

LEARNING AND DEVELOPMENT FRAMEWORK

INTRODUCTION

The Learning and Development Framework has been developed in response to and in partnership with Early Learning and Childcare practitioners across Argyll and Bute. Teams liked the 'Developmental Milestones Tool 3-5 Years' and asked:

- When can we have a Developmental Milestone Tool from birth – 5 years?
- Can we have a tool which tracks progress in literacy and numeracy within Early Learning and Childcare?

The Learning and Development Framework begins with a rationale to explain what the framework sets out to achieve and why it has been developed. The main body of the Learning and Development Framework is split into two sections:

Part One – Learning and Development Framework for Babies and Toddlers (0-3 Years)

Within this section you will find support and guidance in relation to working with babies and toddlers, closely linked to 'Pre-Birth to Three' and 'Building the Ambition'.

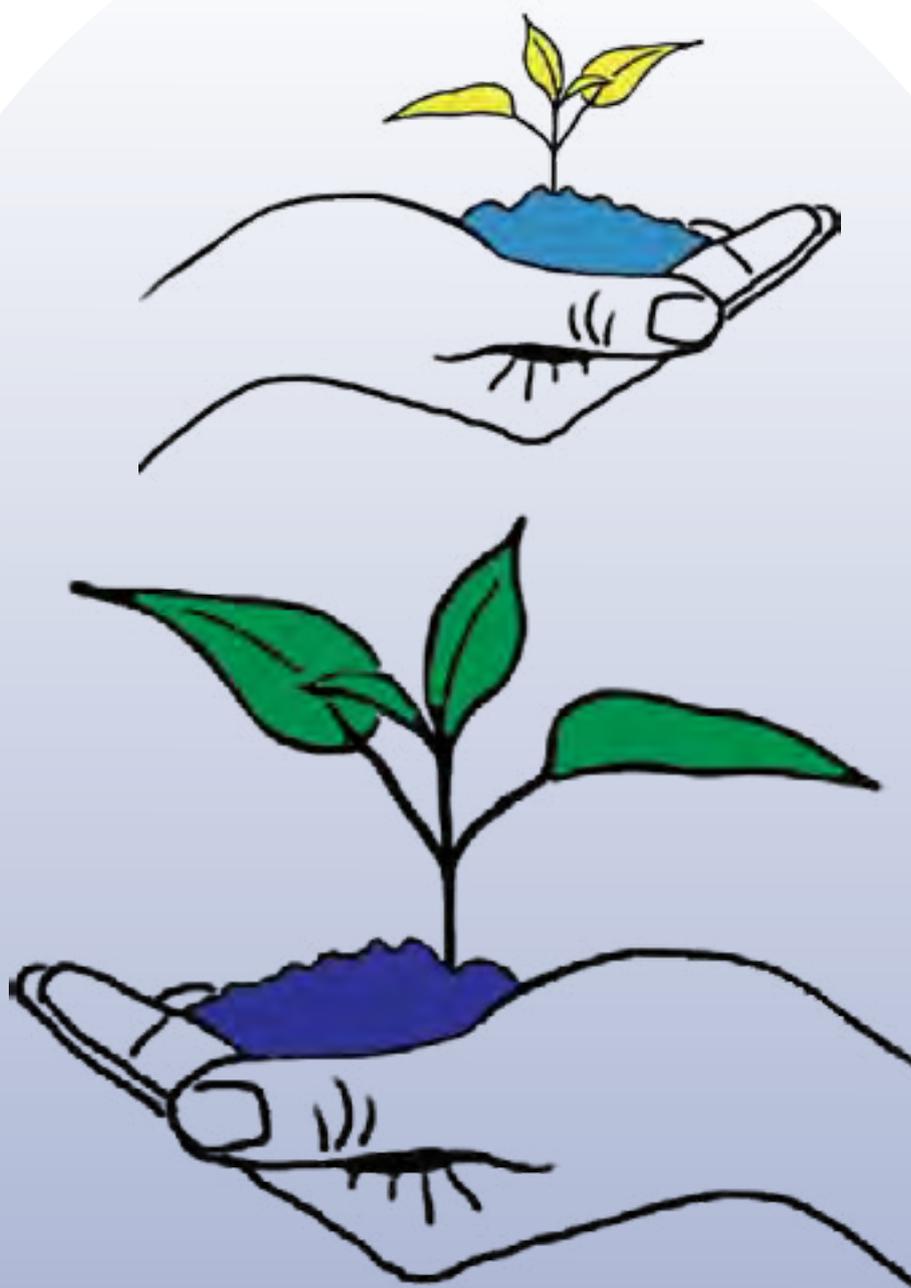
Within the appendix there are useful templates to support ELC providers, as well as developmental milestones 0-3 years

Part Two – Learning and Development Framework for Young Children (3-5 Years)

Within this section you will find the Developmental Milestone Tool – stages 1 and 2, as well as progress trackers for ELC literacy and numeracy which reflect the Education Scotland Benchmarks for Literacy and English and Numeracy and Mathematics. This section is based on 'Curriculum for Excellence' – Early Level and 'Building the Ambition'. There is also an appendix with useful resources to enhance ELC practice.



Whilst the 'Learning and Development Framework 0 - 5 Years' has been designed to help you to meet the need of the children in your care, it is only a framework and **it takes you and your team to bring it to life**. Not a 'ticking of boxes' resource, but a useful tool to share and support sound professional judgement. If you would like support with how to use the Framework, please contact a member of the Early Years Team. Use wisely and enjoy!



Introduction

The Early Years Taskforce

The Early Years Taskforce was established to develop a clear direction for the Early Years in Scotland to co-ordinate policy across Government and the wider public sector to ensure that early years spending is prioritised by the whole public sector. The Taskforce is jointly chaired by Scottish Government, Health and Local Government. It involves elected politicians, practitioners and experts from the statutory and voluntary sectors.

The Scottish Government by way of the Early Years Task Force has an ambition:

'To make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.'



In order to achieve this, the Early Years task Force has identified the following key priorities:

- Deliver tangible improvement in outcomes and reduce inequalities for Scotland's vulnerable children.
- Put Scotland squarely on course to shifting the balance of public services towards early intervention and prevention by 2016.
- Sustain this change to 2018 and beyond.

As a result, the Task Force has put in place an 'Children and Young People's Improvement Collaborative (CYPIC)' - a bottom up quality improvement programme to support the transformation of early years and beyond. Its focus is on strengthening and building on services using improvement methodology, enabling local practitioners to test, measure, implement and scale up new ways of working to improve outcomes for children and families.

The Children and Young People's Improvement Collaborative has focused on the concept of *quality improvement throughout a child's journey*. This is helping local authorities and settings to identify their strategic direction – in their local or specific context - for the next phase of quality improvement, looking at key points in a child's life and capturing how they are progressing. This approach is aimed at working with families and other agencies to meet the needs of all children and their families and provide children with the best possible start.

This may now present the reader with the following questions:

- I'm a childcare and education worker/ childminder / head teacher/ manager – what has this got to do with me?
- I already have more than enough to focus on within my service – I don't need another new initiative
- How does this connect with Pre-Birth – Three and Curriculum for Excellence?
- What are developmental milestones?

The Children and Young People Act (Scotland) 2014 puts children and young people at the centre of planning and delivering of services and has strengthened approaches to ensuring children's rights are addressed. There has been a renewed focus on our youngest children, particularly those from birth to starting school. This reflects the importance of early learning and childcare (ELC) for the future of individual children and families and wider society as a whole. 'Building the Ambition' is the National Practice Guidance for the Act and outlines the importance of high quality Early Learning and Childcare being delivered by skilled practitioners as being key to realising the ambition of making Scotland the best place to grow up.

'In Scotland, the current statutory entitlements to ELCC provision is only part of the wider ELCC for children aged from 0-5 years. It is delivered within a range of different settings and cultures. This range provides choice for parents but is also variable regarding the types of service and hours of ELCC available in different parts of the country. This strong foundation is delivered through nursery schools, nursery classes, private nurseries, daycare centres, playgroups, early development centres and childminders. The changes agreed in the Act affects all provision where ELCC funded places are required. This will mean that private nurseries, playgroups and childminders in partnerships with a local authority are still a necessary and welcome partner in delivering ELCC funded places. It is also anticipated that the childminding sector will have an important and growing role to play in helping to deliver for Scotland's children. It is the responsibility of us all.' – *'Building the Ambition'*



Practitioners and Early Years Team members from across Argyll and Bute have come together to try and address these issues. Our aim has been to create a tool that will support the learning and development of babies, toddlers and young children within and outwith your setting, whilst ensuring that the process is manageable and relevant.

What are developmental milestones?

Developmental milestones are the building blocks of how we grow, develop and achieve our potential. There are 9 main milestones which should be developed in the Early Years across Scotland:

- Social
- Emotional
- Behavioural
- Attention
- Speech & language
- Gross motor
- Fine motor
- Vision
- Hearing



Argyll and Bute practitioners have developed milestones for 0 to 5 year old children within each of the Girfec (Getting it Right for Every Child) Wellbeing Indicators –

Developmental Milestones

- Social/ Emotional/ Behavioural
 - Sensory/ Cognitive
 - Speech & Language/ Attention
 - Gross Motor
 - Fine Motor
 - Vision
 - Hearing
- Data for vision and hearing to be collected By Health*



Wellbeing Indicators

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



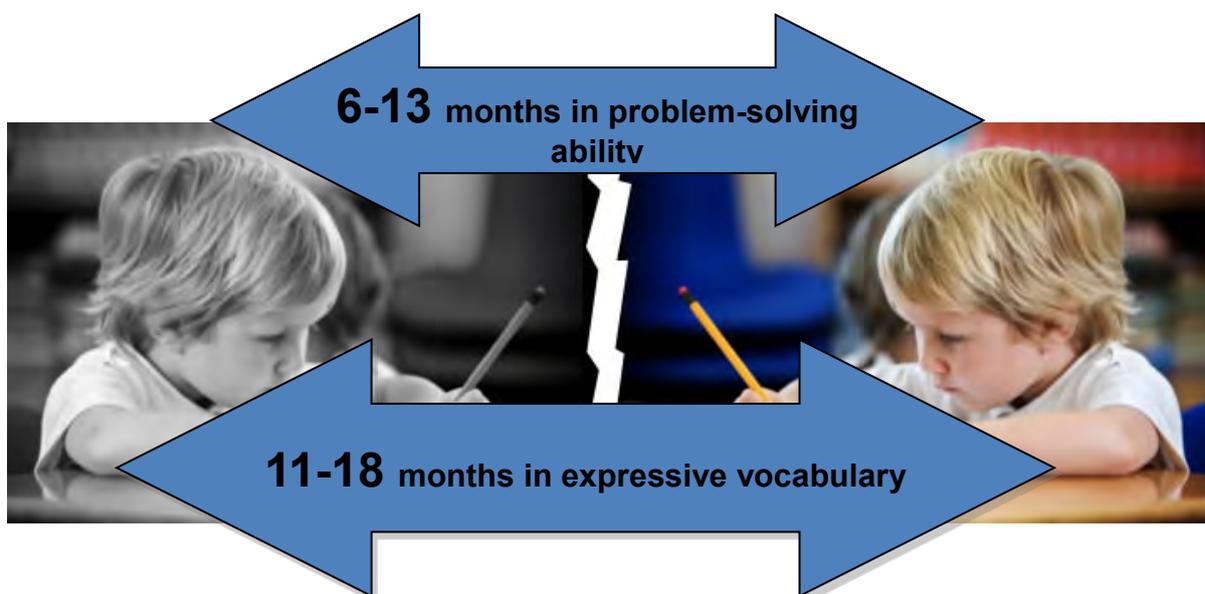
What has this got to do with me? **The Importance of the Early Years**

Brain Development: - Making and Shaping Connections

Babies' brains begin to develop in the womb and when they are born, their brains are ready and poised to be shaped and modified based on the world that surrounds them. The brain is the only organ in the body that is shaped through its interaction with its environment and it is estimated that at birth, thousands and millions of brain cells are present, with some already connected. Therefore, positive interactions are crucial in forming and reinforcing positive connections; the long-lasting effects are dependent on the experiences we have in the early years. Babies, toddlers and young children need consistent secure relationships as a high level of stress can undermine and weaken connections. It is essential that we are all aware of the importance of positive connections in the early years and continually strive to give all children the best start in life.



In Scotland today, at **age 5**, the gap between children from the **most advantaged** and **most disadvantaged** families is already:

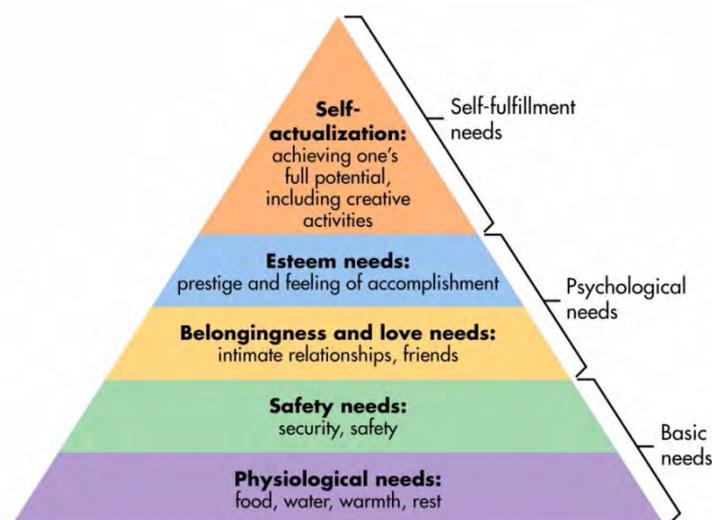


The gap persists through primary and into secondary stages and leads to a huge difference in qualifications (and opportunities) by the time young people finish their schooling.

If we invest in the Early Years, we can make the biggest difference to a child's life chances.

"It is easier to build strong children than repair broken men"- Frederick Douglass

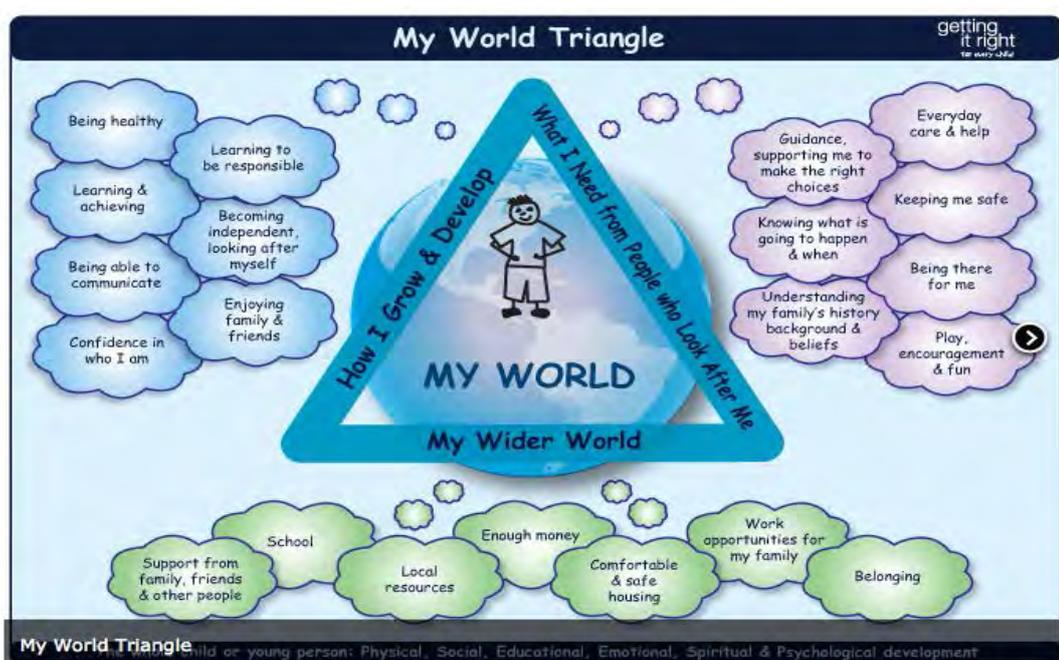
If we look at Maslow's Hierarchy of Needs, it is clear that unless a child has his or her basic needs met, chances of reaching full potential are limited:



To put this into context, a child who comes to your provision who consistently does not have any breakfast, or finds it difficult to build relationships, will not be in the best place to learn.

By focusing on a child's developmental milestones, the ELC provider, home and the child are able to work together to ensure the child's needs are being met and he or she is ready to learn and thrive.

This can be seen in the Girfec (Getting it Right for Every Child) 'My World' Triangle:



From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. This is where we can use the Girfec process to help us get the right support for every child at the right time.

'The GIRFEC approach is designed to be flexible enough to support all children and families whatever their need, whenever they need it. It is about responding in a meaningful, supportive way, working with parents wherever possible. It takes into account that everyone involved with the family has an important part to play and puts the wellbeing of children and families at the heart of any support. To do this eight indicators of wellbeing are used: safe, healthy, achieving, nurtured, active, respected, responsible and included. These are often referred to using the acronym "SHANARRI". These indicators represent the basic requirements that all children need to grow and develop. They are used in the planning process for any child in need to ensure the best possible outcomes for children to improve their life chances and wellbeing.'

'Building the Ambition – National Practice Guidance on Early Learning and Childcare'

How does this connect with 'Pre- Birth to Three'?



Rights of the Child - United Nations Convention on the Rights of the Child (UNCRC), (UN, 1989).

All practitioners working with babies and young children play an important role in ensuring that children's rights are safeguarded, actively promoted and the child's best interests are at the centre of service delivery.

Children have the right to be nurtured, respected and their opinions listened to. Their contributions should be valued by trusted adults who promote the principles within:

- The Rights of the Child
- Girfec
- The National Care Standards
- Children and Young People (Scotland) Act (2014).

Relationships - Warm, reciprocal relationships are influential in promoting effective learning and emotional wellbeing for the child. Through these positive early experiences children have opportunities to develop emotional literacy; the ability to feel loved, secure and appreciated. These can impact on future outcomes and life chances.

Responsive Care - Central to providing effective high quality responsive care, are knowledgeable competent staff who demonstrate a sensitive caring approach.

Thoughtful staff, who know their individual children and families, who are; observant, flexible and reflective are key to ensuring children's needs, interests, capabilities and preferences are being met. This is crucial to the delivery of a successful high quality provision.

Respect - It is important to encourage participation, provide opportunities for choice and time for individuals to express themselves in order for children and their families to feel valued and included. Mutual respect and warm reciprocal relationships in which children, parents and staff have a voice in decisions that affect them is essential for inclusion, fairness and equality.

Although there are four key principles they are all interrelated and interdependent. In practice each one is an essential component in providing high quality care and education. The four key principles run through the developmental milestones from birth.



Further support materials and guidance can be found within the 'Baby and Toddler' section of the 'Learning and Development Framework 0-5 Years'



How does this connect with Curriculum for Excellence?

At the heart of Curriculum for Excellence sit the Four Capacities:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

If we look closer at the Four Capacities, we can see the capabilities and attributes which describe all the qualities which every child needs to achieve his or her potential.

| successful learners | confident individuals | responsible citizens | effective contributors |
|---|--|---|--|
| <p>attributes</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations. | <p>attributes</p> <ul style="list-style-type: none"> • self-respect • a sense of physical, mental and emotional well-being • secure values and beliefs • ambition <p>capabilities</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity. | <p>attributes</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues. | <p>attributes</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>capabilities</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems |

There is a very strong link between the attributes and developmental milestones. Some of these attributes are listed below-

- Self respect
- A sense of physical, mental and emotional wellbeing
- Resilience
- Self reliance
- Enthusiasm and motivation for learning



As well as focusing on developmental milestones within Health and Wellbeing, it is equally important to ensure you are meeting the learning needs of each of your children through the experiences and outcomes of Curriculum for Excellence.

Curriculum for Excellence – Planning, Assessing and Tracking Progress

As part of the 'Early Years Learning and Development Framework', there are sections which outline effective practice and progression in ELC literacy and numeracy. Both sections support practitioners to create *literacy and numeracy rich* environments, encouraging teams to consider:

- environment
- experiences
- interactions

when focusing on planned learning opportunities. The sections also include tracking systems for ELC literacy and numeracy.

This will support teams to provide appropriate

- Breadth
- Depth
- Challenge

for every child through effectively tracking progress and planning appropriate next steps in learning.



'Progression is often uneven across different aspects of development. This is to be expected and is quite natural. Understanding this helps to provide experiences, opportunities and interactions which are more developmentally appropriate. Accepting and appreciating that this uneven pattern of development is how children develop and learn will give practitioners the confidence to make changes that will provide the best ELC experiences.'

'Building the Ambition – National Practice Guidance on Early Learning and Childcare'



In addition to literacy, numeracy, health and wellbeing, it is also important to track children's progress in all of the subject areas within Curriculum for Excellence.

What will the 'Learning and Development Framework' look like within an Early Learning and Childcare Provision?

Every baby and child who begins their Early Learning and Childcare experience will be unique – bringing with them experiences, skills, likes and dislikes. It is our duty to ensure our services meet the needs of every child in our care.

Services for young children must:

- Be child-centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions in the ECEC setting.
- Offer a nurturing and caring environment.
- Provide appropriate spaces to play and learn with a range of possibilities for children to develop their present and future potential.
- Be responsive to children's changeable interests and demands.

'Building the Ambition – National Practice Guidance on Early Learning and Childcare'



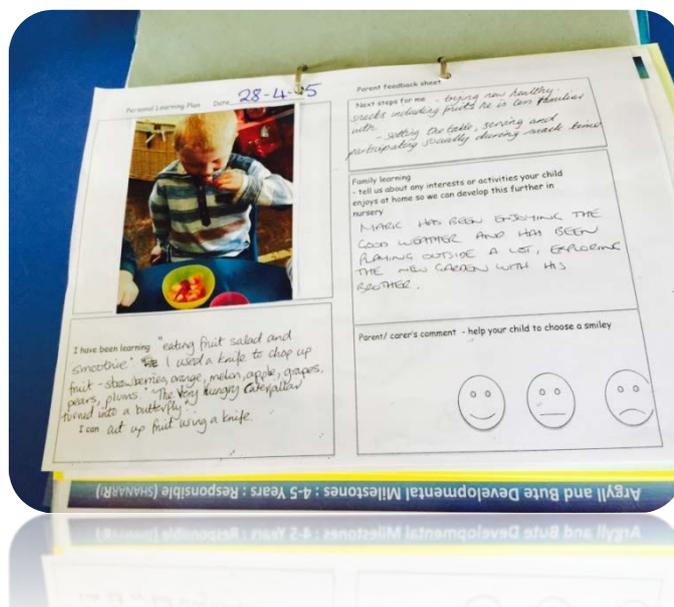
It is vital that practitioners consider their environment, experiences and interactions, whilst delivering on the principal drivers of Early Learning and Development –

- Wellbeing
- Communication
- Promoting curiosity, inquiry and discovery.

Personal Learning Plans

Just as we recognise that every child is different, we must also recognise that they progress at different rates, within different areas. Therefore within our practice, it is vital that we provide the most appropriate support and challenge at the most appropriate time within each child's learning journey.

ELC providers make use of personal learning plans (PLPs) to ensure the needs of each and every child are being met – working with each child to make sure learning is relevant and meaningful. These PLPs are sometimes called 'My Learning Story', or 'My Special File' – each provider has its own name for their children's PLPs.



'Early years education has always been concerned with developing the personal qualities and capabilities in young children. It has thus avoided the obsession with curricular content which is characterised at later stages, especially the secondary stage. Teachers and others working in the pre-school (ELC) sector view the promotion of cognitive skills in the context of the broader development of the whole child.'

Keir Bloomer

Thinking about the concept of personal learning plans – the sharing of learning, development and achievement and identifying next steps, we can see that PLPs are the best place to share progress and achievement within each child's learning and development – taking the learning from group planning and learning to focusing on individual needs and progress.

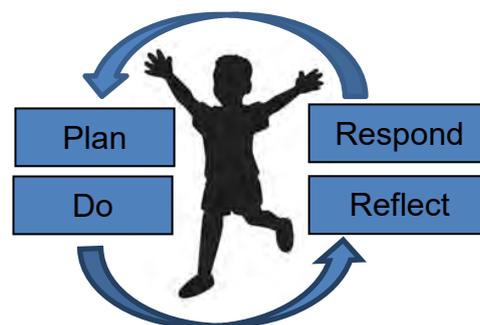
Children love to share their learning through talking about their PLPs – this builds confidence in talking about their learning and identifying their own next steps! Parents and families are also a vital part of this process and should have regular opportunities to interact with their child's PLP.



What do I need to do?

Currently in Argyll and Bute, practitioners are being encouraged to make use of the 'Plan Do Reflect Respond' model of planning to ensure learning experiences are appropriate and meet the needs of every child.

- **Plan** with children to ensure the learning opportunity is relevant and meets the learner's needs
- **Do** – carry out the planned experience, facilitating learning through effective, appropriate intervention (questioning, modelling)
- **Reflect** on what has happened through observations and sharing the learning with colleagues
- **Respond** with effective next steps



Through observation and shared dialogue, practitioners can plan to meet the needs of the child within their learning and development. As evidence of progress is gathered, practitioners can use this to identify appropriate next steps for the child.

Transition

'Transitions are a time or process of change and it is natural that change almost always brings uncertainty. In an ELCC setting there are several transitions we expect a child to manage, initially from home to the setting, from playroom to playroom, from person to person. It can be a frequent time of change. Transitions can also be exciting and challenging but it is still essential that these are handled sensitively, inclusively and positively. Dunlop and Fabian (2007) shows that "the way in which the first transitions are handled could potentially have a significant impact on the child's capacity to cope with change in the short and long term.'

'Building the Ambition – National Practice Guidance on Early Learning and Childcare'

One of the most significant benefits of the 'Learning and Development Framework 0-5 Years' is that it promotes effective communication both within and across agencies as part of the Girfec process.

Evidence of progress for each child is gathered and next steps are identified through regular moderation meetings with colleagues. As part of this process, progress can be shared through each child's 'Learning and Development Profile' as it is completed throughout the year and shared with new colleagues / receiving schools as part of the transition process at the end of each session. This gives receiving practitioners an instant 'snapshot' of each child's progress. They can examine evidence within a child's PLP and talk with their former key worker / childminder and parents for more information if required.

Parental Engagement

Parent refers to the mother or father of a child or young person, or to any foster carer, relative or friend who has been given responsibility for looking after or bringing up a child, for example through a supervision order.

Parents and families are children's first educators – it is vital that we include and actively engage families in their children's learning and development from the outset. Before using this framework, please invite parents along to learn about how their child will develop and learn within your service and how they can join in. Many of the suggested activities from home link to the 'Play@Home' series of books which parents get when their children are babies and toddlers from their health visitor and from their ELC setting when they are young children. Practitioners have found it useful to refer parents to these books when linking learning and development between home and their ELC provision.

As part of 'How Good is our Early Learning and Childcare?' there is a much greater emphasis on working with families to build confidence and capacity in family learning. Therefore, all ELC providers should work in partnership with the parents to provide family learning experiences and activities on a regular basis.



'Early learning and childcare settings, schools and communities must be open to the involvement of parents in the work they do and they should develop ways to create effective partnerships. Additionally, providing information, practical support and developing strategies for supporting parents to help them engage with the setting and their children's learning is a key priority.'

Engaging Parents and Families – A Toolkit for Practitioners' – Education Scotland

'How Good is our Early Learning and Childcare?' is the new Education Scotland Quality Improvement Framework which replaces 'Child at the Centre 2'. Within the performance indicators, section 2.5 focuses on 'Family Learning', with an emphasis on:

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

Self-Evaluation

Key to any successful Early Learning and Childcare service is effective self - evaluation. 'How Good is our Early Learning and Childcare' states;

'The term 'self-evaluation' is used to cover the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action. The significant relationship between effective self-evaluation and improvement might also be understood to help settings answer the familiar three questions, which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Settings well on their way to excellence focus these questions on the core business of the setting to promote learning and development for children.'

HGIOELC – Education Scotland

Whilst the 'Learning and Development Framework 0-5 Years' has been designed to help you to meet the needs of the children in your care, it is only a framework and it takes you and your team to bring it to life.

'HGIOELC (How Good is our Early Learning and Childcare?) takes account of childminders, all private, voluntary and local authority settings. It is therefore for all practitioners working with children from birth to starting school. It complements the newly published '*How good is our school? (4th edition)*' for primary and secondary schools, and underpins the approach to self-evaluation to drive forward improvement work across Scotland. It takes full account of recent policy initiatives such as, *National Practice Guidance on Early Learning and Childcare: Building the Ambition, Pre-birth to Three, Getting it right for every child* and *Curriculum for Excellence*.'

HGIOELC – Education Scotland



Through effective self-evaluation and working together as a team to build confidence and capacity in your understanding of high quality Early Learning and Childcare will lead to improved outcomes for your children and families.

Conclusion

It is now over to you to provide high quality Early Learning and Childcare using:

- Pre-Birth to 3
- Curriculum for Excellence
- Building the Ambition
- Gifec
- How Good Is Our Early Learning And Childcare (HGIOELC)

‘The importance of the contribution that ELCC can make to this process cannot be underestimated in this context. We know that intervening early for those children and families who need it most makes a positive difference. There are strong connections and links between the SHANARRI wellbeing indicators and the principles of *Pre-Birth to Three, Rights of the Child, Relationships, Responsive Care and Respect*. These in turn link to the four capacities of *Curriculum for Excellence: Successful Learners, Responsible Citizens, Confident Individuals and Effective Contributors*.’
‘*Building the Ambition – National Practice Guidance on Early Learning and Childcare*’

However, in order to achieve rich, meaningful and long lasting learning and development leading to positive outcomes, you have to create the conditions for learning through:

- Effective, enabling environments
- Meaningful and stimulating experiences
- Appropriate and sensitive interactions



Together we can make Scotland the Best Place to Grow Up!

Glossary and Associated Web Links

- ELCC / ELC – Early Learning and Childcare (previously known as Preschool)
- ‘Building the Ambition – National Practice Guidance on Early Learning and Childcare’ - <http://www.scotland.gov.uk/Resource/0045/00458455.pdf>
- Pre-Birth to 3
<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/prebirthtothree/>
- Care Inspectorate - <http://www.careinspectorate.com/>
- GIRFEC – Getting it Right for Every Child –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>
- Early Years Collaborative (EYC) -
<http://www.scotland.gov.uk/Topics/People/Young-People/early-years/early-years-collaborative>
- CPP – Community Planning Partnership - <http://www.argyll-bute.gov.uk/council-and-government/community-planning-partnership>
- United Nations Convention on the Rights of the Child (UNCRC) –
<http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/?gclid=CMrjqdSnmM4CFQ8TGwodJ78KCg&sisr=1>
- Early Learning and Childcare – Education Scotland
<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/>
- How Good is Our ELCC? – National Improvement Hub -
<https://education.gov.scot/improvement/Pages/frwk1hgioearlyyears.aspx>
- National Parenting Strategy - <http://www.gov.scot/resource/0040/00403769.pdf>
- Engaging Parents Tool kit – National Improvement Hub
<https://education.gov.scot/improvement/Pages/par2engagingparentstoolkit.aspx>
- National Play Strategy - <http://www.gov.scot/resource/0043/00437132.pdf>
- Play@Home – <http://www.wellscotland.info/guidance/case-studies/playhome>
- Argyll and Bute Early Years Resources -
<https://blogs.glowscotland.org.uk/ab/sali/early-years/>



Introduction

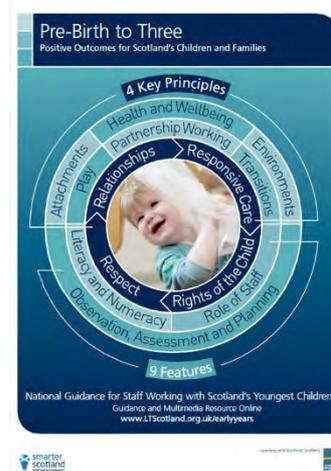
Pre-Birth to Three, Positive Outcomes for Scotland's Children and Families supports the national vision to make 'Scotland the Best Place to Grow Up' by developing an understanding of four key principles for best starts and positive outcomes:

- The Rights of the Child
- Relationships
- Responsive Care
- Respect.

All staff working with babies and children should be aware that these 4 key principles are interrelated and interdependent.

The following **Nine Features of the Key principles in Practice** is an effective way of supporting staff as they implement the 4 key principles.

1. Role of Staff
2. Attachments
3. Transitions
4. Observation, Assessment and Planning
5. Partnership Working
6. Health and Wellbeing
7. Literacy and Numeracy
8. Environments
9. Play.



This Learning and Development Framework 0 – 5 Years and associated appendices takes a closer look at what each of the nine features means in practice for ELC providers caring for children 0-3 years. It links to **Building the Ambition** and highlights support materials to help practitioners provide high quality early learning and childcare for our youngest children. Most of the support materials can be found on SALi (Sharing Argyll's Learning ideas) under Early Years: <https://blogs.glowscotland.org.uk/ab/sali/early-years/>

1. Role of Staff

Enthusiastic, sensitive, interested, knowledgeable staff who relate warmly to children, parents and colleagues are the greatest resource of any setting, this cannot be stressed enough.

Adults within the setting need to be mindful that they play a powerful role in children's lives and because of this they need to be aware of what they not only say but, what they do, can have an impact on young minds. Therefore, it is crucial that all must work together to create and maintain an ethos where children feel safe, can grow, develop and learn in a community of mutual respect and trust.

Key Person

The Pre Birth to Three document strongly promotes a key worker or key person system. Allocating a named staff member to each child has many benefits for the child and family and provides the best opportunity for building trusting, responsive, respectful relationships. A key person system can however present many challenges to some establishments. Different child attendance times, staff work patterns, staff turnover, etc. are some of the issues groups may need to overcome in order to make the system work. Groups need to consider the role of the key person and what the system will entail and how a backup can be implemented in the key person's absence.

The SSSC Codes of Practice for Social Service Workers and Employers sets out the standards early years and young people's workers and their employers should meet.

The SSSC Common Core of skills, knowledge and values describes the skills, knowledge and understanding, and values that everyone should have if they work with children, young people and their families

Both can be accessed via SALi

'The crucial role practitioners play in supporting children's ELCC and in recognising the impact practice can have cannot be underestimated'
Building the Ambition

2. Attachments

Children's early experiences are significant in shaping their emotional health, resilience and social competence - a sense of self. As all areas of learning and development are interconnected, it is crucial that practitioners understand the importance of children's emotional and social development. Early nurturing is important to learning about trust, empathy and resilience; positive early experiences are crucial in shaping the brain's emotional wiring. Children who have formed secure attachments, not only have the basis to develop subsequent positive relationships but also have a solid platform on which to form the foundation of learning and development for other developmental areas.



'The early parent/child relationship – is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills'
Building The Ambition

Not all children achieve this within their home environment, but not all is lost!

Positive relationships with other key people such as Early Years Practitioners are significant. Practitioners who are attuned to their children, and are sensitive and responsive to their needs, can provide a secure base on which to build their foundations of learning. Positive experiences to nurture and guide a child will help provide the basis for a lifetime of social and emotional competence.

Goleman's theory on emotional intelligence highlights the importance of attending to children's self-esteem and self-knowledge and their ability to make decisions about how they behave and what choices they will make.

Want to know more?

- Sabre Tooth Tigers and Teddy Bears by Dr. Suzanne Zeedyk
- What is Love by Sue Gerhart
- Please see also Attachment section on SALi

3. Transitions

Transitions occur many times throughout our lives and our ability to manage change in a positive way is a very important skill for life. For transitions within ELC settings, consideration must be given to the stage of development rather than age.

The following support documents will assist with identifying this:

- Argyll and Bute's Developmental Milestone Tool 0-3 (appx 10)
- Argyll and Bute's Learning and Development Meeting Record (appx 12)
- Argyll and Bute's Guide to Child Development 0-3 (appx 11)

'It is necessary for a practitioner to be able to respond to the child's actual development in order to adapt and provide what is best at that time for the child rather than expect a child to fit into a fixed and predetermined group programme or plan'

Building the Ambition

Effective transitions which are sensitively handled, where staff ensure that children's needs are being met at every stage, can have an impact on how resilient the child is to dealing with change. There is no optimal time frame and each child must have the necessary time required whilst they adjust to change. All partners working together and sharing information throughout this period is key to smooth transitions.

The following support documents may assist with this:

All About Me (appx 1) details a child's preferences and family make up - will be useful in the following transitions:

- From home to ELC setting
- From key person to key person
- From room to room
- From ELC setting to ELC setting

Progress Transition Record (appx 13) indicates where a child is developmentally and highlights possible next steps for progression – useful in the following transitions and also for sharing information with parents and relevant partners:

- Key worker to key worker
- Room to room
- ELC setting to ELC setting

List of positive statements (appx 15). This will assist with the completion of the **Progress Transition Record**



4. Planning for Young Children's Learning and Development

Information gained from observations is the basis of planning for progression through play and comes about as a result of a real understanding of a child's interests, needs and previous experiences. Practitioners, when recording observations, need to challenge themselves by asking...

'What is significant, new or a concern in terms of the child's learning and development?'

Observation sheet (appx 9) is one way for staff to record significant observations which will help to inform next steps and planning for individual children's learning and development.

When planning for young children, it is important for practitioners to have a sound knowledge of the children in their care and their stage of development. They need to have the ability to reflect on what they have observed and think deeply about what this means for the child in terms of their learning and development.

The following support documents will assist with identifying this:

- Argyll and Bute's Developmental Milestone Tool 0-3 (appx 10)
- Argyll and Bute's Learning and Development Meeting Record (appx 12)
- Argyll and Bute's Guide to Child Development 0-3 (appx 11)



'It is important to know how children develop and learn from the beginning, how they are developing at any point in time, and how they might develop and learn in the future.'

Building the Ambition

The starting point is: 'What children can do rather than what they cannot do!'

The observant practitioner will skillfully recognise when a child needs to be left alone to explore or to perfect a skill by repetition or interact sensitively to actively support the child in moving on to the next stage. This may include modelling behaviour, words, actions, or it may be about following the child's lead; however, **it will always be about observing the child in order to support their interests by providing play experiences which consolidate and scaffold their learning within a warm and trusting relationship.**

When planning for each individual child, practitioners must remember that each child is made up of many parts: social, emotional, intellectual and physical; all experiences offered must be reflective of this.

The following documents may help practitioners to focus on the learning and development needs of individual children:

Care plan (appx 2) A one sheet summary of key **All About Me** information, updated as appropriate in consultation with parents.

The '**current schema or interest**' section in the **care plan** will feed into the **Individual Child Planner (appx 3)** which informs what you might do as a practitioner and what resources you will use to support learning and development over a period of time.

5. Partnership Working

Parents as Partners

Parents have a right to be fully involved and consulted as partners in the learning process that you offer. Since parents are the first educators of their children and know them best, it is vitally important to foster positive relationships between parents and practitioners. This is crucial to bridging and interpreting between home and the setting. Children's learning must be based on their individual experiences and practitioners need to add to and complement these in order for children to progress in their learning. Therefore, it is imperative that practitioners engage with and share the child's learning with parents. When sharing this information with parents, Practitioners can encourage and guide them to continue to develop their child's knowledge, skills, attitudes and ability for lifelong learning at home and in the community.

It is important to accept and understand that each family will be able to commit to different levels of involvement. In some cases the level of involvement for some families is low, but nevertheless it is important to continue to offer support and guidance ensuring that they remain involved and included and, over time, they may increase their level of involvement. To achieve this, settings need to reach out to families, which includes recognising differences, valuing diversity and accepting the choices parents make about involvement. Reluctance to be involved could be due to parents' literacy abilities and practitioners need to be sensitive and creative in their approach.

Very young children, who cannot yet verbalise, cannot communicate to their parents or carers how their day has gone. The following correspondence examples may help to provide this information for parents:

Daily Sheet: Home Nursery Link (appx 15a, 15b)

'We know that the outcomes for children are much better if the family is involved in all aspects of ELCC.'

Building The Ambition

Partnerships with other Services

Sharing and accessing information between relevant agencies provides a coherent and unified approach which is designed to ensure that all involved work effectively, ensuring children and their families are at the centre of all decisions, thus leading to better outcomes, improving their life opportunities.

If children require additional support from **two or more agencies** a Girfec approach to sharing key information across professional boundaries must be adopted by staff and a Universal Child's Plan will be co-ordinated by a lead professional who is best suited to take on that role.

If an ELC setting is working with a **single agency** in relation to an individual child, the following document may be useful to keep a record of this:

Record of contact with other professionals (appx 4)



6. Health and Wellbeing

Health and Wellbeing is at the core of what we do and all professionals who work with children and families play a key role in supporting and promoting children's health and wellbeing to help them achieve the best start in life. Staff should be able to offer support and guidance or signpost parents to relevant agencies or literature. All children are entitled to a safe, clean environment in which to live, learn, play, develop and thrive. A healthy, active lifestyle is crucial for a healthy childhood and to establishing lifelong emotional wellbeing and good mental health.

Early Years staff should be aware of the following documents/initiatives and use them to work in partnerships with parents on the promotion of health and wellbeing to achieve the best start for all children:

Play@home

Parents in Argyll and Bute are issued with a baby, toddler and 'preschool' play@home book. The books contain simple, fun activities and songs to encourage physical movement and exercise while reinforcing positive interactions and relationships between the parent and child.

Childsmile is a national programme to improve the oral health of children in Scotland

Every Day's a Learning Day 0-3: Section 1 Health and Wellbeing

The Early Years Information Pathway lists the national information resources available to professionals and how to order them to facilitate effective communication with parents and carers to improve maternal and child health outcomes.

More information on all can be accessed on SALi

7. Literacy and Numeracy

During the crucial early stages of a child's life, children are surrounded by literacy and numeracy and it is imperative that we provide an environment which offers a variety of opportunities to promote and develop these skills. Through play, children can grow in confidence as they master their skills, understanding and knowledge. Practitioners, through observation, must provide challenging engaging activities for progression.



Argyll and Bute's **Pre-Birth to Three Early Literacy Development** may be a useful resource for practitioners in planning for development. It can be accessed on SALi

Involving parents and sharing progress with them is important as activities can easily be incorporated into everyday learning and the following resources/initiatives will assist with this:

Family Learning

Every Day's a Learning Day 0-3: Section 2, Literacy and Section 3, Numeracy

Bookbug is Scottish Book Trust's Early Years programme which encourages reading, talking, singing and cuddling from birth by providing free bags of books and resources to every baby, toddler, 3-year-old and Primary 1 child in Scotland. The first two bags, Bookbug Baby and Bookbug Toddler, are given to families by health visiting teams. Argyll and Bute also run free Bookbug sessions across the local authority where babies, toddlers and their parents or carers enjoy rhymes, songs and stories in libraries and other community venues.

Play Talk Read a national programme encouraging parents, grandparents and carers to play, talk and read with their young children every day to give them the essential skills, motivation and abilities that will make it easier for them to keep learning throughout their lives.

There are links to all on SALi.

8. Environments

A well thought-out stimulating environment, both indoors and out, where staff through observation are attuned to their children's needs, is key for learning to take place. Children need well designed spaces and places to explore which encourage independence, creativity and curiosity; **a place to have fun!**



Through observation, staff need to strike the balance between maintaining a measure of consistency and making small changes by tweaking and adapting to make improvements for children so they continue to be inspired and motivated by their surroundings; **ignite a feeling of awe and wonder.**

Create cosy areas to have a chat by using material to make tents/dens. Where possible, replicate a homely social environment using soft furnishings. Provide natural sensory resources to stimulate all their senses. For babies who can sit but can't yet walk, promote curiosity and discovery through heuristic play and a variety of treasure baskets.

The following documents may assist staff with planning their environments to progress children's learning and development:

- Environment Planner example (with opportunities for schematic play/ interests) (appx 5a)
- Environment Planner Example blank (appx 5b)
- Ideas for Play to support child development (appx 6)

Planning for the environment has been divided into five key areas of development- **Emotional, Social and Behavioural, Cognitive, Speech and Language, Gross and Fine Motor**; there is also a box for **Parental Involvement**. Provision must take account of the children's current interests and stages of development and where possible all staff within the room should contribute to the planning process.

A separate planner may be used for each stage e.g. baby room, toddler room, or a combined one may be used in shared areas.

All planning should contain opportunities for both indoor and outdoor play.

The following resources may also be useful when planning your environments for under 3s:

- Pre-Birth to Three DVD resource
- Building the Ambition
- What happens in the Baby Room? – Community Playthings
- A good place to be two – Community Playthings
- The Little Book of Treasure Baskets - Sally Featherstone
- My World Outdoors, Care Inspectorate



There are links to all on SALi

Routines

The most important thing about routines is to keep them as flexible and individualised as possible.

The baby room routine should be very flexible as babies have their own very different routines. They need opportunities to sleep, be fed, changed and cared for when they need it. Opportunities for play and interaction should happen throughout this flexible routine. The toddler room routine should allow opportunities for: free play, planned experiences, individual time and outdoor play. Singing time, story time and snack time should also be included.

The following example may be useful for practitioners:

Flexible Routine for a Playroom (appx 7)

Sleep

It is important that children have the opportunity to sleep or rest as necessary throughout the day. A safe and secure space should be provided for this purpose and children should be checked regularly. The following examples for recording sleep checks may be useful for groups to adapt and implement if required:

Sleep Record Sheets (appx 8a, 8b)

9. Play

Article 31 of the UN Convention on the Rights of the Child states: ‘that every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.’ (UNCRC 1989).

‘What is important is that children and young people have the freedom to choose how and when they play. From the earliest days and months play helps children learn to move, share, negotiate, take on board others’ points of view and cultivate many more skills.’
(*The Scottish Government, 2013. Play Strategy For Scotland: Our Vision, p13.*)

When a child embarks on a self-initiated activity it is a powerful opportunity for learning, as the child makes the decisions, is focused, motivated and is in control of their play. Opportunities for purposeful play not only require enabling, inspiring and supportive environments, but also resources, space and most importantly, time. Children need sustained time to develop their interests through play and by supporting their interests, by allowing them to lead, we empower them to learn and grow. Child-initiated and child-inspired experiences must be the basis of future planning.

The skilful practitioner will sensitively and intuitively know when the opportunity arises, when and how to join in the play to enhance the child's experience; when appropriate, seize the moment! Above all, do not direct the play to your own learning objectives or assessment agenda. Instead, take the opportunity to identify the skills and knowledge that children are using and applying.



Planning and Supporting Play: Schema

'A schema is a pattern of repeated behaviour into which experiences are assimilated and gradually co-ordinated. Co-ordinations lead to higher and more powerful schema.' (Athey, cited in Again! Again! Featherstone p18).

Although babies begin with the same schemas, these develop and co-ordinate with each other, influenced by the people and objects around them. Babies' early awareness of the world around them is developed and deepened through schemas, so therefore practitioners who recognise and understand these patterns are better equipped to plan enabling environments.

As children grow and learn, the following is a list of some of the most common schemas which can be observed in children's play and exploration:

- Connecting: joining and disconnecting construction, train tracks, taping or gluing materials together.
- Enclosing: making borders and enclosing objects within paintings, drawings, animals etc.
- Enveloping: putting objects in bags or wrapping objects up, including themselves.
- Orientation: putting objects or themselves in different places and positions e.g. upside down, on their side.
- Positioning: lining up objects or organising into groups e.g. buttons, cars, sticks etc.
- Rotation: spinning themselves or wheeled toys, being swung round and playing on roundabouts.
- Trajectory: dropping, throwing objects, climbing up and down, jumping off things, banging.
- Transporting: carrying objects around in bags or containers. Moving objects from one place to another e.g. bringing object to adults, to and fro from one area to another.



Understanding schemas gives practitioners the opportunity to:

- Observe and recognise individual schemas
- Plan appropriate opportunities to support current schemas
- Build, support and challenge children's thinking and learning, helping them make sense of their world.

Children, through their actions of repetition and exploration in practising certain patterns of behaviour, gain ability and understanding through forging connections in the brain that become quicker through practice. Therefore schemas are the building blocks for the brain.

Your role in this 'language of play' is:

- Observing
- Supporting
- Extending.

Want to know more?

- Play Strategy for Scotland
- Again, Again! Understanding Schemas in Young Children by Sally Feathersone
- There are links to both on SALi



Play and Risk

Children who are encouraged to explore, experiment and problem solve in an environment where they experience controlled risk and challenge (age and stage appropriate), learn to manage their own capabilities. This positive sense of self encourages resilience, perseverance and positive attitudes to learning. Children need to feel safe, not overprotected nor always seeking approval and reassurance for their actions. They learn best when they are given appropriate responsibility, allowed to make and learn from their errors, decisions and choices. It is about developing a positive ethos which enables them to have the confidence to give it a go.

The Care Inspectorate publication “**My World Outdoors**” supports a move away from a risk-averse approach to one where proportionate risk assessment supports children to enjoy potentially hazardous activities safely. It can be accessed via SALi

Looking inward, looking outward, looking forward – Self-evaluation and improvement planning

This Learning and Development Framework 0-5 Years has explored the 9 key features of the 4 key principles from Pre-birth to Three.

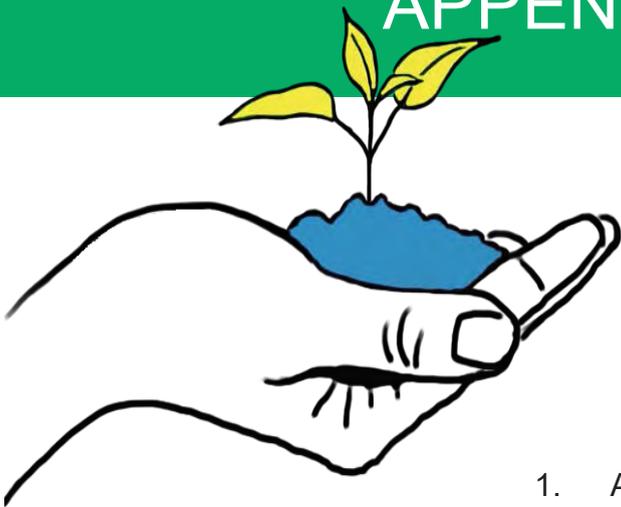
We hope it has helped you in planning for young children’s learning. In order to provide high quality provision for our youngest children it is important to take a closer look at your own provision to evaluate how good you are, to consider how good you can be and to plan how to get there. It is important to involve all staff, parents and children too (where possible) so everyone knows what the strengths of the service are and the priorities for improvement.

The following resources (which can all be accessed on SALi) will help with self-evaluation activities:

- Pre-birth to Three: Positive Outcomes for Scotland’s Children and Families
- Building the Ambition and associated A&B Self-evaluation sheets
- How Good is Our Early Learning and Childcare? (HGIOELC)
- The Cycle of Observation Assessment and Planning by Chris Miles

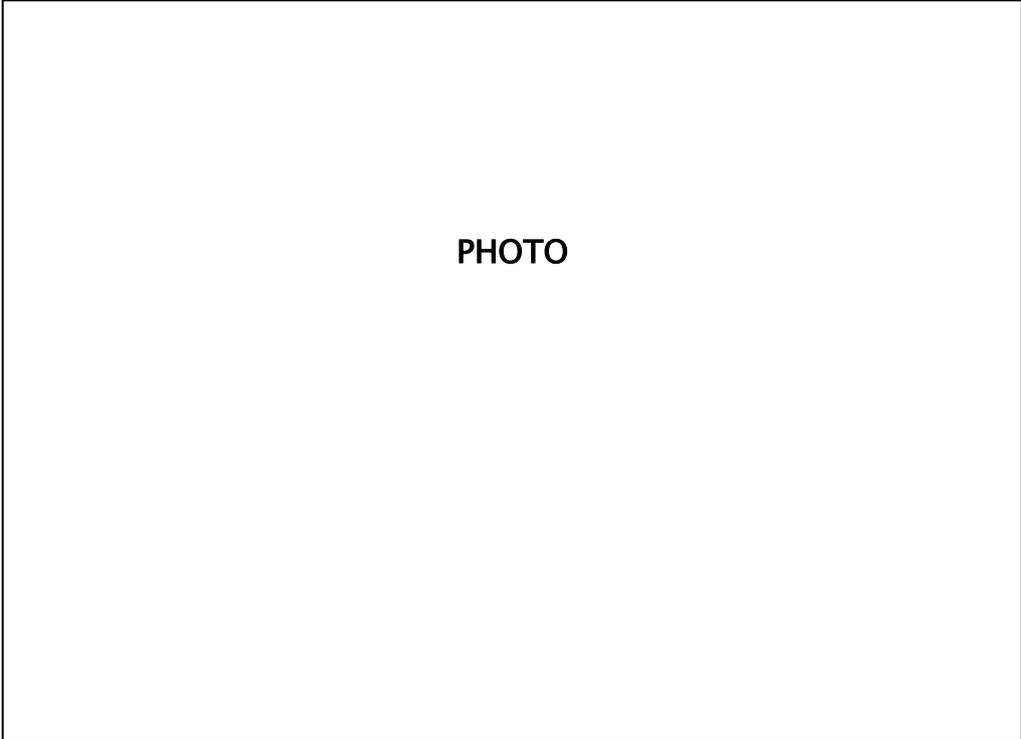


BABY AND TODDLER (0-3 years) APPENDICES CONTENTS



1. ALL ABOUT ME
2. CARE PLAN: ALL ABOUT ME SUMMARY
3. INDIVIDUAL CHILD PLANNER
4. RECORD OF CONTACT WITH OTHER PROFESSIONALS
- 5a. ENVIRONMENT PLANNER EXAMPLE
- 5b. ENVIRONMENT PLANNER TEMPLATE
6. IDEAS FOR PLAY TO PROMOTE CHILD DEVELOPMENT
7. FLEXIBLE ROUTINE EXAMPLE
- 8a. SLEEP RECORD TEMPLATE
- 8b. SLEEP RECORD TEMPLATE 2
9. OBSERVATION SHEET
10. DEVELOPMENTAL MILESTONES: 0-3 YEARS
11. CHILD DEVELOPMENT GUIDE
12. LEARNING AND DEVELOPMENT MEETING RECORD
13. PROGRESS/TRANSITION RECORD
14. POSITIVE STATEMENTS LIST
- 15a. DAILY SHEET: HOME NURSERY LINK
- 15b. DAILY SHEET: HOME NURSERY LINK 2

GROUP NAME:



PHOTO

My name is:

I like to be called:

Date of birth:

Key Person:

Named Person (Health Visitor):

Dear Parent/Carer

Starting nursery is an exciting new beginning and we look forward to working in partnership with you in the wellbeing, care, learning and development of your child.

So that we can get to know your child a little better, we would be grateful if you could take the time to complete this booklet with your child.

Please do not hesitate to ask if you have any questions or concerns.

Thank you.

Head of Centre





MY FAMILY AND FRIENDS

.....
.....

PHOTO

PHOTO

Other people who are important to me; they may live elsewhere.

PHOTO

PHOTO

Pets

I am: (please circle)

Confident

Playful

Shy

Anxious

Curious

Talkative

Other

ABOUT MY FEELINGS

What makes me happy?

What makes me sad?

What makes me angry?

What frightens me?

What comforts me?

What I like to do:

My favourite toys/activities

My favourite story/songs/ nursery rhymes

I don't like to

Special toy/Comforter/Imaginary friend



PERSONAL ROUTINES



I like to eat

I like to drink.....

I don't like

Comment

I can feed myself with a spoon/fork .

Comment

I can drink from a bottle / feeder cup / cup (please circle).

Comment.....

Additional Information on how I like to be fed :

.....

I wear nappies/pull ups

I am learning to use the potty/toilet

When I need the toilet I say/do

.....

Comment

When I'm tired/ upset I need /don't need a dummy/comforter.

Comment

Additional information on how I like to be held and how and when I like to go to sleep:

.....

.....

Any recent changes or events which may have affected me (e.g. new baby, move home etc.)?

.....

.....

How can we help you to help your child learn?

.....

.....

Child's name..... Key Person.....Named Person.....

Room.....

Date.....

| | | |
|-------------------|----------------------------------|--------------------|
| What comforts me? | Nappy Changing/Toileting Routine | Sleeping/rest time |
|-------------------|----------------------------------|--------------------|

| | | |
|-------------------------------|-----------------|-------------------|
| Allergies/medical information | Family requests | Feeding/mealtimes |
|-------------------------------|-----------------|-------------------|

| | |
|--------------------------|------------------------|
| Current scheme/ Interest | Additional information |
|--------------------------|------------------------|

Parent/Carer
Signature.....Date:.....



INDIVIDUAL CHILD PLANNER

Child's name.....

Date.....

Schema/Interest:

Linking Schema/Interest with Play
(Planned or Spontaneous)

Resources/Interaction
(to support Schema/Interest)

Developmental Milestone

Progression



Record of Contact with Other Professionals

Community Services: Education

| | |
|---|-------------|
| Child's name: | |
| Child's D.O.B: | Key Person: |
| Date of discussion/meeting: | |
| Support required: | |
| Who was involved? | |
| Update (progress/any concerns?): | |
| Parental involvement and contribution: | |
| Agreed action points arising from discussion/meeting: | |
| Named Person: | |
| Additional Information: | |
| Date for next meeting/discussion (if appropriate): | |

Environment Planner to support the following learning:

Rotation – An interest in things which turn.

Date:

Social, Emotional & Behavioural.

Ring Games

Enjoys being swung around and ring games e.g. Ring a Ring of Roses, Here we go Round the Mulberry Bush.
Turn taking games.

Bracelets, bangles, voile/ scarves for spinning. Baking/ spreading biscuits.

Cognitive

Locks and keys, wind-up toys, cogs, musical boxes and toys, old clocks, spinning tops, globes, bowls and spoons, variety of balls for rolling, water wheels, sand wheel feathers, wheels of varying sizes

Ramps and runways for balls, wheeled toys, C.D's etc. Making patterns, sequencing.

Speech & Language

Key words

Fly, spin, twirl, round, circle, twist, faster and faster, dizzy, spiral, helicopter, roundabout

Songs

Wheels on the bus, Round and round the garden, Wind the bobbin up, Here comes the little mouse, Incy Wincy spider

Stories

Repetitive stories and rhymes.

Gross Motor

Bowls for mixing, stirring, whisking, ribbons on sticks for swirling, grassy areas for rolling and spinning, paint, chalk, crayons, for mark making, spinning tops, tyres, plates for rolling, roundabouts, bikes, hula hoops. Rolling large amounts of dough/playdough with full palm into balls.

Fine Motor

Round container lids, reels, C.D.'s for rolling. Dry and cooked pasta, shaving foam, jelly, sand, bubbles, custard, ice-cream, rice pudding, gloop, lentils, rice, spaghetti hoops, mashed vegetables, instant whip, for swirling.

Manipulating small amounts of dough/ playdough with fingers.

Shared News

Observations, evaluation and next steps for developing the environment.

What do children need now and next?



Environment Planner to support the following learning:

Date:

Social, Emotional & Behavioural.

Cognitive

Speech & Language

Gross Motor

Fine Motor

Shared News

Observations, evaluation and next steps for developing the environment.

What do children need now and next?



Social, Emotional and Behavioural

- Promoting independence, self-help skills - hand washing, tooth brushing, toilet training, dressing, sleeping, routines, undressing, tidying up, cleaning and preparing snack, setting the table, eating, pouring drinks, washing dishes
- Developing confidence and perseverance
- Sharing, turn taking games, ring games, making friends, making choices, developing interests
- Expressing feelings, making choices and developing preferences
- Pretend play - repeating familiar domestic tasks such as washing clothes, bathing doll
- Developing a sense of self - involving family and friends, encouraging parental involvement, using photographs, mirrors, family tree and special events.

Cognitive

- Role play, puppets, dressing up, pretend play, small world play
- Musical instruments, music, sounds, singing, rhymes, ring games, dance
- Construction materials and toys
- Sensory experiences – smells, touch, textures, tastes, sounds, sights
- Exploration of objects by touching, banging, mouthing.
- Water, sand, foam, gloop, bubbles, pasta, jelly, ice, shiny objects
- Problem solving - simple inset jigsaws, posting boxes, etc.
- Shapes, sizes, counting, numbers, patterns, comparisons, light and dark
- Mirrors, boxes, bags, fabric, tubes, tents, buckets, cellophane, mirrors, fans, streamers, magnifying glasses, torches
- Explore using senses - treasure basket, natural items – twigs, moss, bark, flowers, etc.
- Everyday objects – brush bag, texture bag, spoon bag, etc.

Speech and Language

- Books, stories, pictures, storybooks
- Following simple instructions, introducing new vocabulary, naming objects - animals, animal sounds, everyday objects, colours, shapes, vehicles, foods, weather, textures, emotions, size, etc.
- Talking and extending conversations
- Encouraging eye contact and using gestures
- Songs, rhymes, ring games, sounds, tapes, music, song box, listening activities
- Role play, puppets, Wonder boxes
- Peek a Boo and turn taking games
- Mark making

Gross Motor

- Large Motor/ Body and Spatial awareness - climbing, rolling, balancing, crawling, walking, running, dancing, jumping, sliding, hopping and digging.
- Balls, hoops, streamers, climbing frame, tunnels, beams, stepping stones, ride on toys, push along and pulling toys, wheel barrow and prams, cardboard boxes

Fine Motor

- Fine Motor- threading, posting, hanging small hoops on pegs, picking up small objects, stacking, pouring, unscrewing, rolling, hammering, touching, finger play, playdough, small world play.
- Mark making, painting, gluing, collage, gloop, printing, foam, sand, jelly, water play, bubbles.
- Dressing-up, waving, feeding, pretend play, finger foods.

Parental Engagement

- Ask parents to bring items into nursery
- Involve parents in trips
- Encourage parents to participate in activities/ routines e.g. developing sensory areas, den building, bug walks, woodcraft and knitting.
- Suggestions and support for parents to reinforce learning at home; play@home books.
- Home to nursery - shared learning wall.



Welcome

Freeplay with opportunities for Schematic Play/ Interests

Individual Time Outdoor Play

Toilet / Handwashing/ Personal Routines

Snack

Songs, stories, rhymes

The environment must be resourced to offer quality play experiences under all five key developmental areas: Social, Emotional & Behavioural, Cognitive, Speech & Language, Gross and Fine Motor Skills

Home or Lunch Time

Sleep/ rest times and toilet training will be flexible according to individual children. Every day routines are important and valuable in assessing children's progress.

The routine is repeated in the afternoon.

Please remember to share children's achievements with parents at the end of each session.

Good practice requires practitioners to look at the day as a whole and not a list of separate activities.

Daily Sleep Record

Date:

| Name of Child | Info/comments | | | | | | | | | | | | |
|---------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 8.00 | 8.10 | 8.20 | 8.30 | 8.40 | 8.50 | 9.00 | 9.10 | 9.20 | 9.30 | 9.40 | 9.50 |
| | | 10.00 | 10.10 | 10.20 | 10.30 | 10.40 | 10.50 | 11.00 | 11.10 | 11.20 | 11.30 | 11.40 | 11.50 |
| | | 12.00 | 12.10 | 12.20 | 12.30 | 12.40 | 12.50 | 13.00 | 13.10 | 13.20 | 13.30 | 13.40 | 13.50 |
| | | 14.00 | 14.10 | 14.20 | 14.30 | 14.40 | 14.50 | 15.00 | 15.10 | 15.20 | 15.30 | 15.40 | 15.50 |

| Name of Child | Info/comments | | | | | | | | | | | | |
|---------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 8.00 | 8.10 | 8.20 | 8.30 | 8.40 | 8.50 | 9.00 | 9.10 | 9.20 | 9.30 | 9.40 | 9.50 |
| | | 10.00 | 10.10 | 10.20 | 10.30 | 10.40 | 10.50 | 11.00 | 11.10 | 11.20 | 11.30 | 11.40 | 11.50 |
| | | 12.00 | 12.10 | 12.20 | 12.30 | 12.40 | 12.50 | 13.00 | 13.10 | 13.20 | 13.30 | 13.40 | 13.50 |
| | | 14.00 | 14.10 | 14.20 | 14.30 | 14.40 | 14.50 | 15.00 | 15.10 | 15.20 | 15.30 | 15.40 | 15.50 |

| Name of Child | Info/comments | | | | | | | | | | | | |
|---------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 8.00 | 8.10 | 8.20 | 8.30 | 8.40 | 8.50 | 9.00 | 9.10 | 9.20 | 9.30 | 9.40 | 9.50 |
| | | 10.00 | 10.10 | 10.20 | 10.30 | 10.40 | 10.50 | 11.00 | 11.10 | 11.20 | 11.30 | 11.40 | 11.50 |
| | | 12.00 | 12.10 | 12.20 | 12.30 | 12.40 | 12.50 | 13.00 | 13.10 | 13.20 | 13.30 | 13.40 | 13.50 |
| | | 14.00 | 14.10 | 14.20 | 14.30 | 14.40 | 14.50 | 15.00 | 15.10 | 15.20 | 15.30 | 15.40 | 15.50 |

Name:

Date:

Observation:

My Learning and Development:

My Next Steps:

Any Other Information:

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|--|---|---|--|---|
| Safe | I am learning to understand and trust that when I express my needs my carer will respond positively. | I am startled by loud sounds. | I can communicate my personal likes and dislikes by crying especially when unhappy, uncomfortable or bored. | I lie on my back with my head to one side and I am beginning to lift my head when lying on my tummy. | I am beginning to explore new textures through my fingertips. |
| Healthy | I show eager anticipation of breast or bottle feed and I am beginning to suck/ lick lips in response. | I turn towards the light and I stare at bright and shiny objects or faces. | I practise sucking movements, building up muscles needed for speech development. | I am beginning to lift my head when pulled to a sitting position and will hold my back firmly. | I follow objects from side to side with my eyes and I can glance from one object to another. |
| Achieving | I make eye contact for fairly long periods and I also can imitate facial expressions and react to stimulation. | I am beginning to show an active visual interest in my world, my family and my caregivers. | I attempt to imitate sound and may utter little guttural noises when content. | I show my pleasure by kicking my legs vigorously. | I hold my hand in a fist and open my hands from time to time and I am beginning to show an awareness of my hand and finger movements. |
| Nurtured | I smile in response to being picked up/spoken to. | I can demonstrate when I am feeling bored (cry, restless) if an activity doesn't change. | I am beginning to imitate some gestures such as sticking my tongue out. | I'm not yet able to support my head and neck during bathing and dressing and require adult support. | I am beginning to focus on and follow moving objects. |
| Active | I use total body movements to express pleasure during bath time/feeding. | I respond to sounds especially familiar voices; I move my limbs and turn towards sounds. | I make vocal sounds e.g. cooing, gurgling and I respond to a familiar adult. | I am beginning to roll over side to side. | I am beginning to hold a rattle for a brief time before dropping it. |
| Respected | I respond with obvious pleasure to friendly handling, especially when accompanied by playful tickling and cuddles. | I enjoy listening to bells, music, voices and rhythmic sounds. | I am comforted by voices of people who are familiar to me. | My muscle tone is increasing when I am given the opportunity to kick freely without restriction. | I enjoy close contact with my care giver and will grasp a finger during feeding. |
| Responsible | I fix my eyes unblinkingly on an adult's face during feeding with contented gaze. | I respond to changes in a speaker's tone, pitch, volume etc. | I turn to regard a nearby speaker/face, also a preferred person's voice. | My limbs are becoming more pliable and my movements smoother and more continuous. | I deliberately maintain or terminate eye to eye contact during social interaction. |
| Included | I am beginning to learn that when I am awake, my social development is a two-way process (attachment). | I am beginning to develop an awareness of my daily routine, such as mealtimes, bath time and bedtime. | I take part in social engagement through mimicking and responding to facial expressions. | My sense of identity is growing as I become more confident in my ability to control my own body movements. | My hands are normally closed but I will grasp a finger when my palm is touched. |

By focusing on a child's developmental milestones within the context of Pre-Birth to Three, the setting must work in partnership with parents to ensure the child's early learning and developmental needs are being met. From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. By using the GIRFEC process to help us, we can ensure that the correct support is sought, thus meeting the individual needs of children at the appropriate time.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|--|---|---|---|---|
| Safe | I can smile at familiar people and at strangers. | I like to explore objects by putting them in my mouth. | I cry in different ways to show hunger, pain, tiredness or boredom. | I sit with support and a straight back. | I move my head and eyes eagerly in every direction when my attention is distracted. |
| Healthy | I react enthusiastically to often-repeated games. | I can recognise familiar people and have a growing interest in objects. | I am beginning to laugh and squeal with pleasure and I respond to familiar faces. | I can wave my arms and bring them together over my body. | I am showing signs of searching for a dropped toy within my visual field. |
| Achieving | During turn-taking I am now able to use not only my voice, but I can combine my hands, smile and keep eye contact to show my interest. | I am attracted to bright colours and complicated objects to look at and concentrate on. | I am beginning to use sounds, consonants and syllable sounds. | I can lift my head and chest off the ground when lying on my tummy. | I can reach out with one hand to grasp (palmar) and can pass objects from hand to hand. |
| Nurtured | I respond positively to people who show me emotional warmth; especially if accompanied by playful tickling, singing, chatting. | I express a range of emotions and can demonstrate affection appropriately. | I respond positively to books, songs and music from a familiar adult. | When my hands are grasped, I can brace my shoulders. | My eye control is developing and I am able to focus when a dangling toy is moved towards my face. |
| Active | I can now stay awake for longer periods of time. | I like to watch and play with my hands, fingers and feet. | I respond to tone of voice and can move my head to the source of sound. | I can kick vigorously with my legs, alternating or occasionally together. | I will reach for, touch and grasp objects with a palmer grasp. |
| Respected | I respond positively to people who hear me and see me as an individual and use respectful language | I show signs of understanding adult communication. | I am able to take part in turn taking games and will babble and coo to show my enjoyment. | I will now lift my arms up to be lifted. | I seek out my bottle with my hand during feeding. |
| Responsible | I am aware of routines that help my body and mind e.g. bathing, feeding and playing. | I am beginning to develop and judge distances when reaching for toys. | I show excitement at approaching voices, footsteps and familiar sounds. | I can roll over from my front to my back. | I respond with pleasure to exploring and discovering different textures with my hands and feet. |
| Included | My preference for my primary carer is growing; I also enjoy attention and being with others. | I am beginning to adapt to new situations without stress. | I listen to people, voices/conversations and am able to exchange sounds and facial expressions with my carer. | I am able to bear my own weight when supported in standing. | I use my hands to demonstrate my pleasure at seeing familiar people/objects. |

By focusing on a child's developmental milestones within the context of Pre-Birth to Three, the setting must work in partnership with parents to ensure the child's early learning and developmental needs are being met. From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. By using the GIRFEC process to help us, we can ensure that the correct support is sought, thus meeting the individual needs of children at the appropriate time.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|---|--|---|---|--|
| Safe | I show distress when my main carer leaves and I am wary of strangers. | I purposefully explore objects with my mouth. | I respond to words that protect me from danger, harm and risk. E.g. "No", "don't touch". | I am beginning to move into a sitting position unaided. | I am beginning to explore finger foods under supervision. |
| Healthy | I enjoy looking at myself in the mirror. | I am beginning to initiate interactions with others by holding up or offering toys/food. | I explore using my voice to imitate playful vocal and other sounds e.g. smacking lips, cough, brr | I can drink from a cup with support from my carer. | I can reach out with one hand to grasp (palmar), passing objects from hand to hand. |
| Achieving | I like to play with a cup or spoon and enjoy feeding myself e.g. finger food. | I look for things I see you hide (emerging object permanence). | I am repeating more sounds and use vocal non-verbal communication to express interest and influence others, | I can now roll over onto my tummy when lying on my back. | I can poke at small objects using my index finger and pick up small objects with pincer grasp. |
| Nurtured | I am able to play social games e.g. peek-a-boo. | I can demonstrate affection to trusted familiar people. | I am increasingly more vocal and my babble is tuneful and repetitive e.g. dad dad, mum mum. | Whilst held standing, I can purposefully step on alternative feet. | I am visually very aware of people, objects and happenings in my environment. |
| Active | I can demonstrate my annoyance or resistance by throwing my body back and stiffening in protest. | I can indicate to my carer when I want to be out of my cot, pushchair or highchair. | I am able to search and localise faint sounds on either side of me and above and below my ear level. | I use my body to move around by crawling, shuffling or rolling. | I can now sit on the floor unaided and can manipulate and play with toys. |
| Respected | I look for reassurance from familiar people when strangers approach. | I respond positively to emotional warmth shown by people who think I am important. | I respond when my name is called. | I can sit with support with my head and back straight and turn my head from side to side to look around. | I can use my index finger to point to familiar things that offer me comfort. |
| Responsible | I am friendly with strangers but occasionally show some shyness especially if my carer is out of sight. | I understand no, up and bye bye. | I can babble loudly for self-amusement or to attract attention. | I am beginning to take smooth semi solids and I use a back and forward tongue movement before I learn to suck from a spoon. | I can grasp and pull things towards myself. |
| Included | I show a sustained interest for up to a full minute in looking at pictures named by an adult. | I attempt to give toy/block but cannot yet release. | I change my behaviour when listening to sound and human conversation. | I can pull myself to standing from sitting. | During mealtimes I use my hand and fingers to grasp cup and spoon to feed myself. |

By focusing on a child's developmental milestones within the context of Pre-Birth to Three, the setting must work in partnership with parents to ensure the child's early learning and developmental needs are being met. From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. By using the GIRFEC process to help us, we can ensure that the correct support is sought, thus meeting the individual needs of children at the appropriate time.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|--|--|--|--|---|
| Safe | I look towards a familiar adult when upset and may need a comfort object e.g. teddy, blanket | I understand simple instructions when accompanied by gestures and context. | I can communicate my needs if I feel unsafe or afraid. For example, I sometimes hide my face and cling to my care giver (stranger wariness). | I am beginning to use my whole body to explore my surrounding, for example- rolling, wriggling on abdomen or crawling. | I attempt to use my toothbrush to clean my teeth/gums with adult supervision. |
| Healthy | I show definite likes and dislikes e.g. mealtimes, toys. | My memory skills are developing and I am beginning to anticipate the future and my own routines. | I can change the tone and pitch of my voice and I can babble incessantly. | I can sit unsupported for up to 15 minutes. | I can hold, bite and chew small pieces of food. |
| Achieving | I like to offer and show objects to engage the interaction of others. | I can now look in the correct direction for falling or for fallen toys (object permanence). | I can put two syllables together into babble e.g. mama. I am also beginning to make sounds e.g. broom broom. | I can pull myself to a sitting position and can pick up and play with toys without losing my balance. | I like to experiment with objects, fitting them into containers. |
| Nurtured | I am able to demonstrate affection to familiar people. | I can be settled and soothed quickly. | I am learning to control my mouth by biting and chewing. | I may take some steps when both or one of my hands are held. | I like to offer my food to familiar people and adults. |
| Active | I am beginning to play alone for longer periods of time. | I am increasingly imitating sounds and actions. | I enjoy babbling with a mouthful of food. | I have many attempts to walk around furniture and may stand alone for a few moments. | I can release a toy from my grasp by dropping or pressing against a firm surface but cannot yet release smoothly. |
| Respected | I am able to take turns in conversations with familiar others. | I am learning that I can use my body to get a response. For example, I now like to open my arms wide to receive and give cuddles/huqs. | I can babble and squeal to get attention. | When being carried by an adult, I can support myself in an upright position and turn my head to look around. | I enjoy playing games where I deliberately cast objects over the side of cot, highchair, or pram. |
| Responsible | I like to help with dressing by holding out my arm for sleeve and foot for shoe. | I am beginning to recognise the moods and feelings of others. | I am able to vocalise and gesture more expressively. | I can pull myself to a standing position but tend to fall backwards with a bump. | I can reach and grasp a moving object by moving towards its anticipated position. |
| Included | I am growing in confidence but still require reassurance when exposed to new people/experiences. | I can give toys to others on request and sometimes spontaneously. | I try to copy adult speech and lip movements. | I like to bounce in rhythm to music. | I can release a toy/cube gently to give. |

By focusing on a child's developmental milestones within the context of Pre-Birth to Three, the setting must work in partnership with parents to ensure the child's early learning and developmental needs are being met. From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. By using the GIRFEC process to help us, we can ensure that the correct support is sought, thus meeting the individual needs of children at the appropriate time.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|---|--|---|---|---|
| Safe | I show fear in some situations e.g. when exploring my environment. | I can recognise familiar objects by touch alone. | I am beginning to understand preposition e.g. "put the cup on the table". | I can creep up stairs safely but may come down stairs backwards. | I can safely manipulate a spoon towards my mouth and lick it but I can't prevent it turning over. |
| Healthy | I am beginning to imitate day to day activities observed from home e.g. Hoover, feeding teddies. | I can play give and take games that tease my carer by offering and withdrawing objects. | I am beginning to build my vocabulary of around 10 single words and I can understand many more. | I can kneel unaided or with support. | I can drink well from a lidded cup with little assistance. |
| Achieving | I enjoy joint play with adults, actively switching attention between object and person. | I engage in functional play e.g. push toy car, pretend to drink from cup, bang with toy hammer. | I now understand some new words every week. | I can walk independently, feet apart, arms assisting balance. | I can manipulate cubes and rebuild a tower of two. |
| Nurtured | I enjoy having fun as a member of my family. I like to imitate and copy them. | I will sustain interest for two or more minutes while sharing books with others. | I am able to say a few recognisable words. | I can use my hands and feet to move rapidly about the floor towards my object of interest (bearwalk). | I can offer and release small objects into my carers hand. |
| Active | During play I have no preference for how I carry my doll e.g. by limbs, hair or clothing. | I like to actively explore, lifting lids and looking around. | I enjoy nursery rhymes and like to join in and attempt to sing. | I can now push large, wheeled toys with handles on level ground. | I can grasp a crayon with my whole hand using a palmer grasp. |
| Respected | I empathise with other babies, my siblings and my main carer e.g. if upset, I may pat their hand or back. | I enjoy playing games with my carers. I actively switch my attention between objects and adult (coordinated joint attention) | I am starting to show a sense of self by saying words like 'my' or 'mine'. | I am beginning to walk unsupported but as I can fall down frequently I may still need support. | I can show a preference for one hand over the other but can use either. |
| Responsible | I understand the effect of some of my responses on others and their response/reaction to me. | I can demonstrate understanding by use of objects e.g. toothbrush, telephone. | I can use gestures and speech together – e.g. saying 'bye-bye' and waving. | I can rise to standing without help from furniture or people. | I am confident in finger feeding, can chew well but lip closure is not maintained. |
| Included | I enjoy opportunities to engage with people other than my immediate family. | I understand and obey simple familiar instructions such as "Give me the ball" | I can express my needs in words and gestures, pointing to body parts, clothing and objects. | I now help more constructively with dressing. | I am able to turn several pages of a book at once. |

By focusing on a child's developmental milestones within the context of Pre-Birth to Three, the setting must work in partnership with parents to ensure the child's early learning and developmental needs are being met. From time to time, some of our children will need additional help to reach some of their milestones and we may need input from other agencies. By using the GIRFEC process to help us, we can ensure that the correct support is sought, thus meeting the individual needs of children at the appropriate time.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|---|---|--|---|---|
| Safe | I explore my environment with increasing understanding but I still need constant supervision. | I enjoy exploring sand and water however I can lack self-control and have no awareness of risk. | I understand simple instructions e.g. "come here". | I can run steadily however I am unable to avoid obstacles in my path. | I can hold a spoon and get food safely to my mouth and I sometimes like to play with my food. |
| Healthy | At times I may become frustrated which can result in me protesting/ temper tantrums. | I am beginning to have an awareness of my toileting functions but as yet have limited control. | I can express my likes and dislikes through words and/or gestures. | I can kneel upright on a flat surface without support and I am able to squat to pick up toys. | I enjoy placing/posting small objects in and out of containers and learning what fits (schema). |
| Achieving | I am eager to be independent and like to help with dressing and undressing | My matching and sorting skills are developing and I can match objects to pictures. | I now use the speech sounds p b m w | I can climb forward into an adult's chair, then turn around and sit. | I can use a delicate pincer grasp to pick up very small objects. |
| Nurtured | I am emotionally still very dependent upon familiar adult, alternating between clinging and resistance. | I like to act out familiar routines through play e.g. treating dolls and teddies as babies; hugging and putting to bed. | I now understand between 200 and 500 words and can use up to 50 single words, putting 2 or 3 together. | I can carry a large teddy or doll while walking. | I can hold my cup between both hands and drink without much spillage. |
| Active | I can exchange toys, both cooperatively and in conflict with my peers. | My counting skills are beginning to develop and I can complete a simple inset jigsaw puzzle. | I like to join in repetitive songs and rhymes and I also like to listen to stories. | I will put two feet on each step before moving on to the next step. | I am able to build a tower of 4 – 8 blocks. |
| Respected | I am aware of my self and my body and can recognise myself. | I persevere in tasks of my own choosing and I am resistant to interference. | I can communicate to my carer my demand for a desired object and know that she will understand my request. | I am able to crawl backwards down stairs without support. | I am beginning to show hand preference and like to scribble to and fro with a pencil on paper. |
| Responsible | I am becoming aware of other children and I may become upset if they are distressed. | My long term memory is increasing and I can remember where objects belong. | I listen and respond when my carer speaks directly to me. | I can walk well with my feet only slightly apart and I can start and stop safely. | I enjoy putting rings on a peg and I like turning knobs and posting objects. |
| Included | I enjoy interacting with people in the community who know me. | I am beginning to form friendships. | I can call myself by my own name and I'm beginning to use my/mine/me. | I enjoy dancing and moving to music. | I enjoy sharing simple picture books and I can use my index finger to point to boldly coloured items on |

page.

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|---|---|---|--|--|
| Safe | I am able to follow simple rules to keep me safe and secure. | I am very curious about my environment, attempting to turn door handles etc. however I have little comprehension of danger. | I know my own name and I can tell others. | I can stand on one foot and jump with two feet together from a low step. | I can eat skilfully with a spoon and may use a fork. |
| Healthy | I am beginning to express how I feel and I am able to make limited choices. | I have a growing sense of curiosity. I often think aloud and wonder why when exploring my environment. | I enjoy providing a running commentary during play to self or others. | I enjoy playing with a ball and sometimes I am able to gently kick it. | I can roll, pound, squeeze and pull playdough or clay. |
| Achieving | I am starting to go to the toilet independently however I may still require help with some personal care. | I can show persistence when engaged in meaningful activities. | I am able to form sentences of 3-5 words and I am understood almost all of the time. | I can sit astride a small tricycle and propel it with my feet; however I cannot yet use the pedals. | I can now hold a crayon or pencil with thumb and fingers and I am beginning to make marks which may resemble a circle, cross or lines. |
| Nurtured | I am independent at mealtimes but may still need help with pouring. | I can recognise myself and my family in photographs and I can name them. | I can hold a short conversation and I am able to recall events that have happened. | I am able to climb up onto furniture to look out of windows or open doors- however; I have little sense of danger. | I can use small world objects to imitate adult's behaviour in play. |
| Active | I can play on my own (solitary play) or sometimes with interest (on-looking play) and occasionally I play alongside others. | My pretend play has developed rapidly and I like to use objects for different purposes e.g. pushing a block, pretending it's a train. | I am now able to follow and carry out a 2-3 part instruction. | I can push and pull large toys skilfully but I still have difficulty steering them around objects. | I can string large beads and I can build a tower of 8 or more blocks using my preferred hand. |
| Respected | I am able to settle with support and reassurance in new situations e.g. transition to nursery. | I am beginning to understand that others may have likes/wants that differ from my own. | I can express my emotions towards adults and others using words not just actions. | I can stand on my tip toes (when shown). | I can dress myself but still may need help with buttons and zips |
| Responsible | I am beginning to understand turn taking and I am developing the ability to share. | I can be impulsive and may appear haphazard in my approach to tasks. | I usually attempt to verbalise my toilet needs in reasonable time however I am still unreliable when engaged in play. | I can run and climb easy nursery apparatus and I can walk upstairs and downstairs confidently holding the rail. | I can snip the edge of paper with scissors. |
| Included | I am beginning to join in with people socially if I want to and at times I am beginning to cope with new experiences. | I can predict and repeat repetitive phrases from songs and rhymes. | I ask questions beginning with 'what' or 'who' and I use pronouns 'I', 'me' and 'you' correctly. | I can throw a ball overhand but cannot yet catch it. | I enjoy picture books and I can turn the pages one by one. |

0-3 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|---|---|---|---|---|
| <ul style="list-style-type: none"> . Smiles in response to being picked up / spoken to . Uses total body movements to express pleasure during bath time/feeding . Gazes attentively at adults face during feeding . Beginning to imitate facial expressions . May be soothed by particular music . If breastfed will have primitive response to the smell of their mother's milk . Discriminates between sweet, sour and salty tastes, usually preferring sweet . Sensitive to textures | <ul style="list-style-type: none"> . Responds to sounds especially familiar voices, moving limbs and turning towards sounds . Reacts to change in speaker's tone, pitch, volume etc. . Startled by loud sounds . Enjoys listening to bells, music, voices and rhythmic sounds . Turns towards the light . Stares at bright and shiny objects or faces . Show preference to geometric shapes and high contrast patterns . Feels pain | <ul style="list-style-type: none"> . Responds to interactions/sounds especially to familiar voices . Makes eye contact . Cries to indicate needs/distress . Communicates with bodily movements by crying, babbling & laughing . Beginning to imitate sounds . Turns to regard a nearby speaker/face, turns to a preferred person's voice . Cries to communicate Distress . Attempts to imitate sounds . Beginning to imitate some gestures such as sticking tongue out | <ul style="list-style-type: none"> . Lifts head when lying on tummy . Beginning to lift head when pulled to a sitting position . Kicks legs vigorously . Starting to hold back firm in sitting position | <ul style="list-style-type: none"> . Holds hand in a fist, opening hands from time to time . Will grasp an adult's finger . Follows objects from side to side with eyes . Beginning to focus on and follow moving objects . Glances from one object to another |

Ideas to Promote Development

Use books, toys and pictures with high-contrast patterns and shapes.

Use plenty of physical contact and maintain eye contact.

Talk face to face using different tones and sounds.

Imitate sounds made and encourage repetition

Provide opportunities to kick and move freely (with and without a nappy)

Feed on demand

Talk, smile, cuddle and sing frequently to them, during changing, feeding, etc

Provide opportunities for contact with other adults and children.

Make and hang mobiles or wind chimes from the roof and above cots and changing mats

Play different types of music

Play tickling games

Use bells, rattles and items which make different noises

Use different materials and textures

Use baby chairs so baby can watch activity all around

Allow baby to see their reflection in mirror

Baby massage

By 3 months possible signs of developmental delay may include –

No attempt or variety in sound making

Poor or no response to sound

Differences between right and left sides of the body, in strength or muscle tone

Head still falls back when pulled into sitting position

No preference of carer

Doesn't look at carer

Detached, limited display of emotion

Doesn't follow objects with eyes

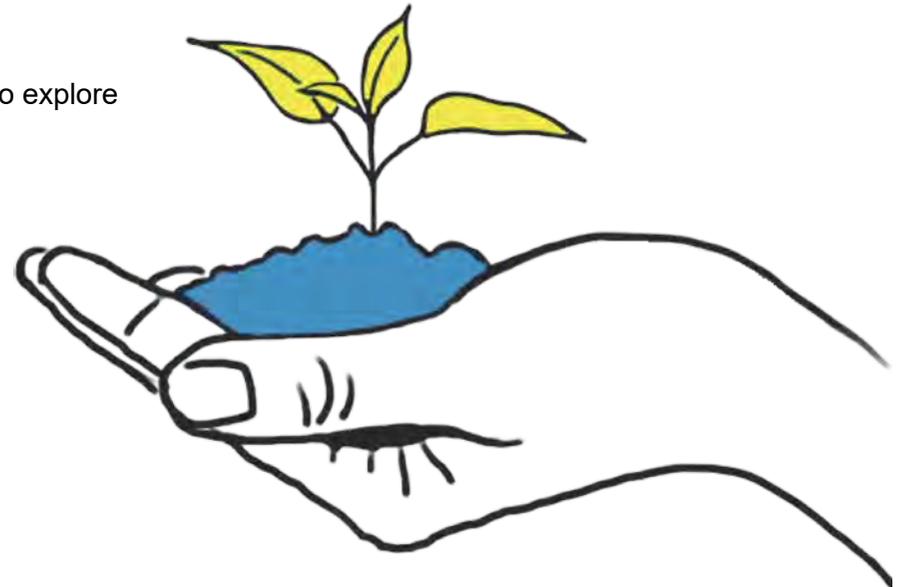


3-6 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|--|---|---|---|---|
| <ul style="list-style-type: none"> . Stays awake for longer periods of time . Beginning to babble and coo, enjoys turn-taking . Smiles at familiar people and at strangers . Enjoys attention and being with others . Preference for primary carer growing . Comforted by voices of people who are close to them . Shows increasing interest in surroundings and playthings . Developing favourite tastes in food . Enjoys holding rattles, bells and musical toys. | <ul style="list-style-type: none"> . Explores objects by putting them in their mouth . Shows interest in all activity . Shows interest in hands and fingers . Puts everything to mouth to explore . Plays with feet and hands . Prefers to look at complicated things and bright colours . Begins to understand cause and effect . Beginning to link objects with sounds. | <ul style="list-style-type: none"> . Exchange sounds, facial expressions with parent/carer . Listens to people's voices/conversations . Beginning to babble & coo . Cry with anger to show tiredness, hungry . Comforted by voices of people who are close to them . Imitates sounds they hear . Begins to use sounds, consonants and syllable sounds . Begins to laugh & squeal with pleasure/respond to familiar faces . Laughs in response to something . Responds to sounds and music . Makes variety of sounds and intonations . Imitates high and low pitched sounds. | <ul style="list-style-type: none"> . Lifts head and chest off the ground when lying on their tummy . Beginning to roll over side to side . Can sit with support and a straight back . Kicks vigorously with their legs, alternating or occasionally together . Can wave arms and bring hands together over body. | <ul style="list-style-type: none"> . Watches hands and plays with fingers . Moves head to follow adult's movements . Holds objects with whole hand . Can hold a rattle for a brief time before dropping it . Transfers objects from hand to hand . Can hold an object in each hand . Will reach for, touch and grasp objects . Turns head towards different sounds . Reaches or touches and grasps objects . Likes to explore different textures . Follows objects from side to side . Focuses very well. |

Ideas to Promote Development

Begin to introduce simple action songs and rhymes
Allow time for turn taking during interactions
Provide different tastes
Play finger rhymes and tickling games
Play different music
Provide opportunities for baby to sit propped up with a variety of objects and toys to explore
Place objects and toys just out of reach to encourage reaching and grasping
Use toys and objects which are safe and clean to be put in baby's mouth
Build towers and knock them over
Look at picture books and name and point to objects and pictures
Talk about everyday things
Name animals and make animal sounds encourage copying
Provide items to make noise- instruments, pots, spoons
Encourage looking in safety mirrors and point out self and baby
Provide boxes and objects to put things in and empty
Pass objects back and forwards
Provide safe, draught free area to lie in with objects and toys nearby
Display bright pictures, colours and textures to be looked at and explore.



By 6 months possible signs of developmental delay may include –

Cannot lift head and shoulders when lying on their tummy
Floppy back when held in sitting position
Any difference between right and left sides of body (in strength, movement or muscle tone)
Limited use of sounds, not responding, turn taking, smiling
Not interested in sound or turning towards sounds
Lack of interest in people

6-9 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|---|--|---|---|--|
| <ul style="list-style-type: none"> . Uses fingers to feed themselves/ beginning to drink from a cup . Shows distress when main carer leaves/ wary of strangers/ beginning to be aware of people's feelings . Enjoys playing games with people, like peek-a-boo . Enjoys looking at self in mirror . Enjoys songs, finger games, rhymes and the company of others | <ul style="list-style-type: none"> . Beginning to offer toys to others/ resist toys being taken away/ reaches for toys . Looks for fallen objects . Increasing curiosity, observes and manipulates objects . Purposefully explores objects with the mouth . Very alert to people and objects . Aware objects exist even when they've gone out of sight . Fascinated by the way objects move . Responds and shows enjoyment to music and rhythm | <ul style="list-style-type: none"> . Increase in vocalisation - babble becomes tuneful . Explores with own voice . Begins to understand some words – 'up' . Associates gestures with simple words, lift arms up to be lifted 'up' . Repeating more sounds . Uses vocal and non-verbal communication to express interest and influence others . Repeats sounds . Turns to identify source when sound heard | <ul style="list-style-type: none"> . Sits without support . Beginning to move into sitting position unaided . Crawls, or makes crawling attempts . Beginning to stand holding on . Grasps and pulls things towards themselves . If lying on back can roll over, moving from back to tummy . Lifts feet into a vertical position and grasps one or both feet with hands | <ul style="list-style-type: none"> . Grasps and pulls objects towards self . Transfers things from hand to hand . Pokes small objects with index finger . Points with index finger . Holds objects using thumb and fingers . Bangs objects together (one in each hand) . Reaches, grasps, and Puts objects in mouth |

Ideas to Promote Development

Provide opportunities to taste different food textures

Use safety mirrors

Sing simple songs and rhymes – repeat often

Allow child space and opportunities to explore, give reassurance and encouragement when needed

Provide opportunities to move around, place objects/ toys out of reach to encourage movement

Provide small objects for picking up, e.g. small pieces of food

Stacking and nesting toys

Peek- a – boo, hide and seek

Roll balls, use different sizes, textures, ones with sounds

Boxes, containers and bags to place objects in and tip out

Encourage feeding self

Talk constantly, point out familiar people, objects, animals, etc

Provide lots of sensory activities, different sounds, textures, etc

Share board books, texture books and lift the flap books

Hide objects/ toys under a cloth and encourage finding

Play different types of music, 'dance' together and move to the music, clap hands

By 9 months possible signs of developmental delay may include –

Unable to sit unsupported even for a short period

No attempt to move around

Unable to hold weight in standing position even for a short period

Limited variety of sounds being made

Limited or no babble

No attempt to imitate sound

Lacks interest in others

Unable to pick up or hold objects

No responsive smiling or laughing



9-12 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|--|--|---|---|---|
| <ul style="list-style-type: none"> . Beginning to play alone for longer periods of time . Has definite likes and dislikes e.g. mealtimes, bedtimes . Likes to be with a familiar adult, will look towards a familiar adult when upset, may need a comfort object e.g. teddy/ blanket. . Co-operates when being dressed . Initiates interaction by pointing at objects/ making noises by banging toys/ enjoys sharing books . Throws objects deliberately | <ul style="list-style-type: none"> . Loves to explore the environment . Experiments with objects, fitting them in containers . Becoming more aware of cause and effect . Developing memory . Beginning to understand words have meaning . Imitates other people e.g. clapping hands, waving goodbye. | <ul style="list-style-type: none"> . Can follow simple instructions e.g. 'kiss' 'teddy' . Begins to make sounds for animals, vehicles etc e.g. 'broom, broom' - car, 'woof, woof' - dog . Can put two symbols together into babble words, very expressive e.g. 'mama' . Voices change, tone and pitch . Responds to own name and 'No' . Enjoys simple action songs, rhymes and stories . Imitates siblings and adult sounds, gestures and simple actions | <ul style="list-style-type: none"> . Can sit unsupported for up to 15 minutes . Can pull themselves to a standing position, but are unable to lower themselves and tend to fall backwards with a bump . Finding ways of moving about the floor- for example by rolling, wriggling, or crawling on their tummy . Stands holding on, may walk holding on . May take some steps when both hands are held . Moves arms up and down together when excited . Will or attempt to roll a ball . Throws objects . Bounces rhythmically to music | <ul style="list-style-type: none"> . Manipulates toys by passing them from one hand to the other . Can grasp objects between finger and thumb in the pincer grip . Picks up smaller objects well . Can release a toy from their grasp by dropping it, but not yet voluntarily |

Ideas to Promote Development

Allow time when dressing/meal times etc to encourage self- help skills
Continue to praise and encourage
Play simple games
Repeat new and familiar songs, rhymes and stories
Encourage repeating sounds, actions, wave bye-bye, clap hands, etc.
Play different types of music, 'dance', bounce, clap
Provide different sized objects and containers
Musical instruments
Push along and pull along toys, trolleys
Furniture to pull up on and move round
Ball play
Large bottles and objects, beads, scarves, etc. to put inside bags, containers
Large chunky crayons and large pieces of paper
Picture, texture, lift flap books

Bricks to stack, line, put in containers
Use name frequently
Point and name body parts during dressing, bathing etc
Use mirrors and point to features, naming them
Play simple tickle games
Encourage pointing to familiar people, objects, animals, etc
Messy play – sand, water, play dough, paint, gloop, custard, jelly, etc
Large sheets of paper and thick paint brushes
Finger painting
Pretend games, drive the bus, be an animal, eat, etc
Use lots of talk but allow time for response
Listen and pay attention to attempts to communicate
Lots of activities which stimulate senses and promote curiosity
Provide opportunities to interact with other adults and children

By 12 months possible signs of developmental delay may include –

Unable to sit unsupported
Unable to stand holding on
No attempt to crawl or move around
Lack of interest in communication
No attempt to communicate through language
Lack of recognition of familiar words
Lack of interest in others or surroundings
Prefers to play alone at all times.



12-18 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|---|--|--|--|---|
| <ul style="list-style-type: none"> . Beginning to play games with other people for short periods of time . Closely dependant on adult/ affectionate towards familiar people/ can still be shy with strangers . Sense of taste is well developed and can be selective . Sense of smell developing slowly . Likes to carry objects e.g. teddies, dolls by their limbs, hair or clothing. | <ul style="list-style-type: none"> . Drops and throws toys deliberately – and look to see where they have fallen (object permanence) . Uses all senses to explore . Recognises familiar objects by touch alone . Beginning to match and sort . Pushes and pulls objects . Visual memory is developing . Enjoys action songs mimicking simple actions . Enjoys sound making toys . Can identify several sounds | <ul style="list-style-type: none"> . Starting to show sense of self by saying words like “no”, “mine”, also expressing their needs in words and gestures pointing to body parts, clothing and objects . Using vocabulary of 50 - 70 words and understands many more, words become clearer . Beginning to say two or three word phrases . Understands many words, simple phrases and directions . Starting to understand prepositions e.g. on, in, under . Will use gestures & speech together e.g. say ‘bye-bye’ and wave . Enjoys stories . Babbles frequently when alone . Expresses their needs in words and gestures . Listens to songs and rhymes and attempts to join in | <ul style="list-style-type: none"> . Can rise to a sitting position from lying down . Can rise to standing without help from furniture or people . Can stand alone for a few moments . Can crawl on their hands and knees, bottom-shuffle, or use their hands and feet to move rapidly about the floor (‘bear-walking’) . Can cruise along using furniture as a support . Can probably walk alone, with their feet wide and their arms raised to maintain balance-or walk with one hand held . By 15 months: crawl upstairs safely and may come downstairs backward . Paints with whole arm movement . Moves whole body in rhythm to music . Can bend or crouch to pick up an object . Can push a pram/cart | <ul style="list-style-type: none"> . Grasps crayon/ pencil with either hand . Enjoys scribbling . Can release a small object into someone’s hand . Able to turn several pages of a book at once . May show a preference for one hand over the other, but use either . Picks up small objects . Points to objects of interest . Can put small objects in and out of containers . Stacks 2-3 blocks into a tower . Grasps pencil or crayon with either hand in palmer grasp |

Ideas to Promote Development

Provide appropriate toys which develop hand-eye co-ordination skills
Opportunities for play with others
Opportunities for quiet 1-1 time
Time to develop independence, self-control
Carers need to be responsive and sensitive to the children's fluctuating moods
Provide the props to encourage pretend play and further develop language skills i.e. dressing up clothes, toy telephone, and puppets
Continue to provide play opportunities with messy materials such as play dough, sand, water, gloop, pasta, custard, yoghurt etc
Encourage fine motor skills by using wax crayons, finger paints, inset puzzles, messy play

Continue to provide an environment that encourages sensory exploration
Low level apparatus to climb on
Picture books with pages that children are able to turn themselves
Songs, stories and traditional nursery rhymes
Provide toys that will encourage physical activity such as push along activity walker, balls to throw, kick or roll
Opportunities for sensory exploration
Provide a treasure chest filled with interesting objects that will stimulate each of the child's senses
Provide opportunities and resources to support children's preferred schemas (repeated pattern of behaviour e.g. Enveloping – putting objects in bags, wrapping objects up, including them).

By 18 months possible signs of developmental delay may include –

Unable to stand holding on or alone for a short period
Very poor fine motor control, unable to pick up or move small objects
No 'babbling' or attempt to use language to communicate
No understanding of short phrases or words
Does not respond to own name
Lack of interest in other children or adults



18-24 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|---|---|--|--|--|
| <ul style="list-style-type: none"> . Helps with dressing/ undressing/ eager to be independent . May become frustrated/ have temper tantrums . Displays clear likes and dislikes . Developing simple role play and imitates domestic activity . Shows interest in puppets and dressing up . Enjoys helping to put things away . May experiment with different tastes but still have definite likes and dislikes | <ul style="list-style-type: none"> . Very curious and constantly exploring environment . Senses are now very acute . Aware of many sounds and textures . Sense of smell developing and beginning to identify familiar smells . Throws things to the ground repeatedly . Tips objects out of containers . Likes to screw and unscrew objects . Enjoys posting objects . Explores sand and water . Matching and sorting skills developing . Can match objects to pictures . Aware of colours and may have a favourite colour . Counting skills are beginning to develop . Can complete simple inset jigsaw puzzles . Explores their body | <ul style="list-style-type: none"> . Call themselves their own name beginning to use 'my / 'mine'/ 'me' . Using two and three word phrases . Can name and point to common objects . Enjoys looking at books and listening to stories . Able to join in repetitive songs and rhymes . Able to express likes and dislikes . Enjoys action songs, rhymes and singing simple songs. | <ul style="list-style-type: none"> . Can walk steadily and stop safely, without sitting down suddenly . Can climb forward into an adult chair and then turn round and sit . Can kneel upright without support . Can squat to pick up a toy . Can move without support from a squatting position to standing . Can walk up and down steps, holding on . Will put two feet on each step before moving on to the next step . Can crawl backwards (on their tummies) down stairs alone . Can jump two feet together . Can run steadily but are unable to avoid obstacles in their path . Can throw a ball . Walks into a large ball when attempting to kick it . Enjoys dancing and | <ul style="list-style-type: none"> . Can point to known objects . Can use a delicate pincer grasp to pick up very small objects . Can use a spoon when feeding themselves . Can hold a pencil, in their whole hand or between the thumb and the first two fingers (this is called the primitive tripod grasp) . Can scribble to and fro with a pencil on paper . Can remove small objects from a bottle by turning it upside-down . Can put rings on a peg . Can turn knobs . Can build a tower of 4-8 blocks . Enjoys paints and crayons, scribbles and is beginning to draws strokes |

| | | | | |
|--|--|--|-----------------|--|
| | <p>and what it can do</p> <ul style="list-style-type: none">. Long term memory increasing. Developing simple problem solving skills <ul style="list-style-type: none">. Long term memory increasing/ remembers where objects belong. Helps with simple tasks/ will imitate familiar tasks in role play. Enjoys repetition of activities. Realises they are looking at themselves in the mirror. Predicts repetitive phrases from songs and rhymes. Copies associated actions | | moving to music | |
|--|--|--|-----------------|--|

Ideas to Promote Development

- Continue to reassure and support the child
- Provide resources that encourage independent skills in dressing etc
- Encourage sharing and turn-taking
- Provide opportunities for play alongside other children
- Allow time for 1-1 with an adult
- Social areas for snacks
- Quiet areas for chats
- Let's pretend games, opportunities for dressing-up/small world/role play /drama /singing /storytelling
- Provide open ended resources for dressing up e.g. bright material, hats, bags
- Opportunities for exploratory play
- Provide opportunities for inquisitiveness and wonder in the natural world
- Encourage use of construction toys
- Musical games
- Positive encouragement at toilet training time
- Encourage safe play with sand pit, water tray, climbing frame (never leave unsupervised)
- Provide opportunities for messy play i.e. gloop, water, painting
- Provide opportunities to develop large motor skills both indoors and out
- Provide opportunities for physical games e.g. running, jumping, climbing
- Ball play to promote co-ordination skills.

By 24 months possible signs of developmental delay may include –

- Unable to walk
- No attempt to use stairs
- Unable to use crayon to make a mark
- Clumsy stacking bricks
- Very limited vocabulary
- Lack of understanding of short phrases
- No interest in stories or books
- No interest in self- help skills such as, dressing, feeding, toileting etc
- Lack of curiosity in playing with objects/ toys, lacks any pretend play
- Limited range of interests and activities in play



24-36 MONTHS:

| Social, Emotional & Behavioural | Cognitive Development | Speech & Language | Gross Motor | Fine Motor |
|--|---|--|--|--|
| <ul style="list-style-type: none"> . Beginning to express how they feel/ can become frustrated if not understood . Pretend play develops rapidly when encouraged . Turn taking and sharing is developing . Often imitates behaviour of others . Independent at mealtimes but may still need help with pouring . Starting to go to the toilet independently/ may be dry through the night . Needs support and reassurance in transition to nursery . Pretend play develops rapidly when encouraged . Imitates adult behaviours in play . Enjoys musical games | <ul style="list-style-type: none"> . Has a growing sense of curiosity and is eager to try new experiences . Thinks aloud, wondering, finding out and explaining . Learns best by trying things out for themselves . Shows persistence in meaningful activities . Impulsive and may appear haphazard in their approach to tasks . Counts by rote but has little understanding of amount . Beginning to understand sequencing . Plays symbolically in pretend play, using objects for different purposes e.g. pushing a block, pretending it is a train . Can be impulsive/curious about their environment/ eager to try out new experiences/ little sense of danger . Begins to understand size big, small . Can follow and carry out 2 - 3 part instructions . Recounts events that have happened . Defines things by use e.g. house/toy | <ul style="list-style-type: none"> . An increasing use of vocabulary . Able to form sentences of two and three words . Understand words to describe daily events e.g. lunch time . Loves to chat & ask questions (what?, where? and why?), without just repeating what adult said . Enjoys more complicated stories & will ask for favourite one over again . Enjoys singing songs . Can hold a short conversation . Can name many objects & body parts . Be understood almost all of the time . Can repeat favourite songs, action songs and rhymes | <ul style="list-style-type: none"> . Can run safely, avoiding obstacles, and are very mobile . Can climb up onto furniture . Can throw a ball overhand, but cannot yet catch a ball . Can push and pull large, wheeled toys . Can walk up and down stairs, usually putting both feet on each step . Can sit on a tricycle and propel it with their feet - they cannot yet use the pedals . Can squat with complete steadiness . Can stand on one foot . Can jump off a step, both feet together . By 2½: stand on tiptoe when shown how to do this | <ul style="list-style-type: none"> . Can now turn the pages of a picture book one by one . Can string large beads . Can build tower of eight or more blocks . Can drink from a cup with fewer spills, and manage well with a spoon at mealtimes . Makes marks with pencil similar to circle, cross, horizontal stroke . Can dress themselves but may still need help with buttons, zips, etc . Painting and drawing skills rapidly developing . Can hold a crayon with thumb and fingers instead of fist (pincer grip) . Increasing pencil control and makes marks such as circles, dots and lines . Can roll, pound, squeeze and pull play dough or clay . Likes to build with construction toys |

Ideas to Promote Development

Provide objects to sort by shape and colour
Set a good example so children know how to behave
Continue to encourage turn taking and sharing
Provide opportunities to repeat new skills
Provide a trike/ balance bike or other wheeled toy
Encourage independence and self help skills
Let children help in the preparation of food i.e. wash fruit, prepare vegetables for soup, bake biscuits
Arrange visits to local library or invite librarian in for story time
Read to child often to encourage language development
Arrange visits outwith the nursery setting i.e. local walks, trips to the park, swimming pool
Play simple sorting and matching games
Continue to provide a variety of art media e.g. variety of different sizes, textured brushes for painting and tools for dough modelling
Encourage play with other children
Provide materials for simple craft activities
Provide opportunities for floor play i.e. trains, puzzles, boxes, small and large construction

By 36 months possible signs of developmental delay may include –

Very poor balance
Any weakness in movements
Unable to make marks using a pencil or crayon
Unable to use spoon or fork
Lack of attempt to dress or undress
Continually copying other's speech or parts of movies
Unable to make self-understood
Limited vocabulary
Can't follow simple instructions
No awareness or response to own name
No interest in playing with other children
Play is mechanical and repetitive with little change, imagination or contact with others
Little or no imagination



Date

General Comments / Issues

Key Worker

Learning/Development Outcome(s) Discussed:

Outstanding Aspects Identified:

Next Steps for Individual Children:

GROUP NAME:

BABY/TODDLER ROOM:

CHILD'S NAME:

KEY PERSON:

DATE:

| |
|--|
| |
|--|

SOCIAL, EMOTIONAL & BEHAVIOURAL:

PHOTO

These are some of the things your child has experienced in Social, Emotional & Behavioural development-

Independence

Sleeping

My Family And

Friends

Snack Time

Tidying Up

Making Choices

Turn Taking Games

Sharing

Making Friends

Self Help Skills

Peek A Boo

Feelings

Preparing Snacks

Washing Hands

Interests

Puppets

Toilet Training

Routines

Dislikes

Confidence

Pretend Play

Ring Games

Comment

Next Steps

COGNITIVE:

PHOTO

These are some of the things your child has experienced in Cognitive development-

Construction

Puppets

Jigsaws

Pretend Play

Light And Dark Problem

Solving

Exploration Of Objects - Touchi

Banging, Mouthing

Patterns

Sand

Ice

Water

Shapes

Ring Games

Colours

Exploring Using Senses

Treasure Baskets

Comment

Next Steps

SPEECH AND LANGUAGE:

PHOTO

These are some of the things your child has experienced in Speech and Language development-

Taking Turns

Puppets

Eye Contact

New Words

Making Marks

Peek A Boo

Singing

Ring Games

Rhymes/Songs

Simple Instructions

Books

Pictures

Gestures

Stories

Sounds

Crying

Babbling

Talking

Musical Instruments

Comment

Next Steps

GROSS MOTOR:

PHOTO

These are some of the things your child has experienced in Gross Motor development-

Jumping

Pushing and Pulling

Sliding

Dance

Stacking

Crawling

Digging

Hopping

Body Awareness

Running

Special Awareness

Climbing

Ball Play

Rolling

Balance

Building

Comment

Next Steps

FINE MOTOR:

PHOTO

These are some of the things your child has experienced in Fine Motor development-

Threading
Mark Making
Painting
Glueing
Collage

Pretend Play
Dressing Up
Printing
Posting
Gloop

Stacking
Feeding
Waving

Comment

Next Steps

Please complete and return this page of the transition record to your child's key worker, your views are important to us.

Have you had an opportunity to discuss your child's transition record with your child's key worker? YES/NO

Do you require any further information? YES/NO

Comment about your child's progress:

Any other comments:

Child's Name.....

Parent Signature.....

Date.....

When writing reports key workers must be positive and as accurate as possible about the child's progress. The emphasis is on celebrating success and any concerns about a child's progress should be discussed with the parents at the earliest possible time.

The following phrases can assist the child's key worker in their use of positive statements in reporting to parents, while giving accurate information about the child's progress and their next steps.

Positive Statements:

- Developing
- Shows confidence in
- Participates in
- Joins in
- Likes to
- Enthusiastic
- Is able to
- Is aware of
- Confident
- With help can
- Is gaining confidence in
- Continues to
- Enjoys watching others to
- Learning to
- Increasingly interested in
- Enjoys
- Beginning to
- Can
- Attempts to
- Mimics
- Copies
- Is interested in

The following examples can be used as a guide and have been divided into the four areas of development.

Social, Emotional and Behavioural

Theo is happy, confident and secure in nursery

... is developing friendships

... makes friends easily

... relates well to adults and other children

... enjoys the company of adults/other children

... is beginning to share with others/take turns

... can share with others /take turns

...is beginning to participate in imaginative play with puppets/ dressing up/ pretend play/small world play e.g. dolls house/ garage and cars

...is increasingly interested in...

...enjoys all aspects of imaginative play, particularly

...interacts well with others during imaginative play

...is beginning to participate in ring games/ singing/ dancing

...enjoys ring games/ singing/ dancing/ role play

...particularly enjoys.....

...likes to sing/ play musical instruments

...prefers singing/ dancing, etc in small groups

...enjoys singing/ dancing, etc in large groups

...is confident singing/dancing, etc in small groups

...is confident singing/ dancing, etc in large groups

... is considerate and caring

... recognises others needs and feelings

... is sensitive to others needs and feelings

... is learning to... express feelings/make choices

... is developing preferences ...

... likes to help e.g. tidying up, preparing snack etc

... is beginning to follow rules/routines

... is able to follow rules/routines

... is able to concentrate for a short time

... can concentrate on a chosen activity

... can persevere and finish a task

... needs a little support in self- help skills e.g. toileting/feeding/ hand washing/ tooth brushing/dressing up/ dressing for outdoor play/making choices

... is learning to.....

... is developing independence in e.g. toileting/feeding/hand washing etc

... is becoming increasingly independent in e.g. toileting/feeding etc

... is independent in all areas of self-help



Cognitive

Theo is beginning to explore in the sand/water

... enjoys playing in the sand/water

... enjoys watching others playing in the sand/water

... particularly enjoys e.g. washing dolls/coloured water/bubbles/boats/sea creatures/ladles/sieves etc

... enjoys digging in the sand for treasure/making sandcastles/ wet sand/making patterns etc

... is beginning to explore gloop

... enjoys playing with gloop

... is particularly interested in nature, she particularly enjoyed planting... and seeing it grow/feeding the birds/ the wind/snow/ice etc

... has discovered her reflection and takes delight in looking at herself

... attempts to post..... into bags/boxes

... is beginning to postinto bags/boxes

... her favourite game is posting..... into bags/boxes

... likes to transport her collection of treasure in bags/boxes around the.....

... is increasingly interested in ...

... particularly enjoys discovering the changing objects in the treasure basket

... she likes bright/shiny/patterned/ natural objects

... is beginning to recognise some numbers, colours, shapes and patterns

...is beginning to participate in imaginative play with puppets/ dressing up/ pretend play/ small world play e.g. dolls house/ garage and cars

...enjoys all aspects of imaginative play, particularly

...interacts well with others during imaginative play

...is beginning to participate in ring games/ singing/ dancing

...enjoys ring games/ singing/ dancing/ role play

...particularly enjoys.....

...likes to sing/ play musical instruments

...prefers singing/ dancing, etc in small groups

...enjoys singing/ dancing, etc in large groups

...is confident singing/dancing, etc in small groups

...is confident singing/ dancing, etc in large groups

Speech and Language

Theo is beginning to say two or three word phrases

... is beginning to communicate using short phrases

... uses gesture and speech together to communicate

... speech is clear

... enjoys talking to/ interacting with adults/other children

... mimics sounds during pretend play e.g. baby crying

... enjoys singing/ rhymes/nonsense rhymes/telling jokes/repeating stories

... enjoys sharing news from home

... likes to play with puppets

... is interested in looking at books

... enjoys listening to stories

... can answer simple questions related to story

... is beginning to follow simple instruction

... can follow simple instruction

Gross and Fine Motor

Theo takes care when attempting to run/jump/hop/climb/balance/slide

... is beginning to..... with increasing confidence/skill

... shows increasing confidence/skill in ...

... enjoys energetic activity both indoors and out

... particularly enjoys

... is confident in

... is attempting to post/thread/stack.....

... shows increasing skill/confidence in

... enjoys posting/threading/stacking.....

... attempts to roll/throw/kick the ball

... is beginning to roll/throw/kick the ball with increasing skill/confidence

... enjoys ball games, her favourite game is.....

... is becoming aware of safety in play

... delights in the discovery of pushing and pulling toys

... attempts to move and dance to music/in time to music

... is beginning to move and dance to music/in time to music

... enjoys moving and dancing to music/in time to music

... particularly enjoys having an audience when she is dancing

... enjoys dancing with other adults/children

... is attempting to use..... to build

... is developing skills in ...

... enjoys building..... using.....

... is beginning to participate in painting/glueing/collage/mark making/printing/ modelling with playdough activities

... enjoys painting/mark making/modelling with playdough etc



Daily Sheet/Home Nursery Link



Child's Name:

Date:

Please share news from home and/or special events.

Today my news is

For lunch I had.....

I ate: not much / some / lots

My nappies today:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| w | s | w | s | w | s | w | s |
|---|---|---|---|---|---|---|---|

(w-wet/ s-soiled)

I slept/rested:

| | | | |
|------|----|------|----|
| From | To | From | To |
|------|----|------|----|

Today's key moments:

Other Information:

Daily Sheet/Home Nursery Link



Child's Name:

Date:

Please share news from home and/or special events.

Today my news is

For lunch I had.....

I ate: not much / some / lots

My nappies today:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| w | s | w | s | w | s | w | s |
|---|---|---|---|---|---|---|---|

(w-wet/ s-soiled)

I slept/rested:

| | | | |
|------|----|------|----|
| From | To | From | To |
|------|----|------|----|

Today's key moments:

Other Information:

Daily Sheet/Home Nursery Link

Child's Name:

Date:

Please share news from home and/or special events.
Today my news is

For lunch I had.....

I ate: not much / some / lots

My nappies today:

| | | | |
|-----|-----|-----|-----|
| w s | w s | w s | w s |
|-----|-----|-----|-----|

(w-wet/ s-soiled)

I slept/rested:

| | | | |
|------|----|------|----|
| From | To | From | To |
|------|----|------|----|

Today's key moments:

Other Information:

Daily Sheet/Home Nursery Link

Child's Name:

Date:

Please share news from home and/or special events.
Today my news is

For lunch I had.....

I ate: not much / some / lots

My nappies today:

| | | | |
|-----|-----|-----|-----|
| w s | w s | w s | w s |
|-----|-----|-----|-----|

(w-wet/ s-soiled)

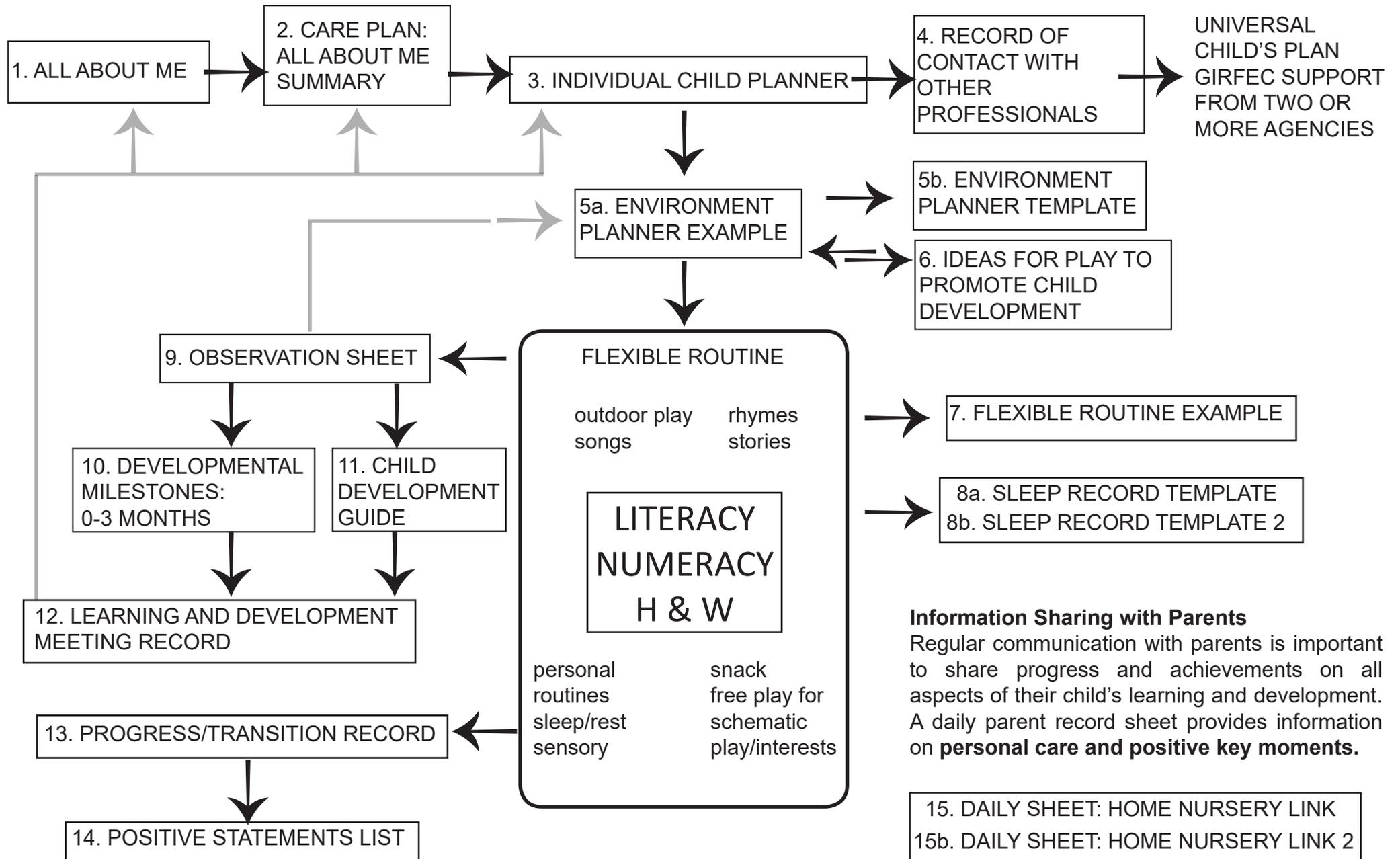
I slept/rested:

| | | | |
|------|----|------|----|
| From | To | From | To |
|------|----|------|----|

Today's key moments:

Other Information:

PART ONE (0-3) APPENDICES FLOWCHART



Information Sharing with Parents

Regular communication with parents is important to share progress and achievements on all aspects of their child's learning and development. A daily parent record sheet provides information on **personal care and positive key moments**.



Early Learning and Childcare National Practice Guidance – 'Building on the Ambition'

'The crucial role practitioners play in supporting children's ELC and in recognising the impact practice can have cannot be underestimated. In order to do this effectively practitioners need to have some understanding of the pattern of development of young children from birth to 5. It is important to know how children develop and learn from the beginning, how they are developing at any point in time, and how they might develop and learn in the future.'



Implementation – Where Should I Begin?

Certain key elements need to be in place for successful implementation of the Learning and Development Framework.

1. Practitioners need to develop an awareness and shared understanding of children's developmental stages as outlined in 'Building the Ambition'.
2. Practitioners need to develop awareness and shared understanding of the Girfec process and how this is used in the Early Years.
3. A range of strategies need to be in place to promote and support child and parental engagement in the learning journey.
4. Practitioners need to develop consistent methods to ensure quality observations are used effectively to assess progress and achievement.
5. A programme of moderation activities needs to be planned to identify next **steps for practitioners in terms of planning, practice and standards of achievement.**
6. An effective method of communication and collaboration with partner agencies (such as the child's health visitor) needs to be in place to ensure the needs of each child are being met effectively.

The Learning and Development Framework is designed to be flexible and to be used in a variety of different settings and circumstances. It provides a framework to underpin the development of each child's Personal Learning Plan. Each Wellbeing Theme Sheet can easily be slotted into each child's PLP with evidence (photos, comments) of achievement and next steps of selected targets added to the PLP – this is a process which should be familiar to you when using the PLP to identify next steps in learning. Using the framework in this way will ensure each child's PLP will be relevant to their individual learning and development needs.



Over time, each practitioner gets to know the children in their care very well. This knowledge, combined with a sound understanding of developmental milestones and learning outcomes, will help practitioners identify specific areas of need within the learning and development for each child. Judgments on each child's progress will then be firmly based on evidence and professional dialogue with colleagues.



Progress within targeted learning and development outcomes will be shared with parents and children through their PLPs and through dialogue. This process will help to promote a shared understanding of achievements and clear next steps for all children, families and practitioners.

Evidence of progress within identified learning and development outcomes should be used by practitioners as the basis for professional dialogue, to reach a shared understanding of what has been achieved and what still needs to be developed.

This is a very different process from a 'tick sheet' but one which will deliver more, as practitioners through using the Framework will not only be assessing children's learning and development, but sharing good practice and improving their skills which in turn will lead to positive changes for all.

Key Message on Assessment - taken from the Argyll and Bute Assessment Toolkit

- **Assessment should be part of our everyday practice and involves everybody:** practitioners, parents and most importantly, the child.
- **We use assessment to inform us of next steps:** every day, or when we need to check key aspects of development and at times of transition
- **Builds capacity in practitioners to make professional judgements based on professional dialogue:**
 - Assessment requires a variety of approaches which will provide a range of quality evidence
 - Assessment and moderation are integral to each other
- **Is informative and is based on the whole child:**
 - Assessment has many purposes, the most important of which is to support the child in his or her learning and development.

Communication and Collaboration – Parents, Practitioners and Partners

Before using the framework, it is essential that the following elements have been put in place:

- Practitioners are clear and confident about how they are going to take the Framework forward
- Parents are clear and confident about how the Framework is going to be used to support their child on their learning journey
- Parents are aware of the role they can play within the use of the Framework - partnership working
- Partner agencies have an understanding of how the Framework will support each child's progress within their learning and development
- Children have an awareness of how the Framework will help them in their learning journey.



Implementation of the Learning and Development Framework – Young Child

The best advice with any new development is to start small and build upon success - when everyone is ready for the next step. Individual settings will know their needs best. A model for your consideration is set out below.

1. Practitioners can choose to focus on one wellbeing theme – eg. 'Healthy', or one developmental milestone – eg. 'gross motor skills' or one literacy and numeracy learning outcome.
2. Through professional dialogue and a shared understanding, practitioners will become clear about the key features of the chosen learning and development outcomes.
3. With their children, appropriate opportunities are planned and developed.
4. Over a period of time, each child is observed frequently and evidence of progress is gathered.
5. Colleagues meet to carry out a moderation exercise to ensure a shared understanding of progress is reached for each child.
6. The group uses the relevant overview from the Framework to evaluate evidence of progress as the basis for their moderation discussions.
7. The Learning and Development Meeting sheet should be completed with appropriate next steps for children identified through discussions
8. Evidence of progress and achievement is shared with the child and parent through the PLP and next steps are identified.
9. Throughout this process, parents are included and encouraged to contribute to their child's progress within learning and development in their child's PLP.
10. Practitioners / Managers should liaise with the named person or lead professional to share progress if required.
11. If you are registered to provide ELC for 3-5 year olds, you will be required to submit a 'snapshot' of each child's progress within the developmental milestones to the Local Authority in December and June. Local Authority units will be able to submit information through SEEMiS and Partner Provider units can submit information to the Early Years Service for collation.

The Learning and Development Framework 0 – 5 Years promotes effective moderation practice as outlined in the Argyll and Bute Assessment and Moderation Toolkit.

It will take time to move towards transformational change within a setting. All of the above can only be achieved given time and effort. The end result will be however, a setting where

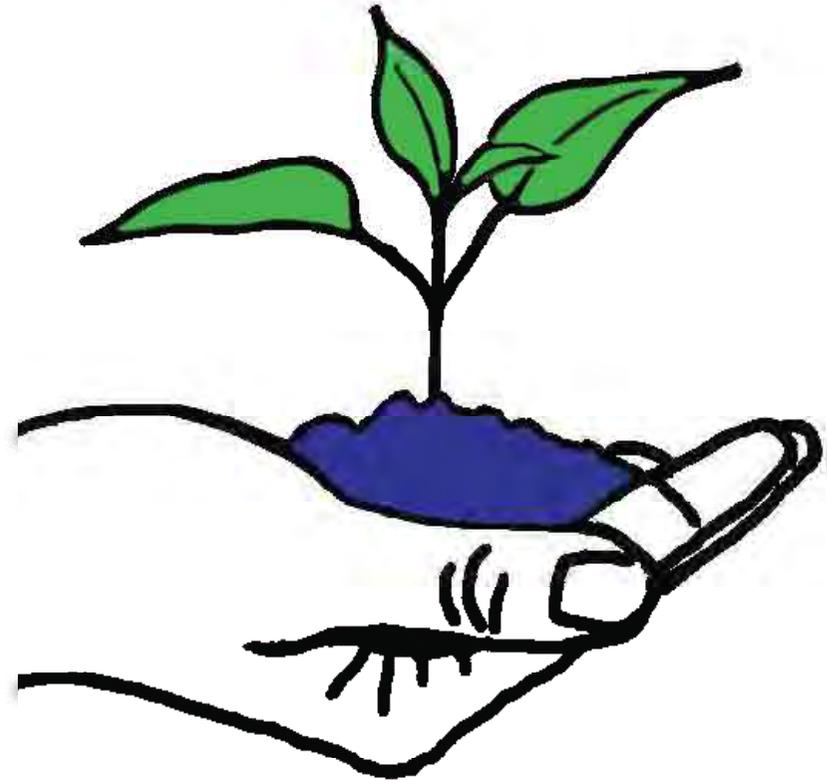
practitioners are collaborating, discussing, moderating regularly and are empowered - thus creating the right conditions for

meeting the needs of the children in our care to give them the best start in life.



Argyll and Bute Developmental Milestones Toolkit : Stage One

- **SAFE**
- **HEALTHY**
- **ACHIEVING**
- **NURTURED**
- **ACTIVE**
- **RESPECTED**
- **RESPONSIBLE**
- **INCLUDED**



Argyll and Bute Developmental Milestones : Stage One : Safe (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I feel safe and secure to be left with trusted adults. I communicate if I am upset. I can say why I am upset.

Cognitive Development

I understand some dangers such as fire, water, electricity and sharp tools. I can give one idea about keeping safe in a variety of simple situations.

Speech & Language

I can ask for help. I can talk about keeping safe with support from adults. I can follow basic instructions to help keep myself safe as situations occur e.g. 'don't stand on that chair' but may not yet be able to apply this to other situations.

Gross Motor

I can safely explore my environment and am developing an understanding of my capabilities. I can walk up and down stairs, one foot on each step.

Fine Motor

I can follow simple safety rules for scissors, knives, small beads etc. I am becoming aware of the danger of some small objects.

Attention Development

Hearing & Vision Development Partnership Working

I am safe:

1. I know that I will not be harmed at home or at nursery.
2. The people who care and teach me explain how I can protect myself from harm.
3. I am not scared when I am out and about in my local community.
4. I know a few things that are risky or dangerous and I try to stay away from them.
5. The people who care for me know whom I am with and where I am when I go out.



Learning at home:

1. Make 'Danger' signs to put up around the house with your child.
2. Play 'follow the instruction' games – Simon Says, Snap, Lego.
3. Take the time to explain to your child why water, fire, electricity etc is dangerous.
4. Talk to your child about safe places to play.

Keep Safe Together!



Argyll and Bute Developmental Milestones : Stage One : Healthy (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I enjoy life in the company of others.
I am learning about what I need to keep me healthy - food, tooth brushing etc.
I am learning to play and share with others.

Cognitive Development

I am beginning to express how I feel but may still become frustrated if not understood.

Speech & Language

I am beginning to use sentences to communicate my healthy choices e.g. 'Can I have grapes, please?' or 'I want to go outside'.

Gross Motor

I can run safely, avoiding obstacles.
I can balance on one foot for a short time.
I can hop with one hand held.

Fine Motor

I can drink from a cup.
I am learning to use a knife for cutting and spreading.
I am learning to choose and prepare my own snack choices.
I can brush my teeth.

Attention Development

Hearing & Vision Development Partnership Working

I am healthy:

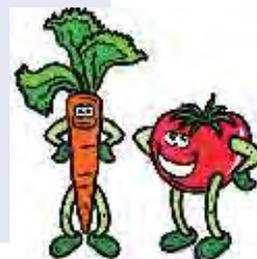
1. I have healthy food to eat most of the time.
2. I exercise a lot.
3. I get a chance to spend time outside.
4. The people who look after me make sure I get help when I feel ill.
5. The people who look after me make sure I eat and exercise to keep me healthy.
6. I enjoy life.
7. I feel able to deal with difficult things that might happen in my life.



Learning at home:

1. Explore different fruit and vegetables when shopping together.
2. Invite little friends over to play.
3. Make some healthy snacks together.
4. Visit a play park and help your child to experience all the different equipment.
5. Fill the bath with bottles and bubbles and make washing fun!
6. Let your child 'skiddle' at the sink.

Enjoy Exploring Together!



Argyll and Bute Developmental Milestones : Stage One : Achieving (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I will try new things and will keep trying with encouragement. I am starting to show some confidence with new experiences and skills.

Cognitive Development

I can sort and match objects by shape and colour. I can complete jigsaw puzzles with 3 or 4 pieces. I can point to detail in pictures. I can show sequencing in imaginative play – dressing, feeding.

Speech & Language

I can link more than 4 words together and can talk about pictures and stories in my own words. I can give short descriptions and explanations of activities I'm doing now and in the past. My language is usually intelligible to unfamiliar adults.

Gross Motor

I can climb up, along and slide down, move forwards and backwards. I can throw and catch a large ball with 2 hands. I can kick a large ball. I can ride a bike/trike with stabilisers.

Fine Motor

I can build a tower of more than 7 blocks using both/alternate hands. I can snip with scissors. I have developed a pincer grip. I can thread using large beads and I can use pegboards or similar.

Attention Development

Hearing & Vision Development Partnership Working

I am achieving:

1. I am learning new skills at nursery.
2. I am confident that I can do well.
3. I do the best I can.
4. I have hobbies and interests out of nursery that help me learn new skills.
5. The adults in my life encourage me to do my best.
6. If I am struggling with a new skill at home, someone will help me with it.
7. I get the help I need to do well in nursery.



Learning at home:

1. Go along to a local Bookbug session.
2. Sing nursery rhymes together.
3. Ask your child more 'why?' and 'how?' questions rather than 'who?' or 'what?'
4. Label items around the house with 'post-it' notes, this will help introduce the link between letters and their meaning.
5. Have a regular 'scribble' time. Use lots of fun markers and crayons.
6. Play bouncing games with a ball in the garden, park or driveway.

Spend Time Playing Together!

Argyll and Bute Developmental Milestones : Stage One : Nurtured (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I respond appropriately to other children's emotions.
I am affectionate to other children and known adults.
I am developing a sense of fun.
I am familiar and comfortable with daily routines.

Cognitive Development

I am beginning to understand time and that the person who cares for me will return.

I can talk about events in the past and anticipate the future.

Speech & Language

I can approach adults, take turns in conversation and know I will be listened to. I will communicate basic needs and ask for comfort from familiar adults.

Gross Motor

I can go to the toilet by myself.
I can wash my hands independently but may need adult supervision with drying.

Fine Motor

I can display nurturing behaviour in my imaginative play, for example, pretending to wash, dress, cook, set the table, feed a doll or teddy and show how this reflects my life.

Attention Development

Hearing & Vision Development Partnership Working

I am nurtured:

1. I feel cared for and supported by the people who live in my home.
2. The people who care for me can afford to provide me with the right amount of food and clothing.
3. I live in a home that is clean and warm.
4. The people who care for me at home listen to me when I want to tell them about the things I need, like or dislike.
5. I am learning to look after myself and make decisions that affect my life.
6. I get the help I need to do well in nursery.

Community Services: Education © 2016



Learning at home:

1. Read or tell stories with your child often – through the day and at bedtime. Snuggle up and enjoy that shared moment.
2. Re-tell familiar stories about your family, your childhood or favourite things.
3. Involve your child in little jobs around the home – hanging out washing, washing the car, caring for a pet etc.
4. Play board games together – snakes and ladders or dominoes.

Spend Time Talking Together!



Argyll and Bute Developmental Milestones : Stage One : Active (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can talk about experiences I have enjoyed.
I have fun playing with others.
I actively engage with books, singing and playing.
I enjoy playing, exploring and investigating.

Cognitive Development

I can imitate the actions of others when I play.
I play make believe with dolls, animals and people.
I investigate lots of different textures and materials.
I understand some positional language – in, on, under.

Speech & Language

I can share picture books and talk about favourite activities with an adult. I have a favourite story and I can re-tell this in my own words. I can sing/say simple songs and rhymes. I may need to stop what I am doing to follow instructions.

Gross Motor

I regularly take part in physical activities in my local area which help my body to develop, for example, walking, swimming, dancing, mini-kickers, tumble tots, soft play, rough and tumble, roly poly, paddling in the sea, den building.

Fine Motor

I can screw/unscrew objects, for example, nuts and bolts or take simple lids off and put them on.
I can roll play dough into balls and sausages.

Attention Development

Hearing & Vision Development Partnership Working

I am active:

1. I do things for fun in my spare time.
2. I have the chance to take part in leisure and sporting activities in my local area.
3. The people who care for me help me to find ways to do things that interest me in my spare time.



Learning At Home:

1. Find out about local clubs- dancing, swimming, etc.
2. Make time for long walks in a forest, at the beach or in your local area.
3. Collect 'junk' materials for a craft box - plastic bottles, lolly sticks, buttons, glitter etc. – great fun for wet days.
4. Find a play dough recipe and make your own with your child!
5. Fill a tray with sand and glitter & play with a variety of little kitchen brushes.

Enjoy Your Time Together!

Argyll and Bute Developmental Milestones : Stage One : Respected (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can make a choice between two options.
I understand the concept of mine/his/hers during play.

Cognitive Development

I can give an opinion when asked.
I can come to an adult to ask for help when upset or feeling insecure.

Speech & Language

I can verbalise information to express a choice.
I can understand simple questions which help me to make choices and decisions which affect me.

Gross Motor

I can choose activities outdoors, which help me have opportunities to run, jump, climb.

Fine Motor

I join in with activities using small tools, to draw, paint, weave, thread, use play dough.
I can choose activities I enjoy.

Attention Development

Hearing & Vision Development Partnership Working

I am respected:

1. I know that people listen to me before they make decisions that affect me.
2. I am involved in making decisions about my life.
3. If I need to, I can get help to tell people my views and decisions.



Learning At Home:

1. Ask your child what songs they want played at home or in the car to sing along to.
2. Play the 'favourites' game – everybody says their favourite pet, car, colour, fruit.
3. Ask, 'Why do you think that?' when chatting.
4. Have a special 'You Choose' activity time at home.
5. Keep changing pens, paper, pencils, to give variety for scribble time.

Enjoy Choosing Together!

Argyll and Bute Developmental Milestones : Stage One : Responsible (SHANARRi)

Sensory Development

Social, Emotional & Behavioural

I am beginning to follow simple behaviour rules. I can be helpful and can tidy up.

Cognitive Development

I know that other children may have different ideas from me. I know that rules are to keep me safe. I know that my behaviour will have consequences when playing with/ alongside others.

Speech & Language

I can understand and follow two part instructions. I can state behaviour rules in context to keep myself and others safe and happy.

Gross Motor

I can follow basic safety instructions when active, for example near roads / walking on the pavements / close to water / rough and tumble play.

Fine Motor

I can follow rules when using tools and toys to keep us all safe.

Attention Development

Hearing & Vision Development Partnership Working

I am responsible:

1. I listen to other children and adults and try to understand their point of view.
2. I know the difference between right and wrong.
3. I can manage my behaviour.
4. I am caring and helpful.
5. Adults trust me to follow instructions.
6. I am able to follow rules at nursery and at home.
7. I know what is expected from me and why.
8. I know that adults in my life will behave in a way that sets a good example to me.



Learning at home:

1. Make a star chart for doing simple household chores.
2. Practise crossing the road and explain the dangers.
3. Be consistent.
5. Read books or tell stories about keeping safe with your child.

Learn the Rules Together!



Argyll and Bute Developmental Milestones : Stage One : Included (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I am happy to join in activities with friends.
I am developing a sense of belonging as I play alongside or with friends.
I am becoming aware of being male/female.

Cognitive Development

I am learning to respect the environment.
I am learning to share toys and other materials and to take turns.

Speech & Language

I can express emotions using facial expressions, body language and some words. I listen to and respond to other children with talk during play.

Gross Motor

I take part in group activities and games which will help the muscles in my body to grow and develop.

Fine Motor

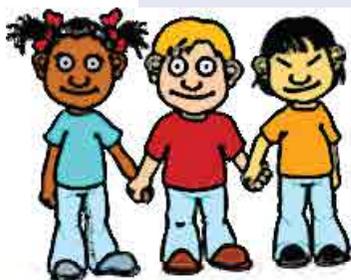
I take part in activities with friends to help strengthen my fingers, e.g. action rhymes, clapping, play dough.

Attention Development

Hearing & Vision Development Partnership Working

I am included:

1. I feel that I belong when I am with my friends, family, in nursery and in the local community.
2. I am able to take part in activities, which let me be with people that I need in my life.
3. I get to meet lots of different people.
4. I am caring and helpful.
5. I feel that other children and adults want me around.



Learning at home:

1. Plant seeds or bulbs in the garden or a tray on the window ledge.
2. Take turns with your child banging on pans and tins with wooden spoons.
3. Make bread together and play with the dough.
4. Build up a collection of 'stuff' for fingers to explore – string, elastic bands, pebbles, pine cones, egg boxes, tweezers, tongs etc.

Enjoy Being Together!

Argyll and Bute Developmental Milestones : Stage One

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|--|--|--|--|--|
| Safe | I feel safe and secure to be left with trusted adults. I communicate if I am upset. I can say why I am upset. | I understand some dangers such as fire, water, electricity and sharp tools. I can give one idea about keeping safe in a variety of simple situations. | I can ask for help. I can talk about keeping safe with support from adults. I can follow basic instructions to help keep myself safe as situations occur e.g. 'don't stand on that chair' but may not yet be able to apply this to other situations. | I can safely explore my environment and am developing an understanding of my capabilities. I can walk up and down stairs, one foot on each step. | I can follow simple safety rules for scissors, knives, small beads etc. I am becoming aware of the danger of some small objects. |
| Healthy | I enjoy life in the company of others. I am learning about what I need to keep me healthy - food, tooth brushing etc. I am learning to play and share with others. | I am beginning to express how I feel but may still become frustrated if not understood. | I am beginning to use sentences to communicate my healthy choices e.g. 'Can I have grapes, please?' or 'I want to go outside'. | I can run safely, avoiding obstacles. I can balance on one foot for a short time. I can hop with one hand held. | I can drink from a cup. I am learning to use a knife for cutting and spreading. I am learning to choose and prepare my own snack choices. I can brush my teeth. |
| Achieving | I will try new things and will keep trying with encouragement. I am starting to show some confidence with new experiences and skills. | I can sort and match objects by shape and colour. I can complete jigsaw puzzles with 3 or 4 pieces. I can point to detail in pictures. I can show sequencing in imaginative play – dressing feeding. | I can link more than 4 words together and can talk about pictures and stories in my own words. I can give short descriptions and explanations of activities I'm doing now and in the past. My language is usually intelligible to unfamiliar adults. | I can climb up, along and slide down, move forwards and backwards. I can throw and catch a large ball with 2 hands. I can kick a large ball. I can ride a bike/trike with stabilisers. | I can build a tower of more than 7 blocks using both/alternate hands. I can snip with scissors. I have developed a pincer grip. I can thread using large beads and I can use pegboards or similar. |
| Nurtured | I respond appropriately to other children's emotions. I am affectionate to other children and known adults. I am developing a sense of fun. I am familiar & comfortable with daily routines. | I am beginning to understand time and that the person who cares for me will return. I can talk about events in the past and anticipate the future. | I can approach adults, take turns in conversation and know I will be listened to. I will communicate basic needs and ask for comfort from familiar adults. | I can go to the toilet by myself. I can wash my hands independently but may need adult supervision with drying. | I can display nurturing behaviour in my imaginative play, for example, pretending to wash, dress, cook, set the table, feed a doll or teddy and show how this reflects my life. |
| Active | I can talk about experiences I have enjoyed. I have fun playing with others. I actively engage with books, singing and playing. I enjoy playing exploring and investigating. | I can imitate the actions of others when I play. I play make believe with dolls, animals and people. I investigate lots of different textures and materials. I understand some positional language – in, on, under. | I can share picture books and talk about favourite activities with an adult. I have a favourite story and I can re-tell this in my own words. I can sing/say simple songs and rhymes. I may need to stop what I am doing to follow instructions. | I regularly take part in physical activities which help my body to develop e.g. walking, swimming, dancing, mini-kickers, tumble tots, soft play, rough/tumble, roly-poly, paddling, den building. | I can screw/unscrew objects, for example, nuts and bolts or take simple lids off and put them on. I can roll play dough into balls and sausages. |
| Respected | I can make a choice between two options. I understand the concept of mine/his/hers during play. | I can give an opinion when asked. I can come to an adult to ask for help when upset or feeling insecure. | I can verbalise information to express a choice. I can understand simple questions, which help me to make choices and decisions which affect me. | I can choose activities outdoors, which help me have opportunities to run, jump, climb. | I join in with activities using small tools, to draw, paint, weave, thread, use play dough. I can choose activities I enjoy. |
| Responsible | I am beginning to follow simple behaviour rules. I can be helpful and can tidy up. | I know that other children may have different ideas from me. I know that rules are to keep me safe. I know that my behaviour will have consequences when playing with others. | I can understand and follow two part instructions. I can state behaviour rules in context to keep myself and others safe and happy. | I can follow basic safety instructions when active, for example near roads / walking on the pavements / close to water / rough and tumble play. | I can follow rules when using tools and toys to keep us all safe. |
| Included | I am happy to join in activities with friends. I am developing a sense of belonging as I play alongside/with friends. I am becoming aware of being male/female. | I am learning to respect the environment. I am learning to share toys and other materials and to take turns. | I can express emotions using facial expressions, body language and some words. I listen to and respond to other children with talk during play. | I take part in group activities and games, which will help the muscles in my body to grow and develop. | I take part in activities with friends to help strengthen my fingers, e.g. action rhymes, clapping, play dough. |

- Sensory and Attention milestones have been incorporated into the milestones listed above
- Hearing and Vision will be checked by your children's health visitor. Remember to communicate regularly with your children's health visitor to ensure you both share relevant, appropriate information on children's progress

- **SAFE**
- **HEALTHY**
- **ACHIEVING**
- **NURTURED**
- **ACTIVE**
- **RESPECTED**
- **RESPONSIBLE**
- **INCLUDED**



Argyll and Bute Developmental Milestones : Stage Two : Safe (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can follow rules and instructions to help keep me safe. I am beginning to develop an understanding of danger. I know when to seek help for myself, or others.

Cognitive Development

I am beginning to understand more about keeping safe and can use 'if,' 'maybe' and 'might' in assessing situations. I can give several examples about keeping safe in familiar scenarios.

Speech & Language

I can talk about my basic feelings e.g. happy, sad, and scared and begin to recognise and talk about these feelings in others. I can talk about how to keep safe in new situations- including asking questions, 'why?', 'how?', 'who?' and 'what?' with adult guidance.

Gross Motor

I can make safety choices as I play outside. I am developing spatial awareness and learning to use large equipment safely. I can walk, run, turn sharp corners, push and pull safely, climb ladders and trees.

Fine Motor

I can keep myself and others safe when using scissors, knives etc. I know the importance of keeping myself and others safe when using tools & small equipment.

Attention Development

Hearing & Vision Development Partnership Working

I am safe:

1. I know that I will not be harmed at home or at school.
2. The people who care and teach me explain how I can protect myself from harm.
3. I am not scared when I am out and about in my local community.
4. I know a few things that are risky or dangerous and I try to stay away from them.
5. The people who care for me know whom I am with and where I am when I go out.



Learning at home:

1. Make a habit of leaving your child with other trusted adults for longer periods.
2. Look out for 'Danger' signs in the local environment to discuss.
3. Allow your child to show you that they know how to play safely.
4. Ask your child to explain to you why water, fire, electricity etc. can be dangerous.
5. Develop your child's knowledge of their local community and where is safe.

Keep Safe Together!



Argyll and Bute Developmental Milestones : Stage Two : Healthy (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can express my enjoyment of life in a variety of ways.
I can play with my friends, sharing and turn taking.
I am learning to make healthy choices – diet, tooth brushing, hand washing etc.

Cognitive Development

I understand a few different emotions.
I am learning about my feelings towards myself, and others.
I can explain my feelings.

Speech & Language

I am using language for a variety of reasons.
I am beginning to understand and verbalise why we make certain choices to keep us healthy e.g. 'we have milk or water at snack time because it's better for our teeth'

Gross Motor

I join in with physical play.
I can run, jump, hop and skip.
I like to balance and climb.
I can balance on one foot with only a little swaying.

Fine Motor

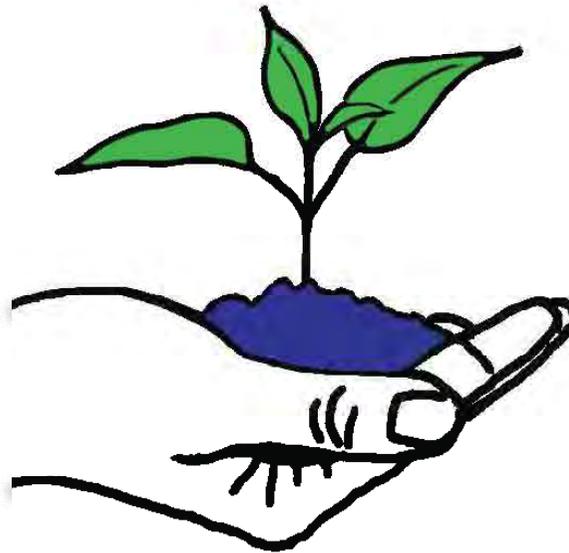
I am developing my skills while I prepare food at snack time, e.g. chopping, peeling and slicing, to make fruit kebabs with skewers, using tongs.
I can pour milk or water with little spillage at snack time.

Attention Development

Hearing & Vision Development Partnership Working

I am healthy:

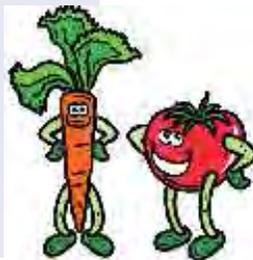
1. I have healthy food to eat most of the time.
2. I exercise a lot.
3. I get a chance to spend time outside.
4. The people who look after me make sure I get help when I feel ill.
5. The people who look after me make sure I eat and exercise to keep me healthy.
6. I enjoy life.
7. I feel able to deal with difficult things that might happen in my life.



Learning at home:

1. Extend your child's experience of different fruit and vegetables when shopping together.
2. Join local clubs – swimming, dancing etc.
3. Make some healthy snacks together.
4. Visit a play park or get outside and help your child develop their muscles and stamina.
5. Make a 'My Favourite Things' scrapbook with your child.
6. Think about the balance of activities your child does in a day.

Enjoy Exploring Together!



Argyll and Bute Developmental Milestones : Stage Two : Achieving (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I am becoming more self-reliant, confident in my own environment and know where to get what I need. I am more independent with self-help skills, e.g. putting on / taking off outdoor clothing.

Cognitive Development

I understand 'biggest, more, just one.'
I can focus on a game or activity until it is completed.
I show imagination during small world play, sequencing events and making stories.

Speech & Language

I am becoming more confident in using well-formed sentences, though I may make some mistakes in my choice of words. I understand sequencing words e.g. first, after, last. I am becoming more independent and can use language to find out information by asking questions and to assert myself.

Gross Motor

I can walk on tiptoes along a line, 1 foot in front of the other. I can jump with feet together, land with control from a step. I can throw a small ball with some accuracy and catch with 2 hands. I can move sideways. I can pedal a trike.

Fine Motor

I can handle a variety of tools with reasonable control. I can draw straight and curved lines. I can draw with more details. I can cut along a straight line and begin to cut around a shape. I can fit together pieces to construct models.

Attention Development

Hearing & Vision Development Partnership Working

I am achieving:

1. I am learning new skills at nursery.
2. I am confident that I can do well.
3. I do the best I can.
4. I have hobbies and interests out of nursery that help me learn new skills.
5. The adults in my life encourage me to do my best.
6. If I am struggling with a new skill at home, someone will help me with it.
7. I get the help I need to do well in nursery.



Learning at home:

1. Start a new hobby with your child – decide together.
2. Sing songs and nursery rhymes together.
3. Encourage your child to persevere.
4. Support your child in whatever they are interested in.
5. Have a regular drawing time. Suggest details to be added and praise all effort. Remember to explain what the praise is for.
6. Play with bats and balls in the garden or park.

Spend Time Playing Together!

Argyll and Bute Developmental Milestones : Stage Two : Nurtured (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I show concern for siblings and for friends in distress. I mostly co-operate with friends and I'm beginning to negotiate conflict situations. I accept changes to my daily routines.

Cognitive Development

I am able to choose and plan my play activities and say which activities I prefer. I can count to ten objects and enjoy being praised. My memory skills are extending e.g. I can recall special home events.

Speech & Language

I can listen and join in talking appropriately with adults and other children. I can communicate my needs, likes or dislikes; I can tell an adult if I'm cold or hungry. I can remember and enjoy telling longer stories and singing songs.

Gross Motor

I can put my shoes on the correct feet. I can brush my teeth. I can set the table, serve and participate socially during snack time.

Fine Motor

I can use cutlery appropriately. I can play board games, in a small group, using small counters, supported by an adult. I am more successful with fastening like buckles and laces. I can blow my own nose.

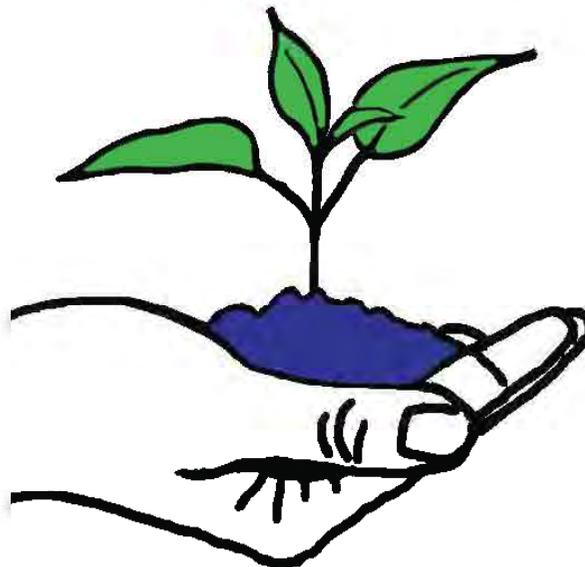
Attention Development

Hearing & Vision Development Partnership Working

I am nurtured:

1. I feel cared for and supported by the people who live in my home.
2. The people who care for me can afford to provide me with the right amount of food and clothing.
3. I live in a home that is clean and warm.
4. The people who care for me at home listen to me when I want to tell them about the things I need, like or dislike.
5. I am learning to look after myself and make decisions that affect my life.
6. I get the help I need to do well in nursery.

Community Services: Education © 2016



Learning at home:

1. Read or tell stories with your child often, encouraging choice from an increasing range of books
2. Look at family photos together and share stories.
3. Involve your child in little jobs around the home – hanging out washing, washing the car, doing the dishes, etc.
4. Play board games together – snakes and ladders or dominoes, Jenga, pick-up sticks.

Spend Time Talking Together!



Argyll and Bute Developmental Milestones : Stage Two : Active (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I participate and co-operate with others in physical play e.g. singing, dancing and performing. I play independently, inside and outside, exploring and investigating.

Cognitive Development

I use objects and props in imaginative play. I take part in make believe roles using dressing up, actions and different voices. I use the ideas of other children and adults in creative and imaginative play.

Speech & Language

I can describe an event in reasonable order. I can follow simple story sequences and re-tell my favourite stories and activities. My attention is well developed enough that I can follow instructions whilst I am engaged in an activity.

Gross Motor

I regularly take part in more challenging physical activities, which will help my body to develop. I can keep a steady beat when clapping, dancing and playing simple percussion instruments.

Fine Motor

I am developing hand dominance. I can handle brushes, crayons, pencils and other objects with reasonable control when mark making with a variety of paints, clay, play dough etc.

Attention Development

Hearing & Vision Development Partnership Working

I am active:

1. I do things for fun in my spare time.
2. I have the chance to take part in leisure and sporting activities in my local area.
3. The people who care for me help me to find ways to do things that interest me in my spare time.



Learning at home

1. Join local clubs- dancing, swimming, football, etc..
2. Make time for long walks in a forest, at the beach or in your local area.
3. Collect 'junk' materials for a craft box - plastic bottles, lolly sticks, buttons, glitter etc. – great fun for wet days.
4. Make a sandpit and have a collection of spades, buckets and scoops.
5. Teach your child how to skip with a rope!

Enjoy Your Time Together!

Argyll and Bute Developmental Milestones : Stage Two : Respected (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can make choices about what I want to do.
I can give several ideas about what I want to do.
I can ask an adult for help.

Cognitive Development

I can listen to and answer open-ended questions that don't just require a 'yes' or 'no' answer, to help me develop my thinking and problem solving skills.

Speech & Language

I can give clear information to express a choice. I am confident when giving my opinion, e.g. I can say why I have made a choice.

Gross Motor

I am allowed to choose from a wide range of activities, e.g. ball games, dance, large play equipment, to practise my increasing agility skills.

Fine Motor

I am allowed opportunities to choose from small tools, drawing, painting, weaving, threading, using play dough, small world and to do other activities that I enjoy.

Attention Development

Hearing & Vision Development Partnership Working

I am respected:

1. I know that people listen to me before they make decisions that affect me.
2. I am involved in making decisions about my life.
3. If I need to, I can get help to tell people my views and decisions.



Learning At Home:

1. Sing along to a growing list of favourite songs and rhymes at home or in the car.
2. Play the 'I like to...' game – everybody says their favourite activities and remembers what each other said.
3. Ask 'open-ended' questions – 'why?'
4. Have a special 'You Choose' activity time at home and in the local environment.
5. Introduce scissors and have lots of scrap paper available to cut up.

Enjoy Playing Together!

Argyll and Bute Developmental Milestones : Stage Two : Responsible (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I can mostly follow rules.
I am caring and helpful.
I can choose and replace toys and materials, as I become a more independent learner.

Cognitive Development

I know that others may have different ideas from me.
I am learning to be responsible for my actions when playing.
I am learning to solve problems if I get upset or if I'm angry, with adult help.

Speech & Language

I can understand and follow 3 part instructions. I can talk about several behaviour rules to help keep me and others safe and happy. I can use language to enable me to predict and negotiate in play situations.

Gross Motor

I can follow safety instructions during physical activities as I become more independent.
I am capable of giving suggestions about how I can keep safe in a variety of situations and settings, e.g. Forest School.

Fine Motor

I can follow safety instructions responsibly as I become more independent, when using small tools.

Attention Development

Hearing & Vision Development Partnership Working

I am responsible:

1. I listen to other children and adults and try to understand their point of view.
2. I know the difference between right and wrong.
3. I can manage my behaviour.
4. I am caring and helpful.
5. Adults trust me to follow instructions.
6. I am able to follow rules at school and at home.
7. I know what is expected from me and why.
8. I know that adults in my life will behave in a way that sets a good example to me.



Learning at home:

1. Make a star chart to reward responsible behaviour.
2. Allow your child to practise using a blunt knife to chop vegetables for soup, showing that they are aware of safety rules.
3. Stick to consequences and explain social rules.
4. Be consistent and fair.
5. Read books or tell stories about growing up with your child.



Argyll and Bute Developmental Milestones : Stage Two : Included (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I enjoy playing and co-operating with my friends.
I discover new and interesting things to do and games to play.

Cognitive Development

I can organise my own games with friends, express my choices, take turns, and play co-operatively, for the most part.

Speech & Language

I can express basic emotions using words as well as actions.
I can take turns in longer conversations during play activities.
I am developing a sense of humour and enjoy sharing simple jokes, nonsense words and rhymes with my peers and adults.

Gross Motor

I can run around and play games with children my age without adult encouragement.
I take part in new physical activities with adult encouragement and support.

Fine Motor

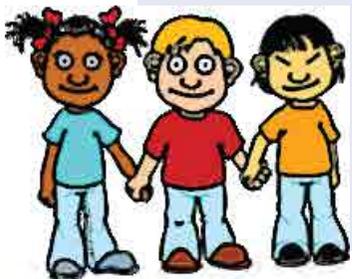
I am helped and encouraged to try a range of new activities to help my fingers become strong.

Attention Development

Hearing & Vision Development Partnership Working

I am included:

1. I feel that I belong when I am with my friends, family, in nursery and in the local community.
2. I am able to take part in activities, which let me be with people that I need in my life.
3. I get to meet lots of different people.
4. I am caring and helpful.
5. I feel that other children and adults want me around.



Learning at home:

1. Make a den in the garden or in the park.
2. Allow your child to make special visits with extended family members.
3. Bake together and begin to use 'maths' words, e.g. 'more,' 'less,' 'same as,' and 'equal.'
4. Build a junk robot together!

Enjoy Being Together!

| | <u>Social, Emotional & Behavioural</u> | <u>Cognitive Development</u> | <u>Speech & Language</u> | <u>Gross Motor</u> | <u>Fine Motor</u> |
|-------------|---|--|--|---|---|
| Safe | I can follow rules and instructions to help keep me safe. I am beginning to develop an understanding of danger. I know when to seek help for myself, or others. | I am beginning to understand more about keeping safe and can use 'if,' 'maybe' and 'might' in assessing situations. I can give several examples about keeping safe in familiar scenarios. | I can talk about my basic feelings e.g. happy, sad, and scared and begin to recognise and talk about these feelings in others. I can talk about how to keep safe in new situations- including asking questions, 'why?', 'how?', 'who?' and 'what?' with adult guidance. | I can make safety choices as I play outside. I am developing spatial awareness, learning to use large equipment safely. I can walk, run, turn sharp corners, push and pull safely, climb ladders and trees. | I can keep myself and others safe when using scissors, knives etc. I know the importance of keeping myself and others safe when using tools and small equipment. |
| Healthy | I can express my enjoyment of life in a variety of ways. I can play with my friends, sharing and turn taking. I am learning to make healthy choices – diet, tooth brushing, hand washing etc. | I understand a few different emotions. I am learning about my feelings towards myself, and others. I can explain my feelings. | I am using language for a variety of reasons. I am beginning to understand and verbalise why we make certain choices to keep us healthy e.g. 'we have milk or water at snack time because it's better for our teeth' | I join in with physical play. I can run, jump, hop and skip. I like to balance and climb. I can balance on one foot with only a little swaying. | I am developing my skills while I prepare food at snack time, e.g. chopping, peeling and slicing, to make fruit kebabs with skewers, using tongs. I can pour milk or water with little spillage at snack time. |
| Achieving | I am becoming more self-reliant, confident in my own environment and know where to get what I need. I am more independent at self help skills e.g. putting on/ taking off outdoor clothing. | I understand biggest, more, just one. I can focus on a game or activity until it is completed. I show imagination during small world play, sequencing events and making stories. | I am becoming more confident in using well-formed sentences, though I may make some mistakes in my choice of words. I understand sequencing words e.g. first, after, last. I am becoming more independent and can use language to find out information by asking questions and to assert myself. | I can walk on tiptoes along a line, foot in front of the other. I can jump with feet together, land with control from a step. I can throw a small ball with some accuracy and catch with 2 hands. I can move sideways. I can pedal a trike. | I can handle a variety of tools with reasonable control. I can draw straight and curved lines and draw with more details. I can cut along a straight line and begin to cut around a shape. I can fit together pieces to construct models. |
| Nurtured | I show concern for siblings and for friends in distress. I mostly co-operate with friends and I'm beginning to negotiate conflict situations. I accept changes to my daily routines. | I am able to choose and plan my play activities and say which activities I prefer. I can count to ten objects and enjoy being praised. My memory skills are extending e.g. I can recall special home events. | I can listen and join in talking appropriately with adults and other children. I can communicate my needs, likes or dislikes; I can tell an adult if I'm cold or hungry. I can remember and enjoy telling longer stories and singing songs. | I can put my shoes on the correct feet. I can brush my teeth. I can set the table, serve and participate socially during snack time. | I can use cutlery appropriately. I can play board games, in a small group, using small counters, supported by an adult. I am more successful with fastening like buckles and laces. I can blow my own nose. |
| Active | I participate and co-operate with others in physical play e.g. singing, dancing and performing. I play independently, inside and out, exploring and investigating. | I use objects and props in imaginative play. I take part in make believe roles using dressing up, actions and different voices. I use the ideas of other children and adults in creative and imaginative play. | I can describe an event in reasonable order. I can follow simple story sequences and re-tell my favourite stories and activities. My attention is well developed enough that I can follow instructions whilst I am engaged in an activity. | I regularly take part in more challenging physical activities, which will help my body to develop. I can keep a steady beat when clapping, dancing and playing simple percussion instruments. | I am developing hand dominance. I can handle brushes, crayons, pencils and other objects with reasonable control when mark making with a variety of paints, clay, play dough etc. |
| Respected | I can make choices about what I want to do. I can give several ideas about what I want to do. I can ask an adult for help. | I can listen to and answer open-ended questions that don't just require a 'yes' or 'no' answer, to help me develop my thinking and problem solving skills. | I can give clear information to express a choice. I am confident when giving my opinion, e.g. I can say why I have made a choice. | I am allowed to choose from a wide range of activities, e.g. ball games, dance, large play equipment, to practise my increasing agility skills. | I am allowed opportunities to choose from small tools, drawing, painting, weaving, threading, play dough, small world and to do other activities that I enjoy. |
| Responsible | I can mostly follow rules. I am caring and helpful. I can choose and replace toys and materials, as I become a more independent learner. | I know that others may have different ideas from me. I am learning to be responsible for my actions when playing. I am learning to solve problems if I get upset or if I'm angry, with adult help. | I can understand and follow 3 part instructions. I can talk about several behaviour rules to help keep me and others safe and happy. I can use language to enable me to predict and negotiate in play situations. | I can follow safety instructions during physical activities as I become more independent. I am capable of giving suggestions about how I can keep safe in a variety of situations and settings, e.g. Forest School | I can follow safety instructions responsibly as I become more independent, when using small tools. |
| Included | I enjoy playing and co-operating with my friends. I discover new and interesting things to do and games to play. | I can organise my own games with friends, express my choices, take turns, and play co-operatively, for the most part. | I can express basic emotions using words as well as actions. I can take turns in longer conversations during play activities. I am developing a sense of humour and enjoy sharing simple jokes, nonsense words and rhymes with my peers and adults. | I can run around and play games with children my age without adult encouragement. I take part in new physical activities with adult encouragement and support. | I am helped and encouraged to try a range of new activities to help my fingers become strong. |

- Sensory and Attention milestones have been incorporated into the milestones listed above
- Hearing and Vision will be checked by your children's health visitor. Remember to communicate regularly with your children's health visitor to ensure you both share relevant, appropriate information on children's progress

Monitoring and Tracking Progress in ELC Literacy and English

Incorporating Education Scotland 'Literacy and English Benchmarks' and the City of Edinburgh Council's 'Literacy Assessment and Planning Tracker'.

Context

Education Scotland has placed a greater emphasis on planning for progression and expects ELC settings to have a clear strategy for the development and assessment of children's literacy skills to ensure smooth progression and achievement. This tool will enable you to do this. The skills are based on the 'Literacy and English Benchmarks' – Early Level. This should help you to make clear informed decisions about children's progression and plan appropriate next steps.



Guidelines for completing this tool

- This tool should be completed by practitioners over the course of a child's time in their ELC setting.
- Information should be gathered over time generally through observation, although sometimes practitioners may need to set up a specific small group or individual activity to fully assess a child's progress.
- An overview of the child's progress in each area should be given in the 'date' boxes. Practitioners should ensure that the boxes in all areas are completed prior to the child moving to primary one.
- It is important to involve parents in this process and share the information with them. This could be done through sharing progress within each child's PLP.
- Practitioners should be mindful of a child's additional support needs when completing the tool and ensure they fully capture the skills a child shows. Any activities to measure a child's skills should be adapted in line with their particular needs e.g. allowing a child to indicate a response by pointing or gesture if their language skills are delayed.
- A key for indicating a child's progress within the skill could be used as follows:

| Level of Skill | Coding |
|--|--------|
| Has engaged in some experience of the skill | 1 |
| Skill is shown sometimes but is not consistent yet | 2 |
| Skill is shown regularly and spontaneously | 3 |



Next steps and using this tool in your practice

- Practitioners should use the information collected using this tool to plan the next steps in a child’s learning and to monitor their progress on an ongoing basis. The tool should also be used to plan focussed learning experiences based on the experiences and outcomes to provide progression, depth and challenge.
- By completing the tool on several occasions practitioners should be able to gain a picture of the child’s progress over time.
- Moderate assessment judgements through discussing standards and the progression of individual children. This can be done at weekly team meetings and from time to time with colleagues from other establishments to ensure a shared understanding across settings
- If a child is showing early development in a lot of areas, but is not making progress over time or practitioners have other concerns about their development, consider involving relevant support services such as Health Visitor, Speech and Language Therapy Service, Area Principal Teacher, Educational Psychology Service.

It is very important that this tool is used appropriately to track each child’s progress and plan effective and meaningful next steps. It should not be used to ‘tick off’ all of the Es and Os separately – as stated in Educations Scotland’s ‘Curriculum for Excellence – A Statement for Practitioners’ from HM Chief Inspector of Education (August 2016)

- The tool has been designed to track progress within the ‘Curriculum Organisers’ for Literacy and English’ to ensure practitioners are not ‘tracking and recording progress against individual Es and Os’:

Listening and Talking

- Enjoyment and choice
- Tools for listening and talking
- Finding and using information
- Understanding, analysing and evaluating
- Creating texts

Reading

- Enjoyment and choice
- Tools for reading
- Finding and using information
- Understanding, analysing and evaluating

Writing

- Enjoyment and choice
- Tools for writing
- Organising and using information
- Creating texts

ELC Literacy overviews should be included in each child’s PLP as a summary of progress and achievement and to identify next steps in learning. The tool should also be used to support transition. The tool should be used as part of the Learning and Development Framework 0-5 Years (incorporating the Developmental Milestone Tool).

Guidance notes on assessing and teaching early literacy skills

Rhyme

- Teach traditional nursery rhymes.
- Ask the children to act out the rhymes, illustrate them and use puppets to enact them.
- Ask children to recite rhymes in groups and as individuals.
- Make recordings of the children reciting rhymes.
- Provide CDs / audio files for children to follow nursery rhymes in books and big books.
- Recite rhymes but miss out the rhyming word and ask the children to supply it.
- Play spot the deliberate mistake by putting in non-rhyming words, for examples 'Humpty Dumpty sat on the fence'
- Make classroom displays of nursery rhymes. These can be related to project and topic work. Write the words in large letters.
- Make class books of favourite rhymes.
- Teach playground and skipping rhymes and games.
- Teach traditional question and answer rhyming games.
- Play dancing and chasing games with changes of direction when rhyming words are chanted.
- Teach number rhymes
- Make up your own variations, for example, Two, Four, Six, Eight, these are the things I really hate'
- Make number rhyme books, friezes and displays.
- Recite, invent and act out count down rhymes, for example, 'Ten green bottles standing on the wall, one fell down and knocked out Paul'.
- Invent new words for songs and rhymes.
- Compare traditional rhymes with children's favourite modern songs
- Make up raps.
- Invent limericks.
- Teach simple rhyming slang.
- Invent families of invented animals and monsters with rhyming names.
- Play a rhyming version of 'I-spy'.
- Play with rhyming riddles, for example, a pet that rhymes with 'fat'.
- Play rhyming snap and rhyming lotto with pictures.
- Play odd one out games with pictures or objects – one of which does not rhyme.
- Play Kim's Game with rhyming objects or toys or pictures.
- Ask the children for words that rhyme with their names, or their friends' name
- Make feely bags and ask children to find rhyming pairs of objects.
- Have a rhyming display with objects and pictures which all rhyme.
- Hold weekly Bookbug sessions with parents



Alliteration

- Have a display of alliterative objects and pictures.
- Teach and make up tongue twisters, for example, 'The ragged rascal ran round the rugged rock'.
- Make up a class alliterative book based on children's names, for example, 'Wayne wears wellies'.
- Have a letter/sound of the week and ask children to bring in objects and pictures starting with the chosen letter.
- Ask children to describe themselves alliteratively – 'big Barry', silly Simon', etc.
- Share alliterative counting with children and make up your own – 'two terrible tigers'.
- Invent alliterative descriptions – 'big bears', wet windows', 'happy hairdressers'.
- Make alliterative alphabet books using names, 'Awful Alex', 'Boring Brian', or animals, 'Active Ants', 'Brave Bears'.
- Make up alliterative advertising slogans like, 'Buster's Bread is best'
- Play listing games, for example, Grandmother Went to Market, with alliterative words.
- Play snap and lotto with alliterative pictures.
- Play odd one out with picture cards – two with alliterative names and one without.
- Make feely bags with objects starting with particular sounds. Ask the children to identify the objects by touch.
- Sort objects into categories according to the initial sounds.
- Look for as many things as possible in a picture or book which start with the same sound.
- Play 'I-spy'.
- Play Kim's Game with alliterative objects.

Rhyme, Alliteration and Learning Letters

- Play snap, lotto and so on using written words.
- Use a big book of rhymes to help children discover that rhyming words have the same group of letters at the end.
- Children can make an alphabet scrapbook and choose pictures to illustrate each letter.
- Children listen to stories from books and pick out the words that start with a particular sound.
- Have a letter of the week table where children put objects or pictures which start with a particular letter.
- Write rhymes and onsets on different cards. Ask children to see how many words they can make using different onsets with the same rime.
- Make onset and rhyme word wheels.
- Encourage children to trace words and to write letters and words in wet sand.
- Play magnetic fishing using rime and onset cards.
- Sing the Alphabet Song and alphabet jingles.
- Display alphabet friezes, commercially produced or made by children or parents.
- Encourage children to play with alphabet tiles and mats. These can be used for simple matching, spelling out words and names and even hop-scotch type spelling games.
- Stack trays in alphabetic order.
- Play alphabet bingo.
- Make sure that nursery and early years classrooms have plenty of alphabet books, jigsaws and games.
- Use computer keyboards and alphabet and rhyme-related software.
- Make posters with a collection of pictures representing a particular letter, for example boy, bus, bat, ball, and bag for b.
- Make personal alphabet dictionaries.
- Make a wall hanging with alphabetically labelled pockets. The children can collect pictures of things beginning with each letter and put them in the pockets. At later stages this can be used as a key words dictionary.

Young children can learn that:

- print has a purpose
- print holds a message
- print is different from other patterns in the environment
- print has a range of uses
- print is powerful
- everyone, including children, can use print for their own ends
- the words we say are mapped onto print
- print tells the story the pictures merely help
- print is made up of letters
- print has a particular directionality
- print has a particular visual appearance
- spaces separate words
- words like, page, letter, word, read and write are part of the technical vocabulary associated with literacy

Extract from: 'Developing Literacy in the Early Years'- City of Edinburgh Council.



Pre-birth to Three Early Literacy Development

Practitioner's role

"Reading and writing float on a sea of talk" James Britton

Babies are born ready to have conversations, they can recognise voices from before they were born and are sensitive and enthusiastic communicators from birth.

- Tune into facial expressions, movements and sounds/noises: 20- cm is the optimum distance for communicating with babies.
- Have turn-taking "conversations" with babies about what's happening
- Share books from the earliest age with simple repetitive words and phrases including rhyme - use repetitive words and phrases including rhyme - use pitch/tone/volume to provide lots of expression.
- Use actions to reinforce words.
- Use comments not questions.
- Model-if they say words that aren't clear , you say it again correctly rather than make them say it again.
- Repeat and expand - build on what they say - eg add in a descriptive word. if they say "bus" you might say "yes,it's a blue bus"
- Play peek-a-boo and turn-taking songs and thymes.
- Wonder aloud and explain what is happneing, talk about what you are doing, what you are going to do next and what you notice about them.

A child needs to hear a word 20 times before it becomes part of their vocabulary. Keep parents informed of new words, songs and rhymes their child has been learning at nursery.

"Talking, singing, cuddles, storytelling is building babies brains" The Scottish Book Trust

The Environment

Ideas for setting the scene:

- Welcome and nurturing, set up for exploring.
- Resources - natural, real-life resources are best providing holistic, sensory experiences with rich language oportunities.
- A well-resourced home corner with familiar and new objects.
- All resources should be accessible, organised and presented in creative and imaginative ways to encourage wonder and curiosity.
- Outdoors - great for listening oportunities, musical instruments, wind chimes, water, sensory experiences.
- Provde lots of oportunities for mark making using a variety of sensory media.
- Value process not product.
- Ensure there is a well-resources comfortable and inviting book corner that will provide an opportunity for some quiet time if needed.
- Rich in environmental print.
- Pictorial cards.
- Tune into schematic play and provide appropriate resources, e.g. bags., envelopes, boxes and containers, wheels to turn and objects to rotate.
- Give tickling games like "roon about, roon about goes the wee moose" all the drama of a story - there's a beginning, excitement and anticipation in the middle, and a happy ending cuddle!



Parental Involvement

All parents or carers should be encouraged to be actively involved in their children's literacy learning, through:

- Home to ELC setting - **All about Me** including favourite songs, rhymes, stories
- **Play Talk Read** - www.playtalkread.scot
- **Bookbug**
 - Universal Bookbug Sessions
 - Assertive Outreach - Bookbug for the Home
 - Bookbug baby pack
 - Bookbug Toddler pack (including Parents' guide to sharing books with your child)
 - www.scottishbooktrust.com/bookbug
- **Play@home** Baby and Toddler books
- **Ready Steady Baby/Toddler**
- **Every day's a learning day** birth to 3 years - Education Scotland

"Children are made readers on the laps o their parents"
Emilie Buchwald



Enjoyment and Choice

I often choose stories/ texts to look at within the nursery environment (book corner, interest table, home corner).

I can explain why I like or dislike a text.

I can talk about real and imaginary experiences.

I can offer a relevant comment about a text.

I can ask appropriate questions about a text.

In play and games I can recognise initial sounds and find other words beginning with the same sound.

I can clap or tap the correct the number of syllables in my own name

I can use alliteration and make up silly phrases (smelly socks, big bananas).

I can sit and listen to stage appropriate stories.

I can name key characters in a story.

I can talk about what happens in a story/ text and retell it using props.

I can share some of my experiences or feelings.



Understanding, analysing, evaluating

I can distinguish between a story book, poetry/rhyme book and information book.

When listening to a text I can link what I am hearing to what I already know.

Tools for listening and talking

I can take turns in conversations appropriately and confidently.

I can listen and make relevant contributions in conversations.

I can listen to information and use it to make choices and learn new things.

Creating Texts

I can answer who, what, where and why questions when exploring texts.

I can make up my own story and can share this with others in imaginative ways.

I can participate in conversations and discussion with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases.

I can use new vocabulary appropriately.

I am a good listener and can talk about what I have heard and learned.

I can talk about experiences/ events.

I can share news and other information.

I can observe an activity and recount some details about it.

I can explore events and characters through discussion, props and role play.

Learning At Home

1. Sing and say nursery rhymes together.
2. Play 'I Spy'.
3. Make up a rhyming rap
4. Listen to songs and stories and talk about them
5. Act out your favourite stories or rhymes

Listen and Talk Together!

Enjoyment and Choice

I often choose books to look at in nursery or at home.

I can predict what might happen next in a story.

I can indicate at group story time if I've enjoyed a story.

I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text.

I can recite 3 nursery rhymes.

I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it.

I can say if two objects/picture cards share the same rhyme when an adult shows them to me.

I can find my own name label and also those for one or two other children in nursery.

When we come across a new word in a story I can have a go at working it out from the pictures or text.



Finding and using information

I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them.

When an adult pauses in reading a story I can say what I think will happen next.

I can tell someone else what I've learned and can remember after doing this kind of activity.

Tools for reading

I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean.

I know what sound my name and other favourite things begin with.

When I'm shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me.

Understanding, analysing and evaluating

I can say what might happen next in a story.

I can use props or pictures to help in retelling the main parts of a story

I can take on the role of a character in a story.

I can say what I think about different texts in small group discussions.

I can ask different questions about a book that I've shared with an adult.

At story times I can ask questions about a story we've listened to.

When I have listened to a story I can comment about how it fits with my own experience (e.g. getting lost, first experience of something).

Learning At Home

1. Find a quiet time to read together every day
2. Make books of your favourite rhymes
3. Make up silly tongue twisters
4. Make up stories and act them out
5. Look for familiar letters and words when you are out and about

Read Together!

Early Level Learning and Development: Literacy: Writing

Tools for Writing

I can make my name/words with magnetic letters.
I can write some letters by myself.
I can write my name on my pictures or work.
I can draw a story and share it with others or ask an adult to write my story beside my picture.
I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings.
I like to draw my favourite characters and events from stories I have heard.

Creating Texts

I often choose to write and draw using paint, chalk, pencils and pens in a variety of play contexts.
I can draw a picture of myself or of my family.

Organising and Using Information

I can draw or create my stories and share them orally with my friends and adults in the nursery.
I can draw or create a story and ask my key worker to write my ideas for me.

Enjoyment and Choice

I can make marks using paint, chalk pencils, pens, crayons and inks.
I can make marks to convey messages or information during play (menu at café, list for shopping).

Learning At Home

1. Provide opportunities for your child to 'write' at home – shopping lists, labelling objects.
2. Create your own story book.
3. Make play dough and create shapes or letters.
4. Draw pictures of your family or fun times.
5. Make up a story and act it out.

Write Together!



ELC Literacy - Listening and Talking Progress Tracker – Name:

| Experiences and Outcomes | Skill | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress | | | | |
|--|---|--|-----------------|-----------------|-----------------|--|--|--|--|
| I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b | I often choose stories/ texts to look at within the nursery environment (book corner, interest table, home corner). I can explain why I like or dislike a text. I can talk about real and imaginary experiences. I can offer a relevant comment about a text. I can ask appropriate questions about a text. | Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life | | | | | | | |
| I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a | In play and games I can recognise initial sounds and find other words beginning with the same sound. I can clap or tap the correct number of syllables in my own name I can use alliteration and make up silly phrases (smelly socks, big bananas). | | | | | | | | |
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c | I can sit and listen stage appropriate stories. I can name key characters in a story. I can talk about what happens in a story/ text and retell it using props. I can share some of my experiences or feelings. | | | | | | | | |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a /ENG 0-17a | I can distinguish between a story book, poetry/rhyme book and information book. When listening to a text I can link what I am hearing to what I already know. | | | | | Understanding, analysing, evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | | | |
| <i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a</i> | I can take turns in conversations appropriately and confidently. I can listen and make relevant contributions in conversations. | | | | | Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning | | | |

ELC Literacy - Listening and Talking Progress Tracker – Name:

| Experiences and Outcomes | Skill | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|--|---|-----------------|-----------------|-----------------|
| I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a | I can listen to information and use it to make choices and learn new things. | Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning | | | |
| As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a | I can answer who, what, where and why questions when exploring texts. | Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | | | |
| | I can make up my own story and can share these with others in imaginative ways. | | | | |
| | I can explore events and characters through discussion, props and role play. | | | | |
| | I can participate in conversations and discussion with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases. | | | | |
| | I can use new vocabulary appropriately. | | | | |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a | I am a good listener and can talk about what I have heard and learned. | | | | |
| | I can talk about experiences/events. | | | | |
| | I can share news and other information. | | | | |
| | I can observe an activity and recount some details about it. | | | | |
| I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a | I can explore events and characters through discussion, props and role play. | | | | |

ELC Literacy - Reading Progress Tracker – Name:

| Experiences and outcomes | Skill | Curriculum Organiser | Date & Progress | Date & Progress | Date & Progress |
|---|---|--|-----------------|-----------------|-----------------|
| <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> | I often choose books to look at in nursery or at home. | <p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p> | | | |
| | I can predict what might happen next in a story. | | | | |
| | I can indicate at group story time if I've enjoyed a story. | | | | |
| | I can tell an adult or peer what I did and didn't like about a story. | | | | |
| | I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text. | | | | |
| | I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it. | | | | |
| <p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> | I can recite 3 nursery rhymes. | | | | |
| | I can say if two objects/picture cards share the same rhyme when an adult shows them to me. | | | | |
| | I can find my own name label and also those for one or two other children in nursery. | | | | |
| | When we come across a new word in a story I can have a go at working it out from the pictures or text. | | | | |
| <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> | I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean. | <p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p> | | | |
| | I know what sound my name and other favourite things begin with. | | | | |
| | When I'm shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me. (DW) | | | | |

ELC Literacy - Reading Progress Tracker – Name:

| Experiences and outcomes | Skill | Curriculum Organiser | Date & Progress | Date & Progress | Date & Progress |
|---|--|---|-----------------|-----------------|-----------------|
| I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a | I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them. | Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | | | |
| | I can look at and talk about information from a book, computer or other source. | | | | |
| | When an adult pauses in reading a story I can say what I think will happen next. | | | | |
| | I can tell someone else what I've learned and can remember after doing this kind of activity | | | | |
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a | I can say what might happen next in a story. | Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | | | |
| | I can use props or pictures to help in retelling the main parts of a story | | | | |
| | I can take on the role of a character in a story. | | | | |
| | I can say what I think about different texts in small group discussions. | | | | |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a | I can ask different questions about a book that I've shared with an adult. | | | | |
| | At story times I can ask questions about a story we've listened to. | | | | |
| | When I have listened to a story I can comment about how it fits with my own experience (e.g. getting lost, first experience of something). | | | | |

ELC Literacy - Writing Progress Tracker – Name:

| Experiences and outcomes | Skill | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|--|---|-----------------|-----------------|-----------------|
| I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a | I can make marks using paint, chalk, pencils, pens, crayons and inks. | Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life | | | |
| | I can make marks to convey messages or information during play (menu at café, list for shopping). | | | | |
| I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 0-12a / LIT 0-13a / LIT 0-21a | I can make my name/words with magnetic letters. | Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | | | |
| | I can write some letters by myself. | | | | |
| | I can write my name on my pictures or work. | | | | |
| As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b | I can draw a story and share it with others or ask an adult to write my story beside my picture. | | | | |
| | I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings. | | | | |
| | I like to draw my favourite characters and events from stories I have heard. | | | | |

| Experiences and outcomes | Skill | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|--|--|-----------------|-----------------|-----------------|
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a | I often choose to write and draw using paint, chalk, pencils and pens in a variety of play contexts. | Creating texts - considering texts to help create short and extended texts for different purposes | | | |
| | I can draw a picture of myself or of my family. | | | | |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a | I can draw or create my stories and share them orally with my friends and adults in the nursery. | Organising and using information - considering texts to help create short and extended texts for different purposes | | | |
| | I can draw or create a story and ask my key worker to write my ideas for me. | | | | |

Monitoring and Tracking Progress in ELC Numeracy and Mathematics

Incorporating Education Scotland 'Numeracy and Mathematics Benchmarks'
and the City of Edinburgh Council's 'Numeracy Assessment and Planning Tracker'.

Context

Education Scotland has placed a greater emphasis on planning for progression and expect ELC settings to have a clear strategy for the development and assessment of children's numeracy skills to ensure smooth progression and achievement. This tool will enable you to do this. The skills are based on the 'Numeracy and Mathematics benchmarks – Early Level. This should help you to make clear informed decisions about children's progression.



Guidelines for completing this tool

- This tool should be completed by practitioners over the course of a child's time in their ELC setting.
- Information should be gathered over time generally through observation, although sometimes practitioners may need to set up a specific small group or individual activity to fully assess a child's progress.
- An overview of the child's progress in each area should be given in the 'date' boxes. Practitioners should ensure that the boxes in all areas are completed prior to the child moving to primary one.
- It is important to involve parents in this process and share the information with them. This could be done through sharing progress within each child's PLP.
- Practitioners should be mindful of a child's additional support needs when completing the tool and ensure they fully capture the skills a child shows. Any activities to measure a child's skills should be adapted in line with their particular needs e.g. allowing a child to indicate a response by pointing or gesture if their language skills are delayed.

A key for indicating a child's progress within the skill could be used as follows:

| Level of Skill | Coding |
|--|--------|
| Has engaged in some experience of the skill | 1 |
| Skill is shown sometimes but is not consistent yet | 2 |
| Skill is shown regularly and spontaneously | 3 |



Next steps and using this tool in your practice

- Practitioners should use the information collected using this tool to plan next steps in a child's learning and to monitor their progress on an ongoing basis. The tool should also be used to plan focussed learning experiences based on the experiences and outcomes to provide progression, depth and challenge.
- Evaluate children's progress through effective observations on an ongoing basis through short, concise notes to help planning for next steps in learning.
- By completing the tool on several occasions practitioners should be able to gain a picture of the child's progress over time.
- Moderate assessment judgements through discussing standards and the progression of individual children. This can be done at weekly team meetings and from time to time with colleagues from other establishments to ensure a shared understanding across settings
- If a child is showing early development in a lot of areas, but is not making progress over time or practitioners have other concerns about their development, consider involving relevant support services such as Health Visitor, Speech and Language Therapy Service, Area Principal Teacher, Educational Psychology Service.
- It is very important that this tool is used appropriately to track each child's progress and plan effective and meaningful next steps. It should not be used to 'tick off' all of the Es and Os separately – as stated in Education Scotland's 'Curriculum for Excellence – A Statement for Practitioners from HM Chief Inspector of Education' (August 2016)
- The tool has been designed to track progress within the 'Curriculum Organisers' for Numeracy and Mathematics to ensure practitioners are not tracking and recording progress against individual Es and Os:
 - Estimation and rounding
 - Number and number processes
 - Fractions, decimal fractions and percentages
 - Money
 - Time

Numeracy overviews should be included in each child's PLP as a summary of progress and achievement and to identify next steps in learning. The tool should also be used to support transition.

The tool should be used as part of the 'Learning and Development Framework 0-5 Years' (incorporating the Developmental Milestone Tool)

Thanks to City of Edinburgh Council.

Developing Early Maths Through Play

Children's experience of early mathematics begins at home. In and around the home children are involved in a variety of early mathematical activities and their awareness of number and its importance is developed through everyday activities in family life such as shopping, setting the table or cooking. These are rich mathematical contexts which introduce them to a variety of mathematical concepts and can give a secure basis on which to build their future skills.

Before starting school or nursery many children can already:

- Count
- Recognise numerals
- Represent quantities
- Share things out
- Sort and match items
- Understand the language for comparing and ordering objects
- Do very simple addition and subtraction

For young children learning is holistic and not divided into subject headings. They encounter mathematical concepts as part of the whole process of finding out about and making sense of the world around them. As with everything else children's knowledge and understanding has to be based on experiential learning using their senses to explore the concrete world before they can deal with abstract ideas.

Children have individual experiences and interests and learn at different rates. But the way they learn follows a similar pattern as they:

- Explore the world around them
- Discover patterns in what they see and do
- Repeat actions and test the patterns they have recognised
- Add their new understanding to what they already know about what the world is like and how it works
- Use words to make clear what they know



Why Play?

One of the most powerful and self-motivating contexts for early mathematics is play. Through play children can repeat, rehearse and refine skills, using skills already gained and practising new skills.

Learning maths through play offers several advantages:

- It has a purpose – it's fun!
- It is set within a meaningful context
- It gives the child responsibility and control
- It provides time to repeat, practise and gain mastery
- It is a practical activity and natural to young children's holistic learning

Through well-planned play children are continually:

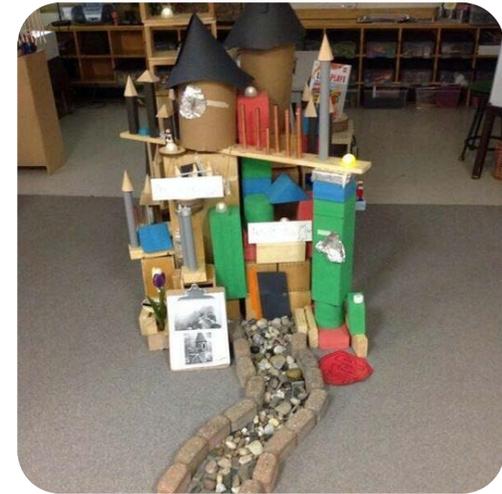
- Making decisions
- Imagining
- Reasoning
- Predicting
- Planning
- Experimenting with strategies
- Recording

All these processes, integral to play, are essential for mathematical thinking.

The best learning starts with the interests of the child and provision for children should be based on an understanding of how children learn maths. It is important that maths experiences are meaningful to children and not abstract ideas and concepts unrelated to children's previous experiences. Children have to make meaning and connections with other aspects of the world around them.

Practitioners need to recognise the powerful contribution that play makes to children's learning and take advantage of play situations to ensure that opportunities to develop maths ideas and skills are available daily.

We also must ensure there is a balance between adult-directed activities and child-initiated play. It is important to introduce children to new concepts and ideas in small groups or individually but then allow them to consolidate their learning through free flow play activities.



Creating a Maths Rich Environment

Creating a stimulating, learning environment that offers a rich variety of experiences for all children is central to high quality provision.

Practitioners should ensure that the playroom offers play opportunities for children to:

- Develop powers of observation using the senses
- Recognise patterns, shapes and colour
- Be aware of daily time sequences, identify and use numbers
- Sort and categorise things into groups
- Count
- Recognise some properties of materials such as hard / soft / rough / smooth
- Solve problems
- Use words to describe measurement
- Collect, organise, display, interpret

Resources may vary in different settings. Nevertheless there will be a wide range of resources that children can use to develop their mathematical skills. To support organisation of resources, many centres set up a maths area but there can be opportunities to promote the development of maths skills in all areas of the playroom.

Possible resources:

For sorting, classifying, ordering and counting:

shells, pebbles, cars, shapes, buttons, pegs, plastic numbers, cotton reels, boxes, feathers, keys, shiny gift bags, fir cones, sorting circles, sorting trays, conkers, baskets, cubes

Exploring pattern and shape:

tap-tap shapes, pegs, pegboards, linking chains, laces and beads, beads and ribbons, building blocks, shape sorters, magnetic shapes and numbers, shape / pattern games.

For measuring:

rulers, number lines, balances, scales, tape measures, stop clocks, sand / water timers, graded containers, height charts

Number

dominos, counters, dice, board / track games, number snakes, cubes, calculators, an abacus, number lines, magnetic numbers, painted stones / wooden discs

Routines and storage systems can significantly influence children's mathematical learning. For example in the home corner:

- Kitchen equipment is more appealing if hung along the wall for the children to match this will enable children to develop their understanding of shape, size and colour.
- Templates can also be used on horizontal surfaces for matching activities with cups and plates
- Numbered egg cups and eggs will encourage one-to-one correspondence and number ordering
- Routines such as knocking four times as you enter the home corner will encourage counting
- Where appropriate, resources should be 'real' – eg real crockery, pots and pans as opposed to plastic toys

It is important to give children lots of opportunities to see and use numbers around the playroom. Visual displays of numbers that are meaningful promote the recognition of the numerals and number order. Where appropriate, use environmental numbers and shapes – eg road signs, numbers on houses, shapes in the environment.

Number lines can be created through displays, with real objects, on doors, trays, with photographs on 'washing lines' and on shapes or signs.

Examples are:

- Cover small tubs with plain paper and label each with a number. These can then be hung from hooks on the wall. Leave a tray of objects, relevant to the current context for learning, for children to count into the tubs.
- Create number trails of large footprints across the floor. These can also be used as pathways to areas within the playroom. E.g. 'how many footprints is it to the sand tray?'
- Resource trays or boxes can also be labelled with numbers for the children to recognise. 'Can you put this back in the tray with number 6 on it?'
- Wheeled toys can be numbered and the bays they are to be 'parked' in.
- Cover a biscuit tin and label it with numbers (Tins that are hexagonal in shape are good as they have flat sides). Fill the tin with clothes pegs and the children have to clip pegs to the edge of the tin matching the correct number of pegs to the correct label.

Number Rhymes and Songs are plentiful and support counting forwards, backwards, addition and subtraction.

Remember it is important to find ways of making the children aware of the concept of number during rhyme activities by having concrete examples available e.g. five toy ducks for the 'Five Little Ducks' rhyme.

It is also useful to create maths boxes or sacks based around a rhyme for children to take home and share with parents.



Children should also be given meaningful reasons for writing numbers. For example:

- Collecting information, such as how many children have had their snack
- Scoring for games
- Number plates for wheeled toys
- Shopping lists and price labels
- Recipes
- Telephone numbers
- Appointment times in the doctor's surgery
- Menus and price lists in the café
- Tickets for buses and trains



Any early attempts at writing numbers should be valued and encouraged.

Providing opportunities for children to add and take away objects can develop the concepts of addition and subtraction. For example, only five children in the group have drinks how many more do we need? How many cups altogether? One child has finished we can take the cup away, how many are left?

Children enjoy ordering, sorting and matching objects as part of their play. In the small world area they will sort and classify furniture, model animals and cars in a variety of ways, by colour, shape, size and purpose. There are lots of commercially produced resources for sorting but 'real' objects such as leaves, pebbles, feathers etc are just as exciting to young children.

Opportunities to develop children's ability to recognise pattern and sequence should be provided in all curricular areas, for instance, shape and design in the construction area, shapes and patterns made by words, shapes and patterns made by dough, creativity in art and craft and movement sequences in physical play.

Measuring activities can support children's understanding of weight, length, time, volume and capacity. The sand and water trays are ideal resources to provide purposeful play and develop their language and understanding of this concept.

Children should be encouraged to recognise coins by looking at the different colours and shapes. Opportunities to use money and develop an understanding of the purpose of money can easily be provided through a range of contexts in the role-play area.

The Role of the Adult

Adults have a crucial role to play in developing children's mathematical thinking and language. Conversations should introduce new vocabulary and create challenges and problems for the children to solve.

The adult role includes:

- Modelling appropriate talk and a range of vocabulary by putting children's actions into words. E.g. 'I can see you are making a long row of cars.....now you're adding one more. How many are you going to add?'
- Modelling the use of numbers and counting in everyday situations.
- Writing numerals for a range of purposes.
- Effective questioning to develop, extend and sustain children's play. E.g. 'What shall we do now?' 'What if we tried filling up this bottle?' 'I wonder what will happen if we add one more?'
- Encouraging children to think out loud as they take part in mathematical activities. E.g. 'I wonder if those will fit in there?' 'Will the lid still fit on?' 'What do you think?'
- Recognition of individual learning skills and planning for both more focused adult- led activities and providing the resources to enable high quality child-initiated play that extends learning.

To develop children's problem solving and thinking skills, adults have to stretch children's thought processes by encouraging them to be creative in thinking up solutions and identifying problems in all areas of learning. Children should be encouraged to make links between previous experiences and learning, and new problems or challenges.



Planning for Mathematical Play

Observing children at play and recording observations of children's skills, understanding and previous experiences will help to inform future plans. Once we have identified the next steps in learning for children we can then consider how these might be addressed creatively, and which play opportunities and resources can be offered to support them. When establishing a creative context for learning we may ask ourselves the following questions:

- What are our mathematical learning intentions to enable children to extend their learning?
- What are the children's current interests or the current outcomes for learning?
- What mathematical opportunities does this offer? (What could the children measure, count, weigh, make patterns with or buy? What information could they find out and what problems could they solve?)
- What links are there with other areas of the curriculum and previous experiences? (Will they be exploring materials or growing things? Will they be listening to a poem, story or song? Will they be finding out about other places or people?)
- Will this stimulate independent play in a variety of contexts both indoors and outdoors?
- What resources are needed and how might the children use these resources?
- What enquiry and key questions will stimulate play and promote learning?
- Do the activities encourage co-operative learning and talk amongst the children?

The well-resourced ELC setting contains a rich variety of activities and opportunities, which will have the potential to stimulate young children's mathematical development. It is the adult's role to recognise the mathematical potential of each activity, resource and situation and to structure it so it's engaging and learning does take place.



Engaging Parents

Parents are children's first and continuing educators. It is important to build real partnerships based on two-way conversations between home and ELC. We must regularly share children's significant achievements with parents, our planned programmes of activities and learning intentions to support next steps in learning. In this way we can encourage parents to engage in their child's learning by recognising and making the most of the rich mathematical opportunities that can arise in everyday life.

Early Level Learning and Development: Numeracy: Number

Number and number processes: Concept of zero, Counting

I can explain that zero means there is none of a particular quantity and is represented by the numeral '0'.

I can count starting at zero.

When counting, I understand that the number name of the last object counted is the name given to the total number of objects in the group.

I can count on in ones from a given number.

I can count back in ones from a given number.

I can hold a number in my head and count on.

I can add two groups (sets) together.

I can take some away and count how many are left.

Number and number processes: Number recognition, Ordering numbers

I can recognise numbers in the environment and understand and use them in conversation.

I can recognise and identify the number symbols to 5.

I can recognise and identify the number symbols to 10.

I can recognise and identify the number symbols beyond 10.

I can order numbers to 5.

I can order numbers to 10.

I can order numbers beyond 10.

I can tell which number(s) comes before or after a number.

Fractions, decimals and percentages Estimation and rounding

I can count a set of objects using 1:1 correspondence to 5.

I can count a set of objects using 1:1 correspondence to 10.

I can count a set of objects using 1:1 correspondence beyond 10.

I can share a collection of objects equally.

I can recognise the number of objects in a small group, without counting.

Learning At Home

1. Sing and say number rhymes together.
2. Count at home – eg number of plates needed for dinner time
3. Count the steps / stairs at home
4. When you are out a walk or in the car/bus, play a game of 'spot the number'
5. Use the language of size when you can – 'is my bowl bigger or smaller than yours?'

Count Together!



Data and analysis Patterns and Relationships

I can recognise patterns in my world.
 I can copy patterns.
 I can complete patterns.
 I can create my own pattern.
 I can record information in a variety of ways.
 I can explain and justify the ways in which I have sorted.
 I can use the signs and charts around me for information.

Properties of 2D shapes and 3D objects Angles, symmetry and transformation

I can sort 2D objects by sight and touch.
 I can sort 3D objects by sight and touch.
 I can recognise and name a variety of 2D objects.
 I can recognise and name a variety of 3D objects.
 I can create a symmetrical picture by folding.
 I can understand and use the term “the same” while making symmetrical pictures.
 I can use the term “symmetrical” while making symmetrical pictures.
 I can use positional words to describe where things/people are.
 I can respond to and use vocabulary to describe a movement or journey e.g. up/down/across.

Money, Time, Measurement

I can recognise and name different coins.
 I can use appropriate coins to buy something.
 I can order and talk about my day and events in my life.
 I can use the words yesterday, today and tomorrow when discussing time.
 I can name the days of the week and I know their order.
 I know that there are 4 seasons and can name them.
 I can put objects in order according to length.
 I can put objects in order according to weight.
 I can use a variety of objects to measure length.
 I can use a variety of objects to measure weight.
 I can use the language of measure to describe what I have found out.

Learning At Home

1. Provide opportunities for your child to pay for items when shopping
2. Make a chart showing the days of the week
3. Spot different shapes around the home and on the way to nursery
4. Encourage your child to measure at home using a ruler, scales, measuring tape
5. Bake a cake!

Measure Together!



ELC Numeracy & Mathematics - Number Progress Tracker -Name:

| Experiences and Outcomes | Skills | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|--|---|------------------------------------|-----------------|-----------------|-----------------|
| <p>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order MNU 0-02a</p> <p>I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways MNU 0-03a</p> | I can recognise numbers in the environment and understand and use them in conversation | Number and Number Processes | | | |
| | I can recognise numbers in the environment and understand and use them in conversation | <i>Number recognition</i> | | | |
| | I can recognise and identify the number symbols to 5 | | | | |
| | I can recognise and identify the number symbols to 10 | | | | |
| | I can recognise and identify the number symbols beyond 10 | | | | |
| | I can order numbers to 5 | <i>Ordering numbers</i> | | | |
| | I can order numbers to 10 | | | | |
| | I can order numbers beyond 10 | | | | |
| | I can tell which number(s) comes before or after a number | | | | |
| | I can explain that zero means there is none of a particular quantity and is represented by the numeral '0' | <i>Concept of zero</i> | | | |
| | I can count starting at zero | | | | |
| | When counting, I understand that the number name of the last object counted is the name given to the total number of objects in the group | <i>Counting numbers</i> | | | |
| | I can count on in ones from a given number | | | | |
| | I can hold a number in my head and count on | | | | |
| | I can add two groups (sets) together | | | | |
| | I can take some away and count how many are left | | | | |

| Experiences and Outcomes | Skills | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|--|--|-----------------|-----------------|-----------------|
| <p>I am developing a sense of size and amount by observing, exploring, using and communicating with others and things in the world around me. MNU 0-01a</p> <p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a</p> | I can count a set of objects using 1:1 correspondence to 5 | Estimation and rounding | | | |
| | I can count a set of objects using 1:1 correspondence to 10 | | | | |
| | I can count a set of objects using 1:1 correspondence beyond 10 | | | | |
| | I can recognise the number of objects in a small group, without counting | | | | |
| | I can share a collection of objects equally | Fractions, decimal fractions and percentages | | | |

ELC Numeracy & Mathematics – Measure Progress Tracker – Name:

| Experiences and Outcomes | Skills | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|--|-----------------------|-----------------|-----------------|-----------------|
| I am developing my awareness of how money is used and can recognise and use a range of coins MNU 0-09a | I can recognise and name different coins | Money | | | |
| | I can use appropriate coins to buy something | | | | |
| I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods MNU 0-10a | I can order and talk about my day and events in my life | Time | | | |
| | I can use the words yesterday, today and tomorrow when discussing time | | | | |
| | I can name the days of the week and I know their order | | | | |
| | I know that there are 4 seasons and can name them | | | | |
| I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a | I can put objects in order according to length | Measurement | | | |
| | I can put objects in order according to weight | | | | |
| | I can use a variety of objects to measure length | | | | |
| | I can use a variety of objects to measure weight | | | | |
| | I can use the language of measure to describe what I have found out | | | | |

ELC Numeracy & Mathematics – Shape, Pattern and Information Handling Progress Tracker – Name:

| Experiences and outcomes | Skills | Curriculum Organisers | Date & Progress | Date & Progress | Date & Progress |
|---|---|--|-----------------|-----------------|-----------------|
| I enjoy investigating objects and shapes and can sort, describe and be creative with them MTH 0-16a | I can sort 2D objects by sight and touch | Properties of 2D shapes and 3D objects | | | |
| | I can sort 3D objects by sight and touch | | | | |
| | I can recognise and name a variety of 2D objects | | | | |
| | I can recognise and name a variety of 3D objects | | | | |
| In movement, games and using technology I can use simple directions and describe positions. MTH 0-17a | I can use positional words to describe where things/people are | Angles, symmetry and transformation (Positional language) | | | |
| | I can respond to and use vocabulary to describe a movement or journey e.g. up/down/across . | | | | |
| I have had fun creating a range of symmetrical pictures and patterns using a range of media MTH 0-19a | I can create a symmetrical picture by folding | | | | |
| | I can understand and use the term “the same” while making symmetrical pictures | | | | |
| I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a | I can use the term “symmetrical” while making symmetrical pictures | | | | |
| | I can recognise patterns in my world | Patterns and Relationships | | | |
| | I can copy patterns | | | | |
| | I can complete patterns | | | | |
| I can create my own pattern | | | | | |
| I can collect objects and ask questions to gather information, organising and displaying my findings in different ways MNU 0-20a I can match objects and sort using my own and others’ criteria, sharing my ideas with others. MNU 0-20b I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c | I can record info in a variety of ways | Data and analysis | | | |
| | I can explain and justify the ways in which I have sorted | | | | |
| | I can use the signs and charts around me for information | | | | |

Date

General Comments / Issues

Key Worker

Learning/Development Outcome(s) Discussed:

Outstanding Aspects Identified:

Next Steps for Individual Children:



Community Services: Education

Developmental Milestone Progress Tracker / Transition Record

CHILD'S NAME

DATE

PRACTITIONER

ELC SETTING



CHILD'S PLAN?

| Developmental Milestone | Stage One Tick if Achieved | Stage Two Tick if Achieved | Comment/Area for Development |
|----------------------------------|-------------------------------|-------------------------------|------------------------------|
| Social / Emotional / Behavioural | | | |
| Speech and Language / Attention | | | |
| Sensory / Cognitive | | | |
| Fine Motor Skills | | | |
| Gross Motor Skills | | | |

Other Agencies involved – please list details:



YOUNG CHILD (3-5 years) APPENDIX CONTENTS



1. SEEMIS GUIDANCE: LA PROVIDERS
2. SEEMIS GUIDANCE: PARTNER PROVIDERS
3. PARENT INFORMATION BOOKLET
4. EARLY YEARS LITERACY RICH ENVIRONMENT TOOL OUTDOORS
5. EARLY YEARS MATHS AND NUMERACY RICH ENVIRONMENT TOOL OUTDOORS
6. LEARNING AND DEVELOPMENT SELF EVALUATION VISIT
7. SHARED PLACEMENT OVERVIEW
8. SHARED PLACEMENT PROGRESSION

Aged 3-5 Years
SEEMiS Guidance
for
Local Authority Providers



Introduction

As of August 2015, all Early Learning and Childcare settings in Argyll and Bute have been using the 'Developmental Milestone Tool aged 3-5 Years' to support children to achieve their developmental milestones by the time they go into Primary 1. As part of this process, practitioners will observe each child's progress within their developmental milestones and work together as a team to identify appropriate next steps. These next steps are shared in each child's personal learning plan, along with achievements to be shared with parents at home.

How often should information be collated using SEEMiS?

From time to time it is important to capture snapshot of how a child is doing. The local authority has developed a facility within SEEMiS to 'track' each child's progress within their developmental milestones twice a year – in December and in June. It would be advisable at these points to meet with colleagues to discuss how each child is progressing within each milestone before updating information on SEEMiS.

How will this information be used?

In addition to being a useful tracking facility within each setting, the information submitted for each child will be gathered centrally.

The data we collect locally will help us to plan more effectively for professional development opportunities and to target resources more effectively. At no time will data from individual settings or children be shared without permission being granted from the setting.

Access to Custom Tab

The Developmental Milestone information for each child should be entered into the Records: Edit A&B Custom Tab in SEEMiS Click and Go. The local authority only require an 'achieved/not achieved' answer in relation to progress within developmental milestones. However, in order for practitioners and head teachers to capture more detailed information on progress, there is a facility within the tracking tool to allow comments. This facility is only limited to 99 characters. School clericals can give access in the A&B Custom tab in Click and Go to those staff who require access.

1. Application > Data Utilities > Access Control > Edit Data Settings
2. Use filters to select appropriate person and click 'new list'
3. Click on the person's name and on the right hand side click on the Record Edit Access tab
4. In the Permissions section there are 3 columns 'none' 'view' and 'edit' you will need to ensure that the 'edit' button is checked for the A&B custom tab
5. Click save.

You should then choose a child in Records: Edit before the A&B Custom Tab becomes live. If you still don't have access after completing the steps above, please contact Rona MacGilivray on 01369 708503.

How to complete the Developmental Milestones information

- Application > Records > Edit
- Then filter for the children you will be completing the information for i.e. filter on stage and choose N5 for your 5 year olds.
- Click on one child's name and then on the right hand side click on the A&B Custom tab
- Scroll down to Section 6 – please see graphic below

SECTION 6 - DEVELOPMENTAL MILESTONES 3-5 YEARS

| | Social/Emotional/Behavioural | Speech & Language/Attention | Sensory/Cognitive | Fine Motor Skills | Gross Motor Skills | Key Worker |
|-----------|------------------------------|-----------------------------|----------------------|----------------------|----------------------|----------------------|
| June 2016 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Dec 2016 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| June 2017 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Dec 2017 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

- Against the appropriate month and year and under the corresponding developmental milestone outcome, select from the drop down arrow, the highest level milestone the child has achieved to date.
- For example, a 4 year old child is not achieving their 4-5 milestones however has achieved their 3-4 milestones; you should select '3-4 achieved' from the drop down menu as this is the highest level milestone the child has achieved to date.
- For children who have just started in your setting and no data has been collected, please select 'not assessed' from the drop down menu.
- Once you have entered the data accordingly, click 'save all'.
- Please complete the name of the Key Worker
- Comments can be added for each child for the corresponding month/year, please note this is for nurseries to use internally. This facility is only limited to 99 characters.
- Settings can pull reports for their own use using the Custom Report menu. The saved report is called 'Z Developmental Milestones'.
- The local authority will only extract information for those children in their final year of ELC.

NB: Comments should be factual as SEEMiS Click and Go records can be obtained by parents and are covered under the Data Protection Act.

Please note we only require children aged 4 and 5 to have their milestone data entered into Click and Go, however functionality has been granted to allow all children to have their milestones recorded and to show progression throughout their time in nursery.

Aged 3-5 Years
SEEMiS Guidance
for
Partner Providers



Introduction

As of August 2015, all Early Learning and Childcare settings in Argyll and Bute have been using the 'Developmental Milestone Tool aged 3-5 Years' to support children to achieve their developmental milestones by the time they go into Primary 1. As part of this process, practitioners will observe each child's progress within their developmental milestones and work together as a team to identify appropriate next steps. These next steps are shared in each child's personal learning plan, along with achievements to be shared with parents at home.

How often should information be collated using SEEMiS?

From time to time it is important to capture snapshot of how a child is doing. The local authority has developed a facility within SEEMiS to 'track' each child's progress within their developmental milestones twice a year – in December and in June. It would be advisable at these points to meet with colleagues to discuss how each child is progressing within each milestone before updating information on SEEMiS.

How will this information be used?

In addition to being a useful tracking facility within each setting, the information submitted for each child will be gathered centrally.

The data we collect locally will help us to plan more effectively for professional development opportunities and to target resources more effectively. At no time will data from individual settings or children be shared without permission being granted from the setting.

How to complete the Developmental Milestones information

| Social/Emotional/Behavioural | Speech & Language/Attention | Sensory/Cognitive | Fine motor skills | Gross motor skills | Key worker |
|------------------------------|-----------------------------|-------------------|-------------------|--------------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

- Against the line for each child under the corresponding developmental milestone outcome, select from the drop down arrow, the highest level milestone the child has achieved to date.
- For example, a 4 year old child is not achieving their 4-5 milestones however has achieved their 3-4 milestones; you should select '3-4 achieved' from the drop down menu as this is the highest level milestone the child has achieved to date.
- For children that have just started in your setting and no data has been collected, please select 'not assessed' from the drop down menu.
- Please complete the name of the Key Worker
- The local authority will only extract information for those children in their final year of ELC.

NB: Comments should be factual as SEEMiS Click and Go records can be obtained by parents and are covered under the Data Protection Act.

Developmental Milestones

Community Services: Education



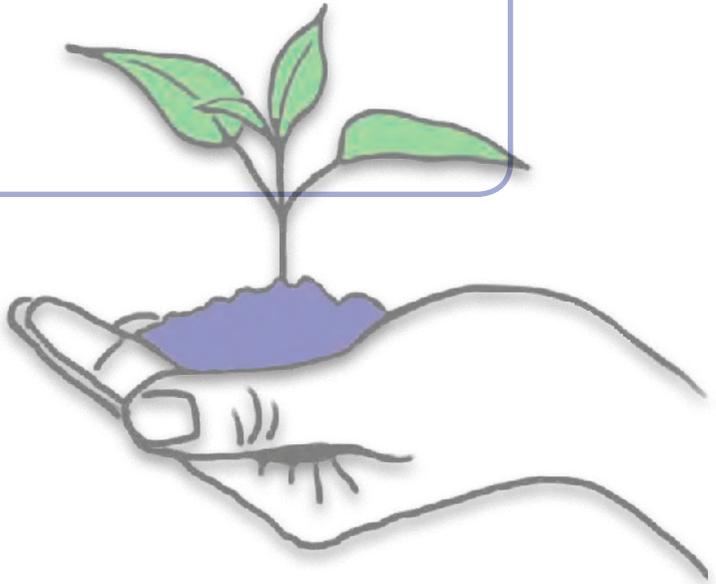
**A parents' guide to how a child
grows and learns**



Early Years
Service

CONTENTS

- 2 Introduction
- 4 Social, Emotional and Behavioural
- 6 Cognitive
- 8 Speech and Language
- 10 Gross Motor
- 12 Fine Motor
- 14 Useful Links



Introduction

This booklet outlines what you can do at home to support your child's development in the following key areas:

- **Social, Emotional and Behavioural**
- **Cognitive**
- **Speech and Language**
- **Gross motor**
- **Fine motor**



The ideas are linked to the **wellbeing indicators**, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (**SHANARRI**) associated with **Getting it Right for Every Child (GIRFEC)**.

All children are individuals and will develop at different rates. This can vary across different aspects of development and one aspect may impact on another.

Using a **Learning and Development Framework** your Early Learning and Childcare providers will be working with you towards this aim.



It's not 'Just Play'

It is important to remember the crucial importance of **PLAY** to young children's development.

'Play is an essential part of early learning. It is the life blood of the learning process. As children play they are developing the cognitive, socio-emotional and physical skills they will need to take them into a successful adulthood.'

They are developing their curiosity, problem solving, intentionality, flexibility, verbal and non verbal skills.

Socio-emotionally they are developing their emotional intelligence, learning confidence, cooperation, negotiation, sharing, empathy and how to communicate appropriately.

Physically their fine motor and gross motor skills are being practised and developed.

Its not 'Just Play' they are skills for life.'

MHC Early Childhood Solutions



Social, Emotional & Behavioural

Babies and children have feelings and emotions from the moment they are born. As children grow, they become more aware of themselves and others. To develop positive images of themselves, a child needs love, security and a feeling of trust. It is important that children are encouraged to learn about being co-operative, positive and caring towards each other. Having significant trusted adults in a child's life who are positive role models helps children develop self-esteem and a positive image of themselves and

others. Children need to be given clear, realistic, consistent boundaries; this helps to avoid confusion and gives them a sense of security. When children are encouraged to have a go, feel valued, and know that their opinions and decisions are listened to, they become happy, confident individuals.



SAFE

Set clear and realistic boundaries for your child to help keep him/her safe. Be consistent in your expectations.

HEALTHY

Encourage your child to play lots of turn taking games like hide and seek.

ACHIEVING

Make time and give lots of opportunities to practise and master new skills. Give praise for effort and not just for results.

NURTURED

Respect your child's feelings and choices and he will learn to respect himself/herself and others.

ACTIVE

Give your child lots of opportunities to be an individual, to make decisions and take forward their own play.

RESPECTED

Listen to your child and discuss his ideas with him, building his confidence in his ability to contribute to decisions that involve him.

RESPONSIBLE

Give your child responsibilities. Encourage him to do things that he is capable of doing for himself for example getting dressed to go outside.

INCLUDED

Provide opportunities for your child to play with others and make friends.



“Parents need to fill a child’s bucket of self-esteem so high that the rest of the world can’t poke enough holes to drain it dry”

Alvin Price

Cognitive

Cognitive development refers to thinking skills such as remembering, understanding, applying, reasoning and creativity. Children develop cognitive skills by learning about causes and effects in play and everyday life activities, and noticing similarities and differences in things around them. Thinking skills help make all experiences more meaningful to children. You can help your child develop his/her thinking skills at home.

SAFE

Talk to your child about common dangers in the home and how to keep safe when you are out and about. Answer the “why” questions.

HEALTHY

Encourage your child to talk about her feelings and to think about how others might be feeling. A quiet time would be ideal for this perhaps as part of the bedtime routine.

ACHIEVING

Encourage your child to notice objects which are the same and different. Collecting shells and pebbles from the beach or sorting and matching everyday objects: clothes, socks or pegs.

NURTURED

Give your children choices everyday, but not too many. Talk to him/her about the choices he/she makes and what her preferences are.

Help your child to understand about time. Talk about the routines and events of the day for example getting ready for nursery. What will you be doing after lunch? What will you be doing tomorrow or at the weekend?

Help your child to remember and talk about events which have happened in the past.



ACTIVE

Imaginative play fuels creativity where children build on what they already know and change objects into new things, seeing things in new ways. Provide lots of open-ended resources for your child to develop her imagination. Cardboard tubes and boxes as well as attractive pieces of fabric and material are ideal.

RESPECTED

Be a good listener, value your child's opinions and questions. Help her to describe and think through problems she comes up against and help her to think of possible solutions.

RESPONSIBLE

Encourage your child to be responsible by tidying up her own room, books and toys. Give her small manageable tasks to do. Make it fun by playing beat the clock or putting on some music and praise her efforts.

INCLUDED

Help your child develop a sense of belonging and manage conflict by validating her feelings whilst encouraging her to see things from the point of view of others.

“Too often we give children answers to remember rather than problems to solve”

Roger Lewin



Speech and Language

Speech, language and communication are an essential part of our everyday lives. Children develop communication skills from birth discovering that they can communicate their needs through their first sounds, facial expressions and body language. Talking is one of the most important skills your child will learn. The process of developing speech occurs naturally when appropriate stimulation occurs in which you have a very important role to play. Talking and listening to your child while going about your daily routine will help him/her to build an understanding of words, sentences and conversations and help him/her learn how to talk. Singing simple songs and reciting nursery rhymes with your child are an excellent way of helping her/him to catch the language they are learning.

SAFE

Look at ways to cross roads safely by using pedestrian crossings and traffic lights. Read or tell stories that promote safety. Talk about car safety, booster seats and seats belts.

HEALTHY

Talk about choices of healthy foods, encourage your child to experience different tastes, colours and smells. You could even prepare food together. Where possible have meals together as a family. Involve your child in shopping for healthy foods and making shopping lists together. When at the shops, ask your child to recall some of the items on the list.

ACHIEVING

Share songs and rhymes daily that require actions which will help reinforce the language they are learning. Use sequencing words such as: first, after, last, when talking about everyday activities. Indoors and outdoors, play word games such as I Spy.

NURTURED

Establish the habit of having a special quiet time to read, talk and listen to your child for a short time every day without distractions.

ACTIVE

Explore the different signs you see when out and about. Talk together about what they mean as well as about different shapes, colour, numbers. Count things you see as you are going along, flowers, birds, dogs, blue cars. Talk about seasonal changes in the environment. Develop a sense of rhythm by clapping, tapping and dancing to music.

RESPECTED

Encourage your child to express his feelings and opinions and deal with them in a positive way.

RESPONSIBLE

Help children to learn their address and telephone number. Make your child aware of emergency services and how to contact them. Involve children in planning an outing.

INCLUDED

Encourage your child to talk about his activities with his friends.



“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales”

Albert Einstein

Gross Motor

Gross motor skills are those which require whole body movement and involve the large muscles of the body to perform everyday functions such as standing, walking, running, and sitting upright. It also includes eye/hand coordination skills such as ball skills. Children develop their large movement skills, co-ordination and strength as they explore physical play. Providing opportunities to play physical games at home will give children the opportunity to practise and develop confidence in managing movement challenges such as running, balancing, climbing, crawling, jumping, bending and stretching and also throwing and catching.

SAFE

Where possible climb stairs together rather than use escalators or lifts. Provide regular opportunities for your child to practise climbing by playing on large obstacles or equipment such as a climbing frame or large logs and tree trunks.

HEALTHY

Encourage your child to develop her balance on low beams, low walls or large fallen logs. Why not go for a walk? You can encourage your child to jump off low heights and land with 2 feet. Jumping in puddles is also great fun!

ACHIEVING

Have races to a familiar landmark giving your child an earlier start or let her use a scooter or bike. Construct an obstacle course, make it more challenging by using timers or tunes. Draw with chalk on the pavement.

NURTURED

When cooking or baking, involve your child in whisking and stirring activities. Paint a fence outside with water. Encourage your child to wash the car or wash his/her own toys and equipment.

ACTIVE

Encourage your child to take part in physical activities in your own local area which will help her body to develop, for example: walking, swimming, dancing, mini-kickers, tumble tots, soft play, rough and tumble, roly poly, paddling in the sea, den building.

RESPECTED

Encourage your child to choose activities you can do together from your Play@home book.

RESPONSIBLE

Encourage your child to play safely, stay within designated boundaries and consider her own safety and that of others during play.

INCLUDED

Encourage your child to join in with friends in physically active, turn taking games, for example: Hokey Cokey, Ring a Roses, What's the Time Mr Wolf?

“Kids don't remember their best day of television”

Anon



Fine Motor

Fine motor skills are the movements produced by the body's small muscle groups in precise use of the hands and fingers enabling grasping small objects, pointing, using cutlery, drawing, fastening clothing. These movements involve strength and dexterity and hand-eye co-ordination and you can help your child develop these skills at home.

SAFE

Supervise your child when using scissors, knives etc at home and teach him basic safety rules for using and storing them.

HEALTHY

Make fruit kebabs at home encouraging your child to cut up fruit and place on skewers. Provide opportunities to practise pouring skills with water or milk.

ACHIEVING

Provide boxes/blocks/ plastic tubs for your child to build towers.

NURTURED

Encourage your child to be independent by showing him how to fasten clothes and give him time to practise.

ACTIVE

Make playdough at home and encourage cutting and rolling. Make treasure bags/boxes/ lucky dips. Help your child make and play the fishing game in Play@home.

RESPECTED

Give your child a choice of materials for threading e.g. pasta. Collect buttons, cardboard tubes which he can then decorate using paint, glitter etc.

RESPONSIBLE

Encourage your child to tidy away small toys / craft objects etc in appropriate containers which have screw top lids.

INCLUDED

Join in with your child in action finger rhymes and encourage him/her to join in with others. Go to 'Bookbug' sessions.

“Behind every young child who believes in himself is a parent who believed first”

Matthew Jacobson



Useful websites/links

Children and Young People Improvement Collaborative (formerly RAFA and EYC)

<http://www.earlyyearscollaborative.co.uk/>

Play@home Activity Sheets

<http://www.healthscotland.com/documents/20735.aspx>

Every Day's a Learning Day Resources

<http://www.educationscotland.gov.uk/resources/e/everydaylearning.asp>

Scottish Book trust—Parents' site

<http://www.scottishbooktrust.com/reading/parents>

Ready Steady Toddler Hands-on Guides

<http://www.readysteadytoddler.org.uk>

Play Talk Read helpful ideas

<http://playtalkread.org>

Infant and Toddler Forum Support

<http://www.infantandtoddlerforum.org>

Ziggy Guide to road safety

<http://www.gosafewithziggy.com>



| Early Years Setting | Signed | Date |
|---------------------|--------|------|
| | | |

Early Years Literacy Rich Environment Tool Outdoors

Introduction

The value of the 'outdoor classroom' is well documented with the growing awareness that meaningful learning takes place when children are physically active. All aspects of literacy development can be transferred to the outdoors and, for some children, it is a **more** productive learning environment. Children enjoy using natural materials and having the freedom to follow their interests in an alternative space. Some children seem more able to communicate in outdoor spaces and can explore the use of their voices in ways which would not be encouraged indoors.

Outdoor environments provide the opportunity to increase and develop vocabulary related to seasons, weather, sounds, textures and wildlife. Providing a wide range of high quality, stimulating resources provide a unique opportunity for children to develop their communication skills.

The Role of the Adult

- Engaging with the children and being guided by them
- Enabling less confident children to participate in activities
- Introducing new vocabulary related to what the children are doing
- Encouraging children to think, plan and cooperate
- Providing an environment where literacy experiences are in context e.g. mark making has a purpose-providing information or giving instructions
- Ensuring that all relevant languages and cultures are represented in the outdoor environment
- Involving and informing parents about the outdoor learning opportunities

| Key - Fill in the relevant shape | |
|----------------------------------|---|
| In place and working well |  |
| Partially in place |  |
| An area for development |  |

| Reading |  |  |  |
|--|--|--|---|
| Do you have a story telling area outdoors e.g. a willow bower with seats? | | | |
| Is reading outdoors included in planning? | | | |
| Are books routinely available outdoors? | | | |
| Do the books available outdoors match those indoors? | | | |
| Are the books used outdoors of a similar quality to those indoors? | | | |
| Are children given the opportunity to choose a story and use related props e.g. by using story sacks? | | | |
| Do you provide props/puppets and small world materials to support children's learning outdoors? | | | |
| Are dressing up boxes provided to encourage re-enactment of stories? | | | |
| Do adults lead the children in role play related to favourite stories e.g. 'We're Going on a Bear Hunt'? | | | |
| Do children have the opportunity to compile their own books about outdoor learning e.g. feeding birds or water play? | | | |
| Are non-fiction books related to planned experiences provided outdoors? | | | |

| | | | |
|---|--|--|--|
| Are signs available to provide information e.g. 'You can dig here' or 'creepy crawlies welcome'? | | | |
| Are children involved in making signs e.g. making plant labels by drawing or writing? | | | |
| Are signs provided which are suitable for all learners e.g. for children with English as an additional language or children with different needs? | | | |
| Do signs and labelling reflect real contexts e.g. road signs or treasure hunt instructions (print and picture)? | | | |
| Do the children take part in outings to look at literacy in the environment e.g. street names, shop names or advertising logos? | | | |

Reading- examples and ideas

- Provide blankets, cushions and books in a quiet area to encourage children to look at books
- Provide a 'message board' with a daily greeting
- Make information/warning signs in a range of types of print and languages
- Hide resources related to favourite stories e.g. fairies, dinosaurs etc. and ask children to find them

| Writing |  |  |  |
|--|--|--|---|
| Is there a range of mark making materials outdoors e.g. chalk, paintbrushes & water or paint? | | | |
| Are children encouraged to make signs and labels? | | | |
| Are there opportunities to chalk on the ground or on a chalkboard? | | | |
| Is there a designated writing area outdoors? | | | |
| Do you provide opportunities for the children to 'write' in context e.g. in the role play area do they have menus, order books, recipes e.g. for mud pies or stone soup? | | | |
| Do children have the opportunity to cooperate in mark making e.g. giant paintings with giant brushes? | | | |
| Do you provide materials for children to weave patterns or letters into a fence or trellis? | | | |
| Are there opportunities for the children to experiment with different materials for making marks e.g. squeeze bottles full of water | | | |
| Are clipboards provided to allow children to record areas of interest e.g. tally marks when observing birds or insects? | | | |
| Are children given the opportunity to use materials in the environment to make marks e.g. sticks and mud, berries or leaves? | | | |
| Do adults scribe children's drawings or record their ideas? | | | |

Writing- examples and ideas

- Provide clipboards- they don't blow away!
- Create murals where children cooperate and contribute
- Provide small message boxes and put messages in them so that children can leave messages for each other

| | | | |
|--|--|--|--|
| Are children given appropriate challenge in writing e.g. a treasure hunt involving large letters where children make a mark when they have found each one? | | | |
| Is there a designated area in the garden where children's work can be displayed e.g. a fence, trellis or 'washing line' where children can peg it up? | | | |

| Listening |  |  |  |
|--|---|---|--|
| Are children given frequent opportunities to listen to stories, rhymes and songs outdoors? | | | |
| Do the children have the opportunity to take part in listening games where they have to follow instructions? e.g. 'Can you find me a fir cone or a daisy?' | | | |
| Do the children regularly take part in circle games e.g. 'Ring-a Ring-a Roses' or 'Farmer's in his den?' | | | |
| Does Circle Time ever take place outdoors? | | | |
| Do the children take part in energetic games which require them to listen e.g. 'What's the Time Mr. Wolf?' | | | |
| Do the children go on walks or outings with a specific focus e.g. environmental sounds, birds, traffic etc? | | | |
| Do you provide resources to encourage listening e.g. sound boxes, wind chimes etc? | | | |
| Are children encouraged to run, stamp, hop or clap to the rhythms of songs, rhymes or poems? | | | |
| Do you provide percussion instruments so that children can follow rhythms of rhymes e.g. 'Boomwhackers' or drums? | | | |

Listening –examples and ideas

- 'Listening' walk
- Opportunities to make sounds using a variety of equipment and materials
- 'Guess who is calling you' game

| Talking |  |  |  |
|--|--|--|---|
| Are there areas in the garden to encourage talking e.g. a talking table, a den or play house? | | | |
| Are children supported to converse with each other e.g. Brolly walks? | | | |
| Is there a wide range of resources to encourage conversation between children e.g. dressing up box, table, cups and saucers, teapot with real 'tea' in it? | | | |
| Do adults model conversation e.g. in role play area, ordering some 'food' in a 'cafe'? | | | |
| Are children encouraged to use 'Story Sticks' during activities and on outings? | | | |
| Are adults supporting the development of vocabulary e.g. creating an area where children can lie down and observe sky, trees etc. and can describe movements, colours and express feelings | | | |
| Are there opportunities for children to talk about their own experiences and share them with others? | | | |
| Is there time for reflection with the children about their interests and ideas? | | | |
| Are children given the opportunity to discuss what they already know about a subject or theme and what they would like to do next? | | | |

| | | | |
|--|--|--|--|
| Do children contribute to making plans and decisions for outdoors e.g. making safety rules for the outdoor area? | | | |
|--|--|--|--|

| |
|--|
| <p>Talking- examples and ideas</p> <ul style="list-style-type: none"> • Provide small world resource bags • Create landscapes e.g. for vehicles, long grass for animals etc • Megaphones and talking tubes • Telephones |
|--|

Literacy Rich Environment Summary

| | |
|---|------------------------------------|
| <p>You could make a plan, below by writing down which areas to target based on the summary</p> | |
| <p>Date:</p> <p>Environment considered:</p> <p>Date for review:</p> | <p>Areas to Target</p> |
| <p>Write down aspects of the literacy environment that are in place and work well</p> | |
| | |
| | |
| <p>Write down aspects of the literacy environment that could be better</p> | |
| | |
| | |
| <p>Select one thing you would like to change and write down the steps that are needed to make progress; who will</p> | <p>Thing to change</p> |
| | <p>Who will be involved</p> |
| | <p>Resources / training needed</p> |
| <p>What we will do to create successful change</p> | |

Early Years Mathematics and Numeracy Rich Environment Tool Indoors and Outdoors

Introduction

A child's numeracy experience is enriched by the people and the physical environment around him/her. A numeracy rich environment emphasises the importance of using materials and interactions which facilitate numeracy and mathematical opportunities.

This Mathematics and Numeracy Rich Environment Tool supports the physical environment and offers ideas for staff to provide learning opportunities and resources to support progression in mathematics and numeracy.

The Role of the Adult

The role of the adult is crucial in providing experiences and opportunities for children to make sense of mathematics and numeracy around them.

The role of the adult is to:

- Engage with the children and be guided by them.
- Have a positive attitude to mathematics and numeracy.
- Enable all children to participate in activities.
- Encourage children to use the language of mathematics and numeracy.
- Encourage children to think, plan and cooperate.
- Enable children to problem solve through trial and error.
- Provide an environment where numeracy experiences are in context e.g., snack, baking, money, pattern, etc.
- Offer mathematical experiences, which incorporate active learning.
- Involve and inform parents about numeracy opportunities through every day play and experiences.

Using the Tool kit

The Mathematics and Numeracy Rich Environment Tool can be used to help staff identify strategies and resources that are already in place and help identify areas for further development.

The tool can be completed in sections, or in its entirety – either by one member of staff or by the team.

Use the key to represent your judgements.

Record any further action on the Mathematics and Numeracy Rich Summary and Plan

Agree action and record impact.

| Key - Fill in the relevant shape | |
|----------------------------------|---|
| In place and working well |  |
| Partially in place |  |
| An area for development |  |

| Early Years Setting | Signed | Date |
|---------------------|--------|------|
| | | |

| Mathematics and numeracy across learning | ★ | ✓ | + |
|---|---|---|---|
| Do staff take into account the different levels of ability when providing resources in all areas? | | | |
| Do staff provide rulers, a variety of tape measures, a meter stick available for children to use inside? | | | |
| Do staff provide number symbols / shapes on the doors in your nursery (including toilet doors)? | | | |
| On the doors outside, do staff provide opportunities for children to use higher numbers e.g. 76, 162? | | | |
| Do you use number symbols for returning equipment? | | | |
| Have you made up registration number plates on your wheeled toys? | | | |
| Do you have painted numbers for parking bays? | | | |
| Have you got a weather chart outside? | | | |
| Is there a thermometer outside? | | | |
| Do you have a system for measuring rainfall outside? | | | |
| Do staff take children out in the wider environment to look for signs, which you can incorporate in the nursery environment as appropriate? | | | |
| Do staff use open ended questioning? | | | |
| Do you provide opportunities for children to collect natural items to sort and match outside? | | | |

| Mathematics and numeracy across learning | ★ | ✓ | + |
|---|---|---|---|
| Do staff take children on local walks and give them the opportunity to take photos e.g. patterns/shapes in the environment? | | | |
| Are any steps numbered inside? | | | |
| Are any steps numbered outside? | | | |
| Do you have number lines outside which children have easy access to, starting at 0 or symbol representing 0? | | | |
| Do you have a number line on the ground where children can move along, forwards and backwards? | | | |
| Do children have the resources to make their own grids and number lines? | | | |
| Do you model how to count for a real purpose i.e. at snack time, counting children, equipment, etc? | | | |
| Are children encouraged to make signs with the number and a picture of how many children can play in each area? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Mathematics and numeracy across learning

Examples and Ideas

Display relevant posters, pictures and books around the nursery for children to use as a stimulus

Provide indoors bags with variety of different utensils for mark making. Children can take from area to area. Put in a picture and word check list to enable children to match and return resources.

If you have a natural puddle in your playground you can use it for foot prints and tyre tracks which children can compare.

Encourage children to problem solve and to use mathematical language, for example, to set up their own obstacle courses.

| Mathematics and Numeracy Area |  |  |  |
|--|--|--|--|
| Do you have a well resourced mathematics and numeracy area? | | | |
| Do you have an interactive numeracy display relating to the current 'experience and outcome' in your planning? | | | |
| Do you have relevant mathematical vocabulary displayed relating to the current 'experience and outcome'? | | | |
| Do you have number lines starting at 0, or symbol representing 0, which children have easy access to inside and outside? | | | |
| Do you provide pens, paper, rulers, calculator and magnetic numbers? | | | |
| Do you always have a number book displayed and a range of number game? | | | |
| Are there a variety of items for children to sort and match? | | | |
| Do you have number grids and resources for children to make their own? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

| Water |  |  |  |
|--|---|---|---|
| Do you have outside water play? | | | |
| Have you got an outside tap or water butt? | | | |
| Does your outdoor water equipment include:- a hose, watering cans, guttering and pipes? | | | |
| Do you provide different sized brushes and rollers for water play outside? | | | |
| Do you have a water tray inside ? | | | |
| Are there different sized calibrated measuring jugs? | | | |
| Do you provide different sized containers? | | | |
| Do you have a water wheel? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Examples and Ideas

Ask open-ended questions such as: "Which is the best way to find out what cup holds the most?" How can you make the wheel go faster and slower
Encourage children to ask questions (how, what, when, why or who?) Provide a mud kitchen as an outdoor maths learning environment

Example of possible resources: sponges, corks, plant pots, funnels, straws, set of graded plastic bottles
Example of imaginative water play: range of plumber's pipes and connections, fishing nets, plastic ducks, fish, (to go with number songs)

| Sand |  |  |  |
|--|---|---|---|
| Do you offer sand play inside ? | | | |
| Can children play with sand outside ? | | | |
| Is there enough sand in the tray? | | | |
| Do you provide different sized containers? | | | |
| Do you provide opportunities for children to experiment with wet, sloppy and dry sand? | | | |
| Is there a clearly labelled system for children to sort equipment when tidying up? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Examples and Ideas

Encourage children to think about what they want to do and what kind of sand they need for the purpose

Do you provide different opportunities for children to play with sand e.g. a small plastic basin and small utensils, a Sahara box

Examples of possible resources: sieves, spades, spoons, buckets, tubing plastic bottles, moulds, cutters, scoops, rakes, funnels, sand wheels, lollipop sticks, different sized containers

Imaginative sand play resources: play people, diggers, tractors, dumper trucks, flags, tea set, cones, shells, baking equipment, twigs, feathers etc

Sand play substitutes: Peat, sawdust, shavings, lentils, grain, rice, pasta, soil etc

| Book Corner | | | |
|--|--|--|--|
| Do staff provide stories to promote the use of mathematical language in story telling? | | | |
| Do you use stories that have a repeated pattern? | | | |
| Do staff provide props to support number songs and stories? | | | |
| Are there non-fiction maths books and fiction books with supporting props displayed throughout the playroom? | | | |
| Do you have a variety of maths non-fiction, fiction books and props outside ? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

| |  |  |  |
|--|---|---|---|
| Drawing and Writing | | | |
| Do you have outdoor bags with a variety of different utensils and paper for mark making? | | | |
| Do you provide clipboards and writing utensils for use outdoors ? | | | |
| Are children given the opportunities to write numbers, make tallies using a variety of medium e.g. chalk, paint, pens, pencils | | | |
| Do staff provide rulers, graph, plain and squared paper? | | | |
| Do you have books related to the learning outcome? | | | |
| Are there numbers and number lines available – horizontally and vertically displayed? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

| |  |  |  |
|---|--|--|--|
| Technology | | | |
| Do you have a variety of software on the computer to support mathematical concepts? | | | |
| Do you have a system to ensure that all children have access to the computer? (timer, signing in sheet, name cards etc) | | | |
| Do you have sand timers to promote turn taking? | | | |
| Do you have large calculators which children can use throughout the nursery? | | | |
| Do children have opportunity to take photographs inside, outside and in the community? | | | |
| Do children have opportunities to print their photographs? | | | |
| Do staff provide programmable toys to promote mathematical language? e.g. Bee Bots | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Examples and Ideas
Go on a numeracy / maths walk and use a camera to take photos.

| House Corner/Role Play | ★ | ✓ | + |
|--|---|---|---|
| Is there a calendar? | | | |
| Is there a clock at children's height? | | | |
| Is there a telephone, mobile phone? | | | |
| Do you have a homemade telephone directory with useful telephone numbers? | | | |
| Do you provide a note book, shopping list, clipboard and pencils? | | | |
| Do you have recipe books available in the kitchen area? | | | |
| Do you have scales - balancing and digital? | | | |
| Do you have 3D objects – cereal boxes, tins, oranges, etc? | | | |
| Is there a notice board? | | | |
| Do children have access to money/purse? | | | |
| Do you provide resources for children to set the table appropriately with matching items? | | | |
| Can children use a washing line to match and sort pairs of socks etc? | | | |
| Do you have a clear system for children to sort clothes when tidying up? | | | |
| Do you use photographs to support children when tidying up? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

| Construction Area | ★ | ✓ | + |
|--|---|---|---|
| Do you have a construction area inside ? | | | |
| Do staff provide opportunities for children to construct outside ? | | | |
| Do you provide large equipment which children can be creative with e.g. tyres, crates and wooden planks? | | | |
| Does your construction area have wooden block play? | | | |
| Do you have large and small blocks and blocks of different shapes? | | | |
| Is there a clearly labelled system for children to sort and match when tidying up? | | | |
| Do you have a measuring box for inside play – measuring tapes, rulers, string, ribbons? | | | |
| Do you have a measuring box for outside play? | | | |
| Do you have clipboards, pencils and a variety of different paper e.g. squared, plain and lined? Indoors and outdoors | | | |
| Do children have the opportunities to take photographs of their creations? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Construction Area**Examples and Ideas**

Display mathematical language related to photographs of children's creations.

| |  |  |  |
|--|---|---|--|
| Snack/baking | | | |
| Do staff offer children the opportunity to prepare snack on a regular basis? | | | |
| Are children given the opportunity to decide on the menu and to draw/write it? | | | |
| Are numbers displayed to inform children how many snack items they can have? | | | |
| Can children make signs for how many children can have snack? | | | |
| Do staff use baking to promote mathematical language and concepts? | | | |
| Do children have the opportunity to make their own recipe books, to follow a sequence and support other numeracy skills? | | | |
| Do children use scales – balancing and digital? | | | |
| Do you provide resources for children to write a shopping list? | | | |
| When planning for snack/baking do you highlight meaningful mathematical language? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Examples and Ideas

Have a clipboard at the snack table – opportunities to mark make, tally etc;

Ask children to pay for snack

Talk about how many children are having snack and how many spare seats are free

| |  |  |  |
|--|---|---|---|
| Table top games | | | |
| Do staff provide jigsaws of different levels of challenge? | | | |
| Do you give children the opportunity to play with dice? | | | |
| Do you have maths games, e.g. dice games, sorting, matching, time etc? | | | |
| Are these games changed on a regular basis? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

Examples and Ideas

Examples of possible resources: Domino sets, Peg boards, Hammer and Nail packs, Magnetic shapes and boards, Sequencing games, snap games

| Art and Craft | ★ | ✓ | + |
|---|---|---|---|
| Do staff provide materials outside for children to weave into a fence? (e.g. ribbon, string, wool) | | | |
| Are children given the opportunity to sort/fill up the junk materials cupboard/shelf? | | | |
| Do you have a clearly labelled system for children to sort materials for junk modelling? | | | |
| Is the paper well organised by size (small, medium or large) or shape? | | | |
| Do you have rulers, pens and paper available at the art table? | | | |

Examples and Ideas

Encourage children to help set up the area;

| Malleable Materials | ★ | ✓ | + |
|--|---|---|---|
| Do children have the opportunity to experience a range of materials, play dough, clay, shaving foam and gluck? | | | |
| Do children have access to a variety of utensils to cut, print, roll etc? | | | |
| Do children have the opportunity to help make play dough each week? | | | |
| Is there a child friendly recipe book? | | | |
| Do you provide resources to support the current planned learning experiences and outcomes? | | | |

| Music and Movement | ★ | ✓ | + |
|---|---|---|---|
| Do children have the opportunity to engage in ring games and action songs which contain mathematical language inside and outside? | | | |
| Are children given frequent opportunities to listen to number rhymes and songs? | | | |
| Do you have props for children to act out number songs? | | | |
| Do children have opportunity to invent music, using musical notation? | | | |
| Have you got musical symbols/signs in your music area? | | | |
| Have you got a clearly labelled system for children to match instruments to labels? | | | |
| Do children frequently sing number based songs? | | | |
| Do you provide props to support number and rhyme songs? | | | |
| Do you have a numeracy based song book? | | | |
| Do you provide resources to support the current planned | | | |

Examples and Ideas

Provide number song bags with props and materials for children to create a context, e.g. 'Five Little Frogs' and provide chalk for the children to draw the pond and log, to act out the song

Scoring and interpreting results

| Key - Fill in the relevant shape | |
|----------------------------------|---|
| In place and working well |  |
| Partially in place |  |
| An area for development |  |

- Record particular strengths and areas for development on the summary sheet.

Make a Plan

- The summary sheet can be used to form the basis of discussion within your team and to make an action plan.
- Think about things staff want to change and how much work will be involved in the change.
- Try to set achievable and realistic goals
- Identify who in your setting will make changes and who you may need to enlist for support from partner agencies, for training, resources or information.
- Identify a time to review progress

Mathematics and Numeracy Rich Environment Summary and Plan for Indoors and Outdoors

| | |
|---|--|
| Name of Establishment: Date: | |
| Summarise aspects of the numeracy environment that are in place and work well indoors | |
| Summarise aspects of the numeracy environment that are in place and work well outdoors | |
| Write down aspects of the numeracy environment indoors that could be better. | Action points: (Who will be involved, resources, training needed, by when, etc.) |
| Write down aspects of the numeracy environment outdoors that could be better | Action points: (Who will be involved, resources, training needed, by when, etc.) |

SELF EVALUATION VISIT 2016/17



The quality indicator framework for early years, 'How Good is Our Early Learning and Childcare' should now be used instead of 'Child at the Centre 2'. Education Scotland has already 'raised the bar' in relation to increased expectations around quality of early years provision, which has been evident in recent inspections.

In response to the high level of activity nationally within Early Years, particularly in relation to policy, it has been agreed to implement a strategy for focused self evaluation of all providers. The focus of the activity will be on quality of provision in relation to learning and development. This exercise will enable the Early Years team to highlight current early years priorities with managers and to work with teams to ensure priorities are taken forward within each setting.

In preparation for this the Early Years team has developed a checklist and set of procedures to carry out a self evaluation visit. During the visit, team members will meet with the manager of each setting, along with other key members of staff. A 'learning discussion' will take place to focus on how the manager ensures each child is having their needs met in relation to learning and development. Key features of the discussion are as follows:

- Planning process
- Implementation of 'Learning and Development Framework 0-5 Years'
- Planning for progression in literacy, numeracy and health and wellbeing
- Weekly team meetings to discuss appropriate next steps
- Tracking and monitoring
- A focus on the quality of the environment, experiences and the role of the adult

The visit will also include:

- The manager and team members visiting the playrooms and outdoor area
- The manager providing evidence of the planning process- eg floorbooks, observations, PLPs
- Evidence of procedures for progression in literacy, numeracy and health and wellbeing
- Evidence of tracking and monitoring data

Throughout the duration of the visit, the EY team members will refer to the 'Early Level Checklist' and the manager will have responsibility to complete the checklist. The team member may decide to complete the checklist with the manager, if it is felt that this would be more beneficial to the setting. The checklist will also identify key action points for the setting to take forward as result of the visit. All action points should be completed within an agreed timescale- or if necessary, taken forward in the next improvement plan.

All Area Education Officers will be invited to participate in the visits to local authority settings in their area.

Listed below are:

- Learning and Development Support Visit Diagram
- Learning and Development Checklist
- Early Level Planning Process Diagram

Learning and Development Support Visit Process

Initiate a 'learning discussion' with members of the ELC team around key aspects of the Early Level Checklist – check with 'What has been the impact?' followed by 'How do you know?'

Review the 'Plan, Do, Reflect, Respond' Process using EY diagram. Encourage evaluation of the settings

- Planning paperwork
- Observations
- PLPs
- 'Golden thread' of learning running through the whole process
- Evidence of progression frameworks in Literacy and Numeracy

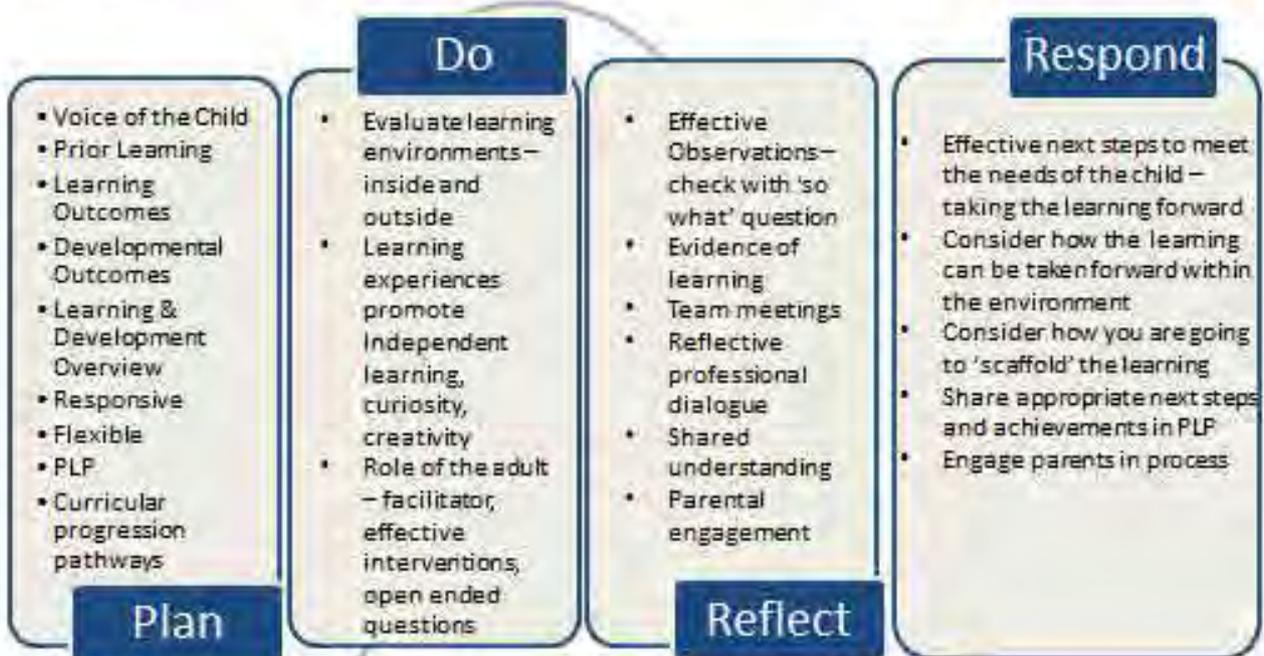
Interactions – observe adult/child interactions. Are they appropriate? Sufficiently challenging?

Environment – visit the playrooms and outdoor area – is there evidence of learning outcomes within areas?

Experiences – how engaging are they? How motivating and 'provocative' are they? How well can children talk about their learning?



Early Level Planning Process



Checklist Title: **Early Level Provision**

Setting:

Manager:

| Self Evaluation Statements | Action Points | Date for Completion |
|--|---------------|---------------------|
| Environment | | |
| There is a balance of learning experiences which are table top, set up on the floor or in a space that is not restrictive | | |
| The environment is evaluated on a regular basis to respond to planned learning, the children's voice and engagement | | |
| Areas are open ended and 'provocative' – encouraging curiosity, enquiry and discovery | | |
| There are opportunities for children to be inventive and for exploration – promoting independent learning, problem solving and higher order thinking skills | | |
| There is daily access to the outdoor learning environment which includes changing, challenging activities promoting planned learning outcomes | | |
| Planned learning outcomes are promoted within each environment | | |
| Learning opportunities are recognised and acted upon within areas/ activities in the environment – eg. snack, toothbrushing, daily routines, organisation of resources | | |
| Comment | | |

| Self-Evaluation Statements | Action Points | Date for Completion |
|---|---------------|---------------------|
| Learning Experiences | | |
| Opportunities for planned and unplanned learning are experienced through play | | |
| Adults use effective questioning to support children in their learning | | |
| Adults use effective intervention to support children in their learning but do not lead the learning | | |
| Planned learning includes the voice of the child, prior learning and a clear focus on learning outcomes | | |
| Most of the day is child initiated, with less time planned for whole group adult led activities | | |
| All staff and children contribute to the planning process and are clear about learning outcomes | | |
| Significant observations are meaningful and contribute to identifying appropriate next steps in learning for the children | | |
| Children's PLP's share individual progress in learning and celebrate individual achievements over time | | |
| There are progression pathways within the Early Level for at least literacy, numeracy and health and wellbeing and progress is tracked for each child | | |
| Comment | | |

| Self-Evaluation Statements | Action Points | Date for Completion |
|--|---------------|---------------------|
| Interactions | | |
| Practitioners involve children in making sensible choices about their own learning by helping them to plan and evaluate their own experience. | | |
| Practitioners help model techniques and strategies with children and encourage this new learning in the child's new challenges or suggest a new context. | | |
| Practitioners are not afraid to change their own plans and take the lead from the child but are able to act as a support to the young child when needed | | |
| Practitioners pose questions which encourage inquiry such as, I wonder if, why do you think that, to extend the young child's ability to verbalise their thoughts and actions. | | |
| Working Together | | |
| All staff engage in professional dialogue at least weekly to ensure there is a shared understanding of expectations and next steps for their children | | |
| Staff reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children in their care | | |
| There is clear evidence of staff observing and engaging in children's learning. | | |
| Family Learning | | |
| Parents and carers contribute to the self-evaluation process within the setting | | |
| Parents and carers are consulted on the type and range of family learning activities within the setting | | |
| PLPs are shared with parents and carers on a regular basis and they are happy to leave comments in their child's PLP | | |
| Parents are supported to actively and meaningfully engage in their child's learning at home and within the setting | | |
| Comment | | |

SHARED ELC PLACEMENT OVERVIEW

Name.....

Date of Birth.....

Shared Placements:

Key Workers:

Insert photo

Weekly Pattern:

Information to help settle within shared placements – e.g. colour of toothbrush, snack routine etc.

Information on each child’s progress should be shared between settings as often as possible (see shared placement progression template). Progress should be formally shared at least twice a year in relation to developmental milestones, literacy and numeracy progression– see below:

Please tick box to show learning and development information has been shared between each placement using the progression records for developmental milestones, literacy and numeracy:

December

June



SHARED PLACEMENT PROGRESSION

Community Services: Education

Name..... Date.....

ELC Provider.....

I have been learning:

Next steps for me:

Key Worker comment:

Signed.....