

Early Years Foundation Stage ongoing assessment record sheet 30 to 50 months

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

Personal, social and emotional development		Date	Evidence
<b>Dispositions and Attitudes</b>	13 Seek and delight in new experiences. 14 Have a positive approach to activities and events. 15 Show confidence in linking up with others for support and guidance. 16 Show increasing independence in selecting and carrying out activities.		
<b>Self-confidence and self-esteem</b>	14 Show increasing confidence in new situations. 15 Talk freely about their home and community 16 Take pleasure in gaining more complex skills 17 Have a sense of personal identity.		
<b>Making relationships</b>	12 Feel safe and secure, and show a sense of trust. 13 Form friendships with other children. 14 Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.		
<b>Behaviour and self-control</b>	6 Begin to accept the needs of others, with support. 7 Show care and concern for others, for living things and the environment.		
<b>Self-care</b>	10 Show willingness to tackle problems and enjoy self-chosen challenges. 11 Demonstrate a sense of pride in own achievement. 12 Take initiatives and manage developmentally appropriate tasks.		
<b>Sense of community</b>	7 Make connections between different parts of their life experience.		

Communication, Language and Literacy		Date	Evidence
<b>Language for Communication</b>	8 Use simple statements and questions often linked to gestures 9 Use intonation, rhythm and phrasing to make their meaning clear to others. 10 Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 11 Listen to stories with increasing attention and recall. 12 Describe main story settings, events and principal characters. 13 Listen to others in one-to-one or small groups when conversation interests them. 14 Respond to simple instructions. 15 Question why things happen and give explanations. 16 Use vocabulary focused on objects and people that are of particular importance to them. 17 Begin to experiment with language describing possession. 18 Build up vocabulary that reflects the breadth of experiences. 19 Begin to use more complex sentences. 20 Use a widening range of words to express or elaborate on ideas.		
<b>Language for Thinking</b>	6 Talk activities through, reflecting on and modifying what they are doing. 7 Use talk to give new meanings to objects and actions, treating them as symbols for other things. 8 Use talk to connect ideas, explain what is happening and anticipate what might happen next. 9 Use talk, actions and objects to recall and relive past experiences.		
<b>Linking sounds and letters</b>	7 Enjoy rhyming and rhythmic activities. 8 Show awareness of rhyme and alliteration. 9 Recognise rhythm in spoken words.		

<b>Reading</b>	5 6 7 8 9 10 11 12	Listen to and join in with stories and poems, one-to-one and also in small groups. Begin to be aware of the way stories are structured. Suggest how the story might end. Show interest in illustrations and print in books and print in the environment. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages. Understand the concept of a word.		
<b>Writing</b>	5 6	Sometimes give meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places.		
<b>Handwriting</b>	5 6 7	Use one-handed tools and equipment. Draw lines and circles using gross motor movements. Manipulate objects with increasing control.		

<b>Problem solving, Reasoning &amp; Numeracy</b>		<b>Date</b>	<b>Evidence</b>
<b>Numbers as Labels for Counting</b>	12 13 14 15 16	Use some number names and number language spontaneously. Show curiosity about numbers by offering comments or asking questions. Use some number names accurately in play. Sometimes match number and quantity correctly. Recognise groups with one, two or three objects.	
<b>Calculating</b>	8 9	Compare two groups of objects, saying when they have the same number. Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same	
<b>Shape, space and Measures</b>	8 9 10 11 12 13 14	Show an interest in shape and space by playing with shapes or making arrangements with objects. Show awareness of similarities in shapes in the environment. Observe and use positional language. Are beginning to understand 'bigger than' and 'enough'. Show interest in shape by sustained construction activity or by talking about shapes or arrangements. Use shapes appropriately for tasks. Begin to talk about the shapes of everyday objects.	

<b>Knowledge and Understanding of the World</b>		<b>Date</b>	<b>Evidence</b>
<b>Exploration and Investigation</b>	8 9 10 11	Show curiosity and interest in the features of objects and living things. Describe and talk about what they see. Show curiosity about why things happen and how things work. Show understanding of cause/effect relations.	
<b>Designing and Making skills</b>	5 6 7 8	Investigate various construction materials. Realise tools can be used for a purpose. Join construction pieces together to build and balance. Begin to try out a range of tools and techniques safely.	
<b>Information and Communication</b> <b>Technology</b>	6	Know how to operate simple equipment.	

<b>Time</b>	6 7 8 9	Remember and talk about significant events in their own experience. Show interest in the lives of people familiar to them. Talk about past and future events. Develop an understanding of growth, decay and changes over time.		
<b>Place</b>	8 9	Show an interest in the world in which they live. Comment and ask questions about where they live and the natural world		
<b>Communities</b>	10 11 12 13	Express feelings about a significant personal event. Describe significant events for family or friends. Enjoy imaginative and role-play with peers. Show interest in different occupations and ways of life.		

<b>Physical Development</b>		<b>Date</b>	<b>Evidence</b>
<b>Movement &amp; Space</b>	14 15 16 17 18 19 20 21 22  23 24 25 26	Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Use movement to express feelings. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Sit up, stand up and balance on various parts of the body. Demonstrate the control necessary to hold a shape or fixed position. Operate equipment by means of pushing and pulling movements. Mount stairs, steps or climbing equipment using alternate feet. Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors.  Judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries. Show respect for other children's personal space when playing among them. Persevere in repeating some actions or attempts when developing a new skill. Collaborate in devising and sharing tasks, including those which involve accepting rules.	
<b>Health and Bodily Awareness</b>	10 11 12 13	Show awareness of own needs with regard to eating, sleeping and hygiene. Often need adult support to meet those needs. Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene. Observe the effects of activity on their bodies.	
<b>Using Equipment &amp; Materials</b>	11 12 13 14 15  16	Engage in activities requiring hand-eye coordination Use one-handed tools and equipment. Show increasing control over clothing and fastenings. Show increasing control in using equipment for climbing, scrambling, sliding and swinging. Demonstrate increasing skill and control in the use of mark making implements, blocks, construction sets and small world activities.  Understand that equipment and tools have to be used safely.	

<b>Creative Development</b>		<b>Date</b>	<b>Evidence</b>
<b>Being Creative - Responding to experiences, Expressing and Communicating Ideas</b>	7 8 9 10	Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. Explore and experience using a range of senses and movement. Capture experiences and responses with music, dance, paint and other materials or words. Develop preferences for forms of expression.	

<b>Exploring Media and Materials</b>	<ul style="list-style-type: none"> <li>5</li> <li>6</li> <li>7</li> <li>8</li> <li>9</li> <li>10</li> <li>11</li> </ul>	<ul style="list-style-type: none"> <li>Begin to be interested in and describe the texture of things.</li> <li>Explore colour and begin to differentiate between colours.</li> <li>Differentiate marks and movements on paper.</li> <li>Use their bodies to explore texture and space.</li> <li>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Create 3D structures.</li> <li>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> </ul>		
<b>Creating Music and Dance</b>	<ul style="list-style-type: none"> <li>7</li> <li>8</li> <li>9</li> <li>10</li> <li>11</li> <li>12</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy joining in with dancing and ring games.</li> <li>Sing a few familiar songs.</li> <li>Sing to themselves and make up simple songs.</li> <li>Tap out simple repeated rhythms and make some up.</li> <li>Explore and learn how sounds can be changed.</li> <li>Imitate and create movement in response to music.</li> </ul>		
<b>Developing Imagination &amp; Imaginative Play</b>	<ul style="list-style-type: none"> <li>5</li> <li>6</li> <li>7</li> <li>8</li> </ul>	<ul style="list-style-type: none"> <li>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>Use available resources to create props to support role-play.</li> <li>Develop a repertoire of actions by putting a sequence of movements together.</li> <li>Engage in imaginative play and role-play based on own firsthand experiences.</li> </ul>		

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