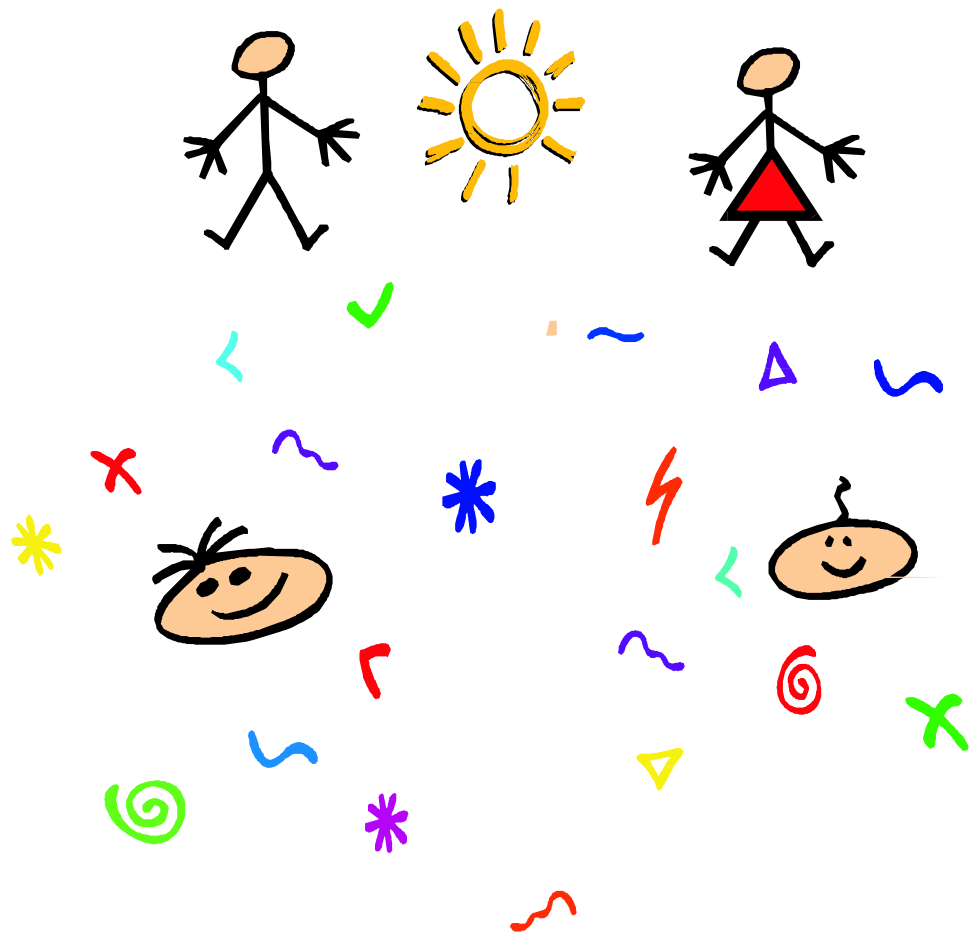


# Early Years Foundation Stage PROGRESS RECORD 2012

## SAMPLE PAGES



# Early Years Foundation Stage Progress Record 2012

## Phases 1 and 2

Birth to 11 Months  
and  
8 Months to 20 Months

First published in 2012 by Sound Learning Design Limited, 1.23 Cannock Chase Enterprise Centre, Walkers Rise, Cannock, WS12 0QU  
Tel: 01543 899616 Fax: 01543 899598 e-mail: [admin@soundlearning.co.uk](mailto:admin@soundlearning.co.uk) [www.soundlearning.co.uk](http://www.soundlearning.co.uk)

© 2012 Sound Learning Design Limited

All rights reserved. No part of this Sound Learning publication may be reproduced without permission in writing from the publisher.  
Registered users may make copies for use within the purchasing establishment.

# ***CONTENTS***

3	Copying the pages and using the CD
4	Introduction
5-6	Areas of Learning and Development
7-8	Phases of Development
9	Observation, Assessment, Planning Cycle
10-12	Using the System
13	Child's Entry Record
14-17	Entry Record - Photocopy Masters
18	Progress Records - Introduction Progress Records - Photocopy Masters
	Booklet front cover/inside cover
1-2	Personal, Social and Emotional Development
3-4	Communication and Language
5-6	Physical Development
7	Literacy
8	Mathematics
9-10	Understanding the World
11	Expressive Arts and Design
19	Planning Forms - Introduction
20-21	Group Planning Sheet for Adapting Continuous Provision
22-23	Development Professional Notes
24-25	Learning Journey Notes
26	Management Forms - Introduction
27	Attendance Record Sheet
28	Record of Medicines Administered
29	Accident Record
30	Baby Room Daily Report Form
31	Toddler Room Daily Report Form
32	Baby Room Progress Report
33	Toddler Room Progress Report
34	Sleep Room Record
35	Babies' Feed Record
36	Welcome Letter
37	Offer of Place Letter

# CHILD'S ENTRY RECORD

Page 1 of 4

Child's Name:

Photo

Date of Birth:

Sex:

Religion:

Ethnic Origin:

Child's first language:

Disability (Y/N)

Access requirements:

Address:

Telephone number:

## Medical Information

Important medical conditions (e.g. allergies):

Injections received:

History of illnesses:

### CHILD'S DOCTOR

Name:  
Address:

Tel no:

### CHILD'S HEALTH VISITOR

Name:  
Address:

Tel no:

Toilet requirements:

Special dietary requirements:

# CHILD'S ENTRY RECORD

**General information about your child.** Please answer these questions in as much detail as possible. This will help us get to know your child and help him or her to settle in quickly.

**Child's Name:**

**Date:**

Are any milk feeds to be given to your child during the day? At what times?

What type of milk does your child drink?

What juice does your child drink? At what times?

What are your child's favourite foods?

Does your child have any daytime sleeps? At what times?

How does your child go to sleep? Does your child have a comforter?

What are your child's favourite occupations?

What are your child's favourite songs and games?

Is there anything special that you feel we should know about your child?

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 1 and 2: Birth to 20 months

Personal, Social and Emotional Development	
Making relationships	
<b>Birth to 11 months</b>	<b>How things develop:</b> Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.
Date	Comments
<b>8 to 20 months</b>	<b>How things develop:</b> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.
Date	Comments

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 1 and 2: Birth to 20 months

Communication and Language	
<b>Listening and Attention</b>	
<b>Birth to 11 months</b>	<b>How things develop:</b> Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention.
Date	Comments
<b>8 to 20 months</b>	<b>How things develop:</b> Moves whole body to enjoyable sounds, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking.
Date	Comments

Communication and Language	
<b>Understanding</b>	
<b>Birth to 11 months</b>	<b>How things develop:</b> Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds.
Date	Comments
<b>8 to 20 months</b>	<b>How things develop:</b> Developing the ability to follow others' body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). Understanding of single words in context is developing, e.g. 'cup' 'milk', 'daddy'.
Date	Comments

EYFS - Phases 1 and 2 - Birth to 20 Months  
Group Planning Sheet for Adapting Continuous Provision

<b>Week ending:</b> <u>15/06/12</u>	
Childs name	Key Points from Observations
Kirsty	Playing with blocks and bricks. Putting them together in groups and making piles two or three bricks high.
Jack	Exploring the role-play area. Opening and closing cupboards. Putting objects in and taking objects out.
Aysha	Using the train set, making train sounds whilst pushing the train along.

**Changes to the Physical Environment (Continuous Provision)**

Resources	Adults' role/Effective Practice
<p>New blocks and bricks as well as stacking toys.</p> <p>Objects to encourage Jack's interest in filling and emptying. Bags, clothes and boxes</p> <p>Train set</p>	<p>Introduce the new resources to Kirsty and support and encourage her exploration of them.</p> <p>Observe Jack's play with the new objects.</p> <p>Encourage Aysha to use the train set in parallel play with other children to the support the development of positive relationships with other children.</p>

**Focussed Activities and Experiences**

Activities and Experiences	Adults' role/Effective Practice
<p>Building simple towers with blocks</p> <p>Investigating filling and emptying</p> <p>Vocalising train sounds</p>	<p>Encourage Kirsty and the other children in this activity. Note the children's ability to stack items on top of one another.</p> <p>Support Jack's explorations, do some filling and emptying alongside him.</p> <p>Encourage Aysha's vocalising and introduce other 'train set' sounds.</p>

**EYFS Links**

Personal, social & emotional development	Communication and language Speaking: Uses sounds in play.	Physical development Moving and handling: Passes toys from one hand to the other. Picks up small objects between thumb and fingers	
Literacy	Mathematics Shape, space and measure: Recognises big things and small things in meaningful contexts.	Understanding the world The world: Becomes absorbed in combining objects.	Expressive Arts and Design

Completed by: Rebecca/Sue

Date: 15/06/12



# Early Years Foundation Stage Progress Record 2012

## Phases 3 and 4

16 Months to 26 Months  
and  
22 Months to 36 Months

First published in 2012 by Sound Learning Design Limited, 1.23 Cannock Chase Enterprise Centre, Walkers Rise, Cannock, WS12 0QU  
Tel: 01543 899616 Fax: 01543 899598 e-mail: [admin@soundlearning.co.uk](mailto:admin@soundlearning.co.uk) [www.soundlearning.co.uk](http://www.soundlearning.co.uk)

© 2012 Sound Learning Design Limited

All rights reserved. No part of this Sound Learning publication may be reproduced without permission in writing from the publisher.  
Registered users may make copies for use within the purchasing establishment.

# ***CONTENTS***

3	Copying the pages and using the CD
4	Introduction
5-6	Areas of Learning and Development
7-8	Phases of Development
9	Observation, Assessment, Planning Cycle
10-12	Using the System
13	Child's Entry Record
14-17	Entry Record - Photocopy Masters
18	Progress Records - Introduction
	Progress Records - Photocopy Masters
	Booklet front cover/inside cover
1-2	Personal, Social and Emotional Development
3-5	Communication and Language
6-7	Physical Development
8-9	Literacy
10-11	Mathematics
12-13	Understanding the World
14	Expressive Arts and Design
19	Observation and Planning Forms - Introduction
20-21	Observation Sheet
22-23	Planning Sheet - Supporting Children's Interests
24	Management Forms - Introduction
25-26	Weekly Menu Planner
27-28	Weekly Activity Planner
29-30	Staff Rota
31	Offer of Place Letter
32	Change of setting letter

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 3 and 4: 16 months to 36 months

Physical Development <b>Moving and Handling</b>	
<b>16 to 26 months</b>	<b>How things develop:</b> Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.
Date	Comments
<b>22 to 36 months</b>	<b>How things develop:</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.
Date	Comments

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 3 and 4: 16 months to 36 months

Literacy Reading	
<b>16 to 26 months</b>	<b>How things develop:</b> Interested in books and rhymes and may have favourites.
Date	Comments
<b>22 to 36 months</b>	<b>How things develop:</b> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
Date	Comments

# OBSERVATION SHEET

OBSERVER: <i>Rebecca</i>	DATE: <i>15/06/12</i> TIME: <i>10:30 am</i>
CHILD'S NAME: <i>Olivia</i>	CHILD'S AGE: <i>28 months</i>

AREA OF OBSERVATION: *Role-play area*

## DETAILS OF OBSERVATION

*Olivia was playing in the role-play area. She gathered up a number of toys and laid them out on a table. Then she got the till and and put it at the side of the table.*

*She shouted out 'The shop's open' and several children came over to look. Nassar picked up a toy train and asked how much it was. 'That's three pounds' said Olivia. Nassar said he would buy it and offered Olivia two coins. 'That's not enough - you need three' said Olivia. Nassar went away and came back with a third coin. 'One, two, three - that's right' said Olivia pointing to each coin in turn as she counted. She then gave Nassar the train.*

*After she had sold toys to several children, Olivia went to the mark-making area and used the scissors to cut some paper into small pieces. She then began to write marks on the paper. I asked her what she was doing and she said 'Writing the prices.' When she had finished writing, she took the pieces of paper and put them on the shop table, one next to each toy.*

### EYFS Links

Personal, Social & Emotional <i>Playing co-operatively with other children</i>	Communication & Language <i>Language for communication</i>	Physical Dev. <i>Developing fine-motor skills.</i>
Literacy <i>Writing Hand-writing</i>	Mathematics <i>Numbers as labels and for counting</i>	Understanding the World
		Expressive Arts & Design <i>Developing imagination and imaginative play</i>

### NEW INFORMATION LEARNED ABOUT THE CHILD'S ABILITIES, NEEDS & INTERESTS

*Olivia understands that numbers can be written down, and that the written number represents a specific quantity.*

*Olivia is interested in mark-making and has some understanding of number-labels up to 3.*

*Role-play, particularly in the context of a shop, is an effective way of encouraging Olivia's interest in numbers.*

### OPTIONS FOR DEVELOPMENT

*Provide additional shop resources to support Olivia's interest in numbers.*

*Provide and model the use of writing frames within the context of a role-play shop (e.g. price labels, order pads) to encourage Olivia's mark-making.*

## PLANNING SHEET

### SUPPORTING CHILDREN'S INTERESTS THROUGH ENHANCED PROVISION

WEEK ENDING: 15/06/07

COMPLETED BY: Rebecca / Andrea

CHILD'S NAME	INTERESTS (from observations)	OPPORTUNITIES FOR SUPPORT	EYFS LINKS
<i>Jack</i>	<i>Emergent writing. Letters to practitioners and family.</i>	<i>Provide further letter writing opportunities. Visit to Post Office.</i>	<i>Literacy</i>
<i>Mohammed</i>	<i>Small world vehicles. Sending down tracks.</i>	<i>Provide pipes, tracks, guttering to go with vehicles.</i>	<i>Understanding the world Phys Dev</i>
<i>Olivia</i>	<i>Role-play, particularly shops</i>	<i>Provide extra role-play props and shop writing frames.</i>	<i>Comm &amp; Lang Literacy</i>
<i>Luke</i>	<i>Painting, mixing colours with adult support.</i>	<i>Encourage independent mixing of colours.</i>	<i>Expressive Arts &amp; Design</i>
<i>Hannah</i>	<i>Construction with boxes and blocks.</i>	<i>Provide large blocks for outdoor construction.</i>	<i>Understanding the world Phys Dev</i>
<i>Alisha</i>	<i>Book area. Listening to practitioners reading and looking at books independently.</i>	<i>Encourage choosing and reading books independently.</i>	<i>Comm &amp; Lang Literacy</i>

# Early Years Foundation Stage Progress Record 2012

## Phases 5 and 6

30 Months to 50 Months  
and  
40 Months to 60+ Months

First published in 2012 by Sound Learning Design Limited, 1.23 Cannock Chase Enterprise Centre, Walkers Rise, Cannock, WS12 0QU  
Tel: 01543 899616 Fax: 01543 899598 e-mail: [admin@soundlearning.co.uk](mailto:admin@soundlearning.co.uk) [www.soundlearning.co.uk](http://www.soundlearning.co.uk)

© 2012 Sound Learning Design Limited

All rights reserved. No part of this Sound Learning publication may be reproduced without permission in writing from the publisher.  
Registered users may make copies for use within the purchasing establishment.

# ***CONTENTS***

3	Copying the pages and using the CD
4	Introduction
5-6	Areas of Learning and Development
7-8	Phases of Development
9	Observation, Assessment, Planning Cycle
10-13	Using the System
14	Child's Entry Record
15-18	Entry Record - Photocopy Masters
19	Progress Records - Introduction Progress Records - Photocopy Masters
	Booklet front cover/inside cover
1-3	Personal, Social and Emotional Development
4-7	Communication and Language
8-10	Physical Development
11-13	Literacy
14-16	Mathematics
17-19	Understanding the World
20-21	Expressive Arts and Design
21	Observation and Planning Forms - Introduction
22-23	Topic Planning Sheet
24-25	Activity Planning Sheet
26-27	Weekly Planning Sheet
28-29	Activity Record Sheet
30-31	Activity Participation Record
32-33	Observation Form - Individual Child
34-35	Observation Form - Group
36-37	Observation Form - Tracking Movements
38-39	Observation Form - Equipment Use
40	Report and Management Sheets - Introduction
41	Progress Report to Parents
42	Activities at Home
43	Change of setting letter



# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 5 and 6: 30 months to 60+ months

Mathematics	
Numbers	
30 to 50 months	<b>How things develop:</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.
Date	Comments

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 5 and 6: 30 months to 60+ months

Understanding the world	
People and communities	
30 to 50 months	<b>How things develop:</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Date	Comments
40 to 60+ months	<b>How things develop:</b> Enjoys joining in with family customs and routines. <b>Early learning goal:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Date	Comments

# EARLY YEARS FOUNDATION STAGE - PROGRESS RECORD

## Phases 5 and 6: 30 months to 60+ months

Expressive arts and design <b>Exploring and using media and materials</b>	
30 to 50 months	<p><b>How things develop:</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>
Date	Comments
40 to 60+ months	<p><b>How things develop:</b> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Early learning goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>
Date	Comments