Characteristics of learning including engagement, motivation and thinking

Hassan uses all of his senses to explore the world, he particularly likes sand play, which is in every crevice on warm and sunny days in the garden’s sandpit. He is interested in activities but prefers to watch first before joining in with other children. He is an active boy and relishes opportunities of hand-on learning.

Hassan can maintain focus when engaged in his favourite activities which include ICT, and any other electronic gadget! Hassan engages for extended periods on activities that interest him and, with visual clues to aid his understanding, will engage and focus on new experiences.

Additional Information:

Hassan's home language is French, which is mainly spoken at home. The childminder has been his first and main exposure to English.

Learning and Development summary

**Personal, Social and Emotional**

After a short settling in period, Hassan is now familiar with me and now happily separates from his parents at the start of the day. He has made a few friends at the childminder setting and will play alongside them occasionally passing toys and saying key words. He takes part in most activities but prefers to initially stand back to observe and gain knowledge of the situation before joining in the play. His limited command of English certainly does not prevent him from making his needs known, for example, from the look on his face I knew he wasn’t fond of tomatoes! With ever increasing vocabulary Hassan is beginning to express his feelings appropriately, using language to say things like “My turn”. Hassan knows the routine of the days he attends and is becoming increasingly aware of boundaries.

**Communication and Language**

Hassan enjoys listening to stories told in English and on the iPod in French. He joins in with rhymes and songs with enthusiasm and will use Makaton during these sessions but is yet to be observed using them in his spontaneous play. He responds to familiar sounds such as the door bell at the end of the day, turning his head and saying “Mummy”.

He is able to understand simple instructions when they are said in context. For example, Hassan brought his favourite story to me when I signed ‘book’, pointed in the direction of the shelf and said “Get a Book”. Hassan points to objects he wants and uses single words to name the objects e.g. balls. As his understanding and vocabulary increases, he increasingly repeats and imitates words said to him.

**Physical**

Hassan is an active boy and enjoys big body movements usually outside in the garden. He particularly enjoys visits to the park and climbs onto the equipment with reckless abandonment, often requiring the support of an adult to keep him safe. Hassan shows a preference for his right hand and increasingly enjoys using pens, pencils, paints etc to draw shapes, circles and lines with a fist-like grip.

He can walk upstairs and downstairs with an adult holding his hand mostly to moderate his speed (sometimes his legs don’t move as fast as has he wants them to!). Hassan is very independent when eating, preferring finger foods to items such as yoghurt which require utensils. He is potty trained and rarely has accidents. He attempts to dress himself, only requiring support with zips and laces.

**Making Relationships**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Listening and Attention**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Self-confidence and self-awareness**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Understanding**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Managing feelings and behaviours**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Speaking**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

**Health and Self-care**

<table>
<thead>
<tr>
<th>0-11</th>
<th>8-20</th>
<th>16-26</th>
<th>22-36</th>
<th>30-50</th>
<th>40-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>16-26</td>
<td>22-36</td>
<td>30-50</td>
<td>40-60</td>
<td></td>
</tr>
</tbody>
</table>

Together we will...

- Use Hassan’s interest in sensory activities and ICT equipment to further build his vocabulary.
- Continue to support Hassan’s understanding of English though Makaton.
- Help him make friends by modelling language as he plays with others, especially during turn-taking/sharing situations.

Parent’s signature  Key Person’s signature  Date
2 Year Old Progress Check for Adam Knight Age 32 Months

Characteristics of learning including engagement, motivation and thinking

Adam is interested in Den Making at the moment both at home and in the Nursery - he spends prolonged periods doing this, he has clear ideas about what he intends to do and is beginning to 'keep trying' when things do not go the way he wants - @ home he often seeks the support of Mum or Dad!

Learning and Development Summary

<table>
<thead>
<tr>
<th>Personal, Social and Emotional</th>
<th>Communication and Language</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam often plays alongside others and is starting to join in when the experiences interest him. His mom says he enjoys interacting with &quot;JH&quot; @ the chatterbox group he attends. Adam is confident to select &amp; use resources within the Nursery. Adam is beginning to develop strategies to manage the sharing of resources often by collecting the sandpiper.</td>
<td>Mum has been taking Adam to chatterbox group. Adam enjoys listening to familiar stories when props are used and stories are linked to movement. Adam understands simple sentences - and engages in symbolic play when integrated into Adam's interests. Adam really enjoys asking questions at the moment &quot;What's that?&quot;. Setting have received FIRST Support - next steps suggested: &quot;Providing commentary during Adam's Play&quot;.</td>
<td>Adam climbs equipment confidently and is usually aware of appropriate risks. He enjoys mark-making on a large scale, often lying on his tummy, he is starting to use 'A' or marks. Adam enjoys preparing snack and pouring water for himself. He can put his jacket on, with adult support zips up his jacket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Relationships</th>
<th>Listening and Attention</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-11 8-20 16-26 22-36 30-50 40-60</td>
<td>0-11 8-20 16-26 22-36 30-50 40-60</td>
<td>0-11 8-20 16-26 22-36 30-50 40-60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-confidence and self-awareness</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-11 8-20 16-26 22-36 30-50 40-60</td>
<td>0-11 8-20 16-26 22-36 30-50 40-60</td>
</tr>
</tbody>
</table>

| Managing feelings and behaviours | |
|---------------------------------||
| 0-11 8-20 16-26 22-36 30-50 40-60 | |

Together we will...

Continue to provide commentary during Adam's child-initiated play (See Next Steps). Mum and Setting are keen to develop relationships with Adam's peers during his play. Mum will use Chatterbox group to support & access further "Playstream" groups @ the local CFC.

Parent/Carer's signature

Key Person's signature

Date 12th May
Child's Voice

- Tilly is happy on arrival at nursery, e.g. smiles
- She knows and understands readiness e.g. finds a seat at the table
- Tilly is able to make choices using gestures to point to what she wants
- Tilly claps hands and smiles at her own achievements
- She has good relationships and attachments and seeks out reassurance from key adults
- She shows emotion by stamping her feet, shaking her head saying no
- Shows particular enjoyment in stories and experience linked to "In the Night Garden"

Parent/Carers comments:

- Very happy with Tilly's development
- Have been developing Tilly's vocabulary through reading stories at home
- Enjoy musical experiences e.g. church hymns
- Enjoy making marks with food
- Has good pencil grip and we will provide her with different mark-making equipment to develop
- Tilly is encouraged to be independent at home
- Enjoys outside play: sandpit, playground, interested in bugs + plants
- Sits on potty before bath time and shows interest

Characteristics of learning

- Shows curiosity in new experiences, objects, events and people
- Tilly needs to observe before taking part and needs input from adults and peers for support
- Tilly revisits past experiences through play
- Tilly learns through repetition, trial and error
- Has particularly enjoyed celebrating her achievements in climbing onto rocking horse without support
- She is able to ask for help when she needs it
- Tilly will engage in active learning alone, one-to-one and with small groups.

Personal, Social and Emotional

- Ensure key people are available at new experiences to support and reassure Tilly
- Support Tilly through her demonstration of frustration through labelling her feelings and what is known and upset her.
- Communication and Language

- Involve Tilly in groups singing activities, supporting her listening skills
- Label familiar objects in Tilly's environment to extend her knowledge of vocabulary

Physical

- Encourage Tilly to access the low climbing as she shows interest in the high climbing
- Support Tilly's interests and cooperation with happy changes, through talking through, praising and singing at changing times

Wider context/interests

- Share books with Tilly from home to support the link at home to nursery life experiences
- Provide instruments for Tilly to explore creating a variety of sounds, while provided a mix of music to play in the background
- When Tilly is making noises using one-to-one correspondence, count in sequence aloud.

Parent/Carer's signature

Parent/Carer's signature

Key Person's signature

Date 24/11/12
**Under 3s Next Steps in Learning for Harry Age 6 Months**

<table>
<thead>
<tr>
<th>Child's Voice</th>
<th>Parent/Carers comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry has settled in happily engages with all adults and especially likes older children. Harry seems to recognise me and smiles and occasionally makes noises on arrival. Harry is generally laid back and sleeps well.</td>
<td>I am really pleased Harry is enjoying trying his first foods. Harry loves watching his two dog buttons and keeps them turning to him. It will be good to have time along with Harry when dear guests school next month.</td>
</tr>
</tbody>
</table>

**Characteristics of Learning including engagement, motivation and thinking**

Harry enjoys games such as 'peek-a-boo' and adults making noises and songs. He prefers to gaze at and reach for/grasp his monkey. Harry spends lots of time exploring objects (especially with his mouth). He appears to particularly like investigating the treasure baskets. Harry enjoys being involved in meal times, he reaches out for his bowl.

<table>
<thead>
<tr>
<th>Personal, Social and Emotional</th>
<th>Communication and Language</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use voice and facial expression to make contact (He needs time to find his own 'voice'). Spend lots of 1-1 time talking and singing, encourage him to take a 'turn' leave a gap to signal this.</td>
<td>Starts to understand contextual cues e.g familiar words, gestures or sounds: talk to Harry about what you are doing.</td>
<td>Rolls from front to back and back to front. To continue to develop strength when lifting his head.</td>
</tr>
</tbody>
</table>

**Wider context/interests**

Provide more sensory experiences eg messy play, include other babies for opportunities to communicate.

Continue to praise Harry at meal times and include him in the conversation.

Feedback to Mum on progress with vocalising so she can do similar things.

**Parent's signature**

**Key Person's signature**

**Date** 16.08.12.
Over 3s Next Steps in Learning for **Alfie Simons**  **Age 40 Months**

**Child's Voice**
My favourite things to play with are trains, cars and tractors. I like helping Tracy at the allotment with the digging.

**Parent/Carers Comments**
We have noticed Alfie has become more confident around other adults he meets. We are still helping him to play with other children at home and when we go to the park. He is beginning to learn how to stop himself when he becomes angry or upset. He loves motor vehicles & farms, and loves to be outside in the fresh air.

**Characteristics of Learning**
including engagement, motivation and thinking

Alfie enjoys a challenge in all areas of play. The outside area is his favourite learning environment; he enjoys climbing, running, counting & digging.

Alfie shows enthusiasm for learning by linking new ideas to previous learning e.g. linking plant life cycle to growing a hyacinth bulb in the classroom.

Alfie can sustain interest on a task for longer periods of time, particularly within his area of interest e.g. books about tractors/digging.

**Personal, Social and Emotional**
- To participate in activities involving turn-taking with other children.
- Encourage Alfie to express his feelings in appropriate ways e.g. talking to adult first if feeling angry.

**Communication and Language**
- To show an awareness of the listener by slowing down when talking.
- To follow a range of instructions at a 3 Key Word Level & to show he was understood by looking back at the speaker.

**Physical**
- To negotiate safely round obstacles when he is running or when on a wheeled toy.
- To use a fine grip to move small objects from one place to another (Planting seeds in the allotment).

**Literacy**
- Develop an interest in illustrations & print in books through sharing stories with an adult.

**Mathematics**
- Use some number names spontaneously in play.

**Understanding the World**
- Identify similarities between home & school (being in the garden @ home is like being in the allotment @ nursery).

**Expressive Arts and Design**
- Begin to explore colours & show colours can be changed through experimenting with paint.

**Parent's Signature**
K Simms

**Key Person's Signature**
Ly

**Date**
21st June 2012
Over 3s Next Steps in Learning for Ella

<table>
<thead>
<tr>
<th>D.O.B: 01/05/2008 (52 months)</th>
<th>Class: Willows</th>
<th>Date: September 2012</th>
<th>Review Date: December 2012</th>
</tr>
</thead>
</table>

**Child’s Voice:**

- I like reading stories
- Playing in the playground and ball pool

**Parent/Carers comments:**

- Ella is now using PECS at home + is choosing toys to play with + choosing food to eat.
- She is also asking for the toilet at home.

**Characteristics of learning:**

- Ella is always happy when she arrives in class every morning and is very settled in the nursery.
- Ella is curious about the world around her and shows particular interest in other children. She is beginning to use "PECS" to communicate her preferred activities.
- Ella is very interested in books, maintaining focus when sharing a story with an adult. Ella engages in open-ended experiences and is particularly motivated by water play which she enjoys.

**Personal, Social and Emotional**

- To show increasing independence in carrying out classroom experiences e.g. cooking, circle time + Art

**Communication and Language**

- To consistently make food choices during snack time, using PECS Symbols & Verbally

**Physical**

- To promote functional hand use
- Social interaction + active limit movement in the water, increasing her interest in balls, with additional physical input in hydro therapy sessions

**Literacy**

- To turn the pages while sharing a book

**Mathematics**

- To use number names to 5 accurately in play

**Understanding the World**

- To repeat an action with a familiar item of equipment e.g. switch on a favourite toy

**Expressive Arts and Design**

- To become familiar with a range of musical instruments + sounds they make

**Parent/Carer’s signature**

- Smith

**Key Person’s signature**

- Nicotacru

**Date**

- 10/09/2012
Over 3s Next Steps in Learning for Joseph Ball • Age 57 Months

**Child's Voice**  
Joseph says that his favourite thing about school is playing outside with his friends. He loved watching our caterpillars grow into butterflies and finding other ones outside. Joseph sometimes gets cross when he is trying to speak to other children. He will seek support from an adult when that happens. Joseph was proud of a dinosaur case he made and wanted to include the photo in his book. Joseph particularly likes to play outside but says that indoors is fun too when he is able to play with small world toys.

**Parent/Carers comments**  
Joseph enjoys school and talks about his favourite friends. He enjoys playing in the garden and Nuni has noticed that he is able to play happily with his brother for longer periods and is getting better at solving minor conflicts without her intervention. Joseph has been particularly enthusiastic about a recent trip to a professional football match and has spent the last few days doing target practice using a football and net. Joseph has begun to show an interest in the non-fiction books he brings home from school and particularly loved the book about dinosaurs.

**Characteristics of Learning** including engagement, motivation and thinking
Joseph immerses himself in outdoor play experiences, displaying high levels of enthusiasm and energy when engaged in self-chosen experiences outside. He likes to play ball games and offers some ideas to elaborate or extend the play when playing with close friends. Joseph confidently selects his own resources both indoors and outside and has begun to combine those to support his play. He enjoys building stories around favourite toys and concentrates for long periods of time when engaged in small world play, often preparing to do this on his own. Joseph will try new experiences with support and willing to ask for support from adults when things don't work out the way he wants.

**Personal, Social and Emotional**  
To confidently talk to other children and familiar adults about what he is doing in self-initiated play. (relationship building)

**Communication and Language**  
Begin to use more complex sentences to link thoughts

**Physical**  
Use simple tools to effect changes to materials.

**Literacy**  
To listen to stories with increasing attention and recall

**Mathematics**  
To show an interest in number problems

**Understanding the World**  
To talk about why things happen and how things work

**Expressive Arts and Design**  
Construct with a purpose in mind, using a variety of resources.

**Parent's signature**  
SBall  

**Key Person's signature**  
F. Pallensey

**Date**  
17th April 2012
**West Sussex EYFS Individual Progress Review**

**Name:** Harry Jones  
**Key Person:** Sally  
**Date of Birth:** 15/09/08

<table>
<thead>
<tr>
<th>Stage</th>
<th>Personal, Social and Emotional Development</th>
<th>Physical Development</th>
<th>Communication and Language</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Understanding the World</th>
<th>Expressive Arts and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Making Relationships</td>
<td>Self confidence and self awareness</td>
<td>Managing feelings and behaviour</td>
<td>Moving and Handling</td>
<td>Health and self-care</td>
<td>Listening and Attention</td>
<td>Understanding</td>
</tr>
<tr>
<td><strong>1</strong> (0-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> (8-20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong> (30-50)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Dec 11 (39)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
</tr>
<tr>
<td><strong>6</strong> (40-60+)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
<td>Apr 12 (43)</td>
</tr>
</tbody>
</table>

**Below/at risk**

**At**
## West Sussex EYFS Group Progress Review

**Name:** Nicky  
**Term:** Spring 2012

<table>
<thead>
<tr>
<th>Stage</th>
<th>Personal, Social and Emotional Development</th>
<th>Physical Development</th>
<th>Communication and Language</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Understanding the World</th>
<th>Expressive Arts and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>(age in months)</td>
<td>Making Relationships</td>
<td>Self confidence and self awareness</td>
<td>Managing feelings and behaviour</td>
<td>Moving and Handling</td>
<td>Health and self-care</td>
<td>Listening and Attention</td>
<td>Understanding</td>
</tr>
<tr>
<td>1 (0-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (8-20)</td>
<td>David (18)</td>
<td>David (18)</td>
<td>David (18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (16-26)</td>
<td>Chloe (24)</td>
<td>Sam (28)</td>
<td>Orla (25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (22-36)</td>
<td>Sam (28)</td>
<td>Peter (43)</td>
<td>Tom (38)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (30-50)</td>
<td>Peter (43)</td>
<td>Tom (38)</td>
<td>Ciara (39)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (40-60+)</td>
<td>Aisha (52)</td>
<td>Aisha (52)</td>
<td>Aisha (52)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Below/at risk**

**At**

**Above**