

Early Years Foundation Stage ongoing assessment record sheet 22 to 36 months

Name : \_\_\_\_\_ Date of birth : \_\_\_\_\_

Personal, social and emotional development		Date	Evidence
Dispositions and Attitudes	11	Show their particular characteristics, preferences and interests.	
	12	Begin to develop self-confidence and a belief in themselves.	
Self-confidence and self-esteem	11	Begin to be assertive and self assured when others have realistic expectations of their competence.	
	12	Begin to recognise danger and know who to turn to for help.	
	13	Feel pride in their own achievements.	
Making relationships	9	Learn social skills, and enjoy being with and talking to adults and other children.	
	10	Seek out others to share experiences.	
	11	Respond to the feelings and wishes of others	
Behaviour and self-control	5	Are aware that some actions can hurt or harm others.	
Self-care	7	Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.	
	8	Become more aware that choices have consequences.	
	9	Take pleasure in personal hygiene including toileting.	
Sense of community	5	Show a strong sense of self as a member of different communities, such as their family or setting.	
	6	Show affection and concern for special people.	

Communication, Language and Literacy		Date	Evidence
Language for Communication	7	Learn new words very rapidly and are able to use them in communicating about matters which interest them.	
Language for Thinking	4	Use action, sometimes with limited talk, that is largely concerned with the 'here and now'	
	5	Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	
Linking sounds and letters	4	Distinguish one sound from another.	
	5	Show interest in play with sounds, songs and rhymes.	
	6	Repeat words or phrases from familiar stories.	
Reading	4	Have some favourite stories, rhymes, songs, poems or jingles.	
Writing	4	Distinguish between the different marks they make.	
Handwriting	4	Begin to show some control in their use of tools and equipment.	

Problem solving, Reasoning & Numeracy		Date	Evidence
<b>Numbers as Labels for Counting</b>	8 Have some understanding of 1 and 2, especially when the number is important for them. 9 Create and experiment with symbols and marks. 10 Use some number language, such as 'more' and 'a lot'. 11 Recite some number names in sequence.		
<b>Calculating</b>	6 Begin to make comparisons between quantities. 7 Know that a group of things changes in quantity when something is added or taken away.		
<b>Shape, space and Measures</b>	7 Notice simple shapes and patterns in pictures. 8 Begin to categorise objects according to properties such as shape or size. 9 Are beginning to understand variations in size.		

Knowledge and Understanding of the World		Date	Evidence
<b>Exploration and Investigation</b>	5 Explore, play and seek meaning in their experiences. 6 Use others as a source of information and learning. 7 Show an interest in the way things happen.		
<b>Designing and Making skills</b>	4 Are curious and interested in making things happen.		
<b>Information and Communication Technology</b>	4 Show an interest in ICT. 5 Seek to acquire basic skills in turning on and operating some ICT equipment.		
<b>Time</b>	5 Recognise some special times in their lives and the lives of others. 6 Understand some talk about immediate past and future, for example, 'before', 'later' or 'soon'. 7 Anticipate specific time-based events such as mealtimes or home time.		
<b>Place</b>	7 Enjoy playing with small-world models such as a farm, a garage, or a train track.		
<b>Communities</b>	7 Are interested in others and their families. 8 Have a sense of own immediate family and relations. 9 Begin to have their own friends.		

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Physical Development		Date	Evidence
<b>Movement &amp; Space</b>	8 Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them. 9 Move spontaneously within available space. 10 Respond to rhythm, music and story by means of gesture and movement. 11 Are able to stop. 12 Manage body to create intended movements. 13 Combine and repeat a range of movements.		
<b>Health and Bodily Awareness</b>	8 Communicate their needs for things such as food, drinks and when they are uncomfortable. 9 Show emerging autonomy in self-care.		
<b>Using Equipment &amp; Materials</b>	9 Balance blocks to create simple structures 10 Show increasing control in holding and using hammers, books, beaters and mark making tools.		

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<b>Being Creative – Responding to experiences, Expressing and Communicating Ideas</b>	5 Seek to make sense of what they see, hear, smell, touch and feel. 6 Begin to use representation as a form of communication.		
<b>Exploring Media and Materials</b>	4 Begin to combine movement, materials and media or marks.		
<b>Creating Music and Dance</b>	4 Join in singing favourite songs. 5 Create sounds by banging, shaking, tapping or blowing. 6 Show an interest in the way musical instruments sound.		
<b>Developing Imagination &amp; Imaginative Play</b>	4 Begin to make-believe by pretending.		