marks.*
- *The strategies children use that show they are working out whether a group of objects is the same or different.*
- *How children work out a solution to a simple problem by using fingers or counting aloud.*
- *Children's skills in matching shapes and in completing puzzles.*
- *Children's recognition of shapes in the environment, for example, that a roof has a triangle at one end.*
- *Children's ideas about why something is the correct size, for example, a piece of paper to wrap a gift.*
- *How children apply their understanding of shape and space, for example, knowing they need one flat shape and one that is 'pointy'.*
- *Children's use of mathematical names for shapes, such as 'circle' and 'triangle'.*

# Mathematics

# **Mathematics**

**My progress over time in Mathematics****Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

# Understanding the World

## Educational programme

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### Look, listen and note:

- How young babies use their senses to investigate such things as your face, your hair, a rattle.
- Babies' interests, and the ways in which they investigate and manipulate objects.
- The objects that interest and engage babies' attention.
- How babies handle and arrange objects such as blocks or bricks.
- Which toys and resources interest babies.
- How babies begin to explore technology in toys and personal items, for example, pressing a button or lifting the spout on a drinking cup.
- The sounds, sights and actions that interest young babies, for example, seeing a bottle, hearing bath water running.
- The movements that young babies make as they find out about their environment.
- How babies explore space, objects and features of the environment.
- Responses to sights, sounds and smells in the environment and what they like about playing outdoors.
- How young babies respond to your attention.
- The attachments babies make to special people.
- Differences in the ways that babies respond to and communicate with adults and other children.
- *The things young children investigate repeatedly, for example, becoming absorbed in opening and shutting.*

- *The things young children enjoy building, opening and closing or pushing and pulling.*
- *The ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment.*
- *Children's anticipation of the events of the day.*
- *Actions that show young children understand the sequence of routines, for example, going to the cloakroom area when you say it is time to go outdoors.*
- Children's actions and talk, in response to what they find and the questions they ask.
- How children investigate by, for example, taking all the cushions from several areas, piling them up and jumping on top of them.
- How children use the control technology of toys, for example, a toy electronic keyboard.
- How children talk about the special events they experience in the home and in the setting.
- The ways children show their growing understanding of the past, for example, familiarity with places or people seen previously.
- The things children say about their environment.
- Young children's questions about differences such as skin colour, hair and friends.
- How children play, socialise and talk about family life.
- *How children examine objects and living things to find out more about them, for example, observing plants and animals, or noticing the different materials that things are made of.*
- *How children express choices and preferences where verbal communication is through a language other than English.*
- *How children are using tools, for example, using a stick to make holes in dough.*
- *How children link experiences and use their knowledge to design and make things.*
- *Children's developing skills in using tools, including which tools they choose for particular tasks.*
- *The skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.*
- *How children remember and recount a significant event, such as finding a dead jellyfish at the beach.*
- *Children's interest in things they see while out for a walk.*
- *The questions children ask about features of the built environment, such as road signs.*
- *How children respond to a significant event, such as the birth of a baby or the death of a pet.*
- *The ways children recall special events such as a wedding they have attended.*

# **Understanding the World**

# **Understanding the World**

My progress over time in **Understanding the World**

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

## Expressive arts and design

### Educational programme

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

#### Look, listen and note:

- The way babies express emotions, shown through the movements of fingers, arms and bodies.
- The way young babies respond when they touch or feel something such as warm milk, or a fluffy toy.
- What babies like to make marks in and the tools they use to make them.
- How babies move their whole bodies as they explore media.
- The voices, sounds and music, such as lullabies, that young babies respond to.
- The different ways babies move in response to sounds, for example, patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms.
- How a baby is pleased to see a stripy bee soft toy, or a colourful snake that crackles when it is squeezed.
- The way a young baby may join in with you, moving their head or making sounds as you say, for example, "The dog went woof, woof".
- *Young children's favourite materials, music, lights and aromas.*
- *The ways that young children may repeat actions or make tuneful sounds as they climb steps, or step up and down from a stool.*
- *How children like to use shakers, blocks and body movement when they hear music, or to explore sound.*
- *How children may turn to pretend play when an object comes to hand, for example, when a child uses a wooden block as a telephone.*

- The ways that young children may repeat actions or make tuneful sounds as they climb steps, or step up and down from a stool.
- Word plays, signs, body language and gestures that young children use in response to their experiences, for example, a child may jump up and down or whirr around when they are excited, or eagerly engaged.
- The processes which children engage in as they explore and experiment with media.
- The inventive ways in which children add, or mix media, or wallow in a particular experience.
- Children's responses to different songs, dance or music.
- Children's make-believe play in order to gain an understanding of their interests.
- *The ways children capture their experiences by, for example, finding materials to make wings from large pieces of red paper after watching some ladybirds in the garden.*
- *The ways in which children explore materials and the effects they can create, for example, making swirling lines with scarves and streamers by twirling round.*
- *Children's responses to different textures, for example, touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.*
- *Children's growing interest in and use of colour as they begin to find differences between colours.*
- *How one child spontaneously makes lots of 'spiral' marks and movements on their paper, while others may imitate each other's movements.*
- *How children begin to describe the objects they represent.*
- *The patterns and structures children talk about, make or construct.*

# **Expressive arts and design**

# **Expressive arts and design**

**My progress over time in Expressive arts and design****Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

**Date** \_\_\_\_\_

What I can do now...

What I might do next with support...

## **Parents/carers comments**

Parental involvement in a child's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The home learning environment (HLE) is a measure of the extent to which parents take part in learning activities with their children.

The HLE has a greater influence on a child's intellectual and social development than parental occupation, education or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.

**My Parents/carers comments:**

**My Comments:**

**Date:**

**My Parents/carers comments:**

**My Comments:**

**Date:**



## Early Years Foundation Stage Learning and Development Progress Summary for 2 year olds ('Progress Check')



Child's name:	DOB:	Age (in months):	Postcode:	Date completed:								
Name of Keyperson/s:												
Parents/carers agree to information sharing Y / N												
Child's Health Visitor / GP Surgery details:												
<b>EYFS Progress Summary for each of the three Prime areas of learning</b> (refer to EYFS documents for guidance)												
<b>EYFS Best Fit</b> We will work together to:												
<b>Personal, Social and Emotional Development (PSED)</b> Self confidence and self awareness. Making relationships. Managing feelings and behaviour.												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">8 - 20</td> <td style="width: 85%;">In our setting</td> </tr> <tr> <td style="text-align: center;">16 - 26</td> <td></td> </tr> <tr> <td style="text-align: center;">22 - 36</td> <td style="text-align: center;">At home</td> </tr> <tr> <td style="text-align: center;">30 - 50</td> <td></td> </tr> </table>					8 - 20	In our setting	16 - 26		22 - 36	At home	30 - 50	
8 - 20	In our setting											
16 - 26												
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30 - 50												
<b>Communication and Language Development (CLD)</b> Listening and attention. Understanding. Speaking												
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<b>Physical Development (PD)</b> Moving and handling. Health and self care												
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16 - 26												
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Details of referral for additional support / advice if agreed with parents e.g. Area SENCO, Inclusion support, Speech and Language Therapy, Health Visitor, etc:												
Parent/carer signature and comments:												
Keyperson signature:												
<b>Please note: Children develop at their own rates, and in their own ways. Age/stage development bands overlap because these are not fixed age boundaries but suggest a typical range of development.</b>												



Information about council services is available in large print,  
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Help is available for people who require council information  
in languages other than English.

Contact 01275 884 115



