



Learning Journey Profile

14 June 2012

Name: **Sian**

Began: **1 January 2008**

Current Age: **4 Years 10 Months**

Date of Birth: **29 October 2007**

IN RELATION TO CHRONOLOGICAL AGE SIAN'S

Confidence at Playing & Learning Together is **Developing**

Attention span is **Good**

Concentration at a self-chosen task is **Exceptional**

Self-motivation to learn is **Excellent**

Understanding is **Good**

Listening skills are **Developing**

Spoken language is **Exceptional**

Ability to use Makaton/Sign Language for personal needs is **N/A**

CURRENTLY SIAN IS ALSO PARTICIPATING WITH:

Achieved pre-reading exercises

Shows an interest in reading at Playing & Learning Together

Has a 'Reading together' book

Using a Formal Reading Scheme

Likes to 'Mark Make'

Achieved all pre-writing exercises

Actively forms letters with support and guidance

WHILE HERE SIAN PARTICULARLY ENJOYS OR IS INTERESTED IN:

- Role play
- Writing
- Drawing/painting
- Reading
- Puzzles
- Group games

ALL YOUNG CHILDREN NEED TO BE 'ACTIVE LEARNERS' AND SIAN ALSO

PREFERS TO LEARN:

- **By watching (visual learner)**

AND LIKES TO INCLUDE LEARNING BEHAVIOUR WHICH IS:

- **Connection (joining things)**
- **Positioning (preferable placing)**
- **Transforming (mixing things)**



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PERSONAL CIRCUMSTANCES

Working with you we hope to support you with what is pertinent. Based upon information received by yourselves and observations in Playing & Learning Together we would like to suggest that some of the following may be helpful and supportive.

New baby - Congratulations! What an exciting time for you!

Sian's routine needs to be kept as normal as possible as there will be lots of other changes happening. Reassure her that she will still be loved just as much as always. If possible plan any move in bedrooms well in advance so Sian is established in her space and not threatened by losing her own bedroom. Introduce into natural conversation and involve in preparations. Use calendar to count down until the day, maybe make a welcome banner.

'There's a House Inside My Mummy' (Orchard Picturebooks)- Giles Andreae and Vanessa Cabban ISBN-10: 1841210684 There's a house inside my Mummy, Where my little brother grows, or maybe it's my little sister, No-one really knows. A gentle and tender story of a little boy waiting for his little brother or sister to arrive. Told with humour and a simple rhyming text, this is the perfect picture book for all expectant brothers and sisters!

OUR NEWS

Currently our topic is The Natural World. We will be outside exploring lots!! What will we find?

During the next few months:-

Fathers Day - we will be inviting dads in to spend some quality time with their children in the outside environment.

Trip to the Sea Life Centre on 10th August - look out for details and add your name to the list.

Summer treasure Hunt - what will you find? details will be sent by email.

Staff Training:-

All staff attended a training day on Autism and have learnt lots of new ideas for sensory activities for all children.

Congratulations to Priyanka on achieving her level two qualification.

Congratulations to our Early Years Practitioners; Betty who had a lovely baby boy and Mark who had twin girls!



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NEEDS NOW : NEXT STEPS FOR DEVELOPMENT, KNOWLEDGE AND SKILLS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Works well in a group; encourage Sian to develop her ability to work well in a group, through turn taking, listening to each other, joining in with conversations. Adult to be good models.

Initiates conversations, attends to and takes account of what others say; provide opportunities for Sian to take part in conversations. Encourage her to initiate conversations on topics that interest her or Adult to prompt.

Shows respect; adult to set good example so Sian knows what is expected of her. Praise appropriate behaviour.

Solves own practical problems; for example, how to reach a toy just out of reach or working out how to carry three items at once. Observe, encourage and praise for a job well done.

PHYSICAL DEVELOPMENT

Plaits; talk through the sequencing pattern with adult demonstrating. Practise with a ribbon or Plasticene as this is easier to handle.

Cuts out accurately; provide opportunities for Sian to cut around shapes, begin on card as this is sturdier than floppy paper. Encourage her to hold scissors correctly and demonstrate cutting around the edge of the shape to add interest use pictures.

Feels change in chest after exercise; whilst taking part in some form of exercise encourage Sian to feel her chest before and after. Discuss comparisons.

COMMUNICATION AND LANGUAGE

Responds to story using instruments; using stories he enjoys, such as 'When The Wind Howls' demonstrate how instruments can be used to set the scene/mood. Alternatively, encourage her to make up her own story with a selection of instruments to use.

Answers to – 'What do you think?'; value Sian's thoughts by encouraging her to talk about them. By sharing your thoughts, such as 'I think' will encourage her to do the same.

Makes up a story; provide a range of props (puppets, small world toys, dressing up, pictures).



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Adult to begin a story, 'Once upon a time....' and encourage Sian to take turns to add to the next part of the story.

Literacy

Expresses thoughts on paper; after a day out encourage Sian to draw/express what they have seen throughout the day. Celebrate her ideas together.

Understands words are symbolic of language heard; whilst reading a story, adults to ensure that a finger is run under the words as they are read. Point out words within the environment, such as, shop names. Many logos and labels can be found on grocery packaging, clothing, adverts, the computer, toys and books.

Tells an inventive story; adult to demonstrate. Adult could begin the story and then encourage her to join in and add her ideas to the story. Encourage her to tell own story and adult could write the story down, for Sian to illustrate and keep. The story could be shared at bedtime.

Mathematics

Add sets practically; provide opportunities for adding sets. Use everyday opportunities for instance, "we have 4 tins in the cupboard, if we add 2 more how many do we have altogether?" Sian could use bottle tops or counters placed on sets of pictures to add together. Praise and encourage.

Writes numbers one to six with a model; adult to write the numbers for Sian to copy. she could write quantities on the shopping list, birthday badges or numbers on a hop scotch pitch.

Gives instruction "around"/ "left" / "right" to indicate a change of direction; Sian could make an obstacle course in the garden and give directions to adults or Mary. Playing with small cars or miniature people on a play mat is a fun way to reinforce the use of terminology 'around', 'left' and 'right'.

Understanding the World

Orders shades of colours; while painting encourage Sian to mix black and white paint into the colours, to create shades - 'darker' and 'lighter'. Paint strips of these colours and once dry encourage Sian to place in order from 'lightest' to 'darkest' and vice versa. Paint charts are also an interesting resource to use when learning this concept.

Uses recording equipment; provide Sian with opportunities to experiment. Encourage him to



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record a variety of noises on to tape or digitally. she might like to find noises in the environment, such as, kettle boiling, tap running or leaves rustling. Alternatively record herself singing a song.

Understands the use of the local shop; while going to the shops explore a variety of different shops and what each sell.

Expressive Arts and Design

Makes 2D creations; provide opportunities for Sian to make two dimensional creations. Provide a range of paper and markers including pens, pencils, crayons, felt tips, paint and collage materials.

Enjoys instruments; provide opportunities for Sian to explore a variety of instruments. Maybe she could make some from recycled materials, she can play along to music or even record her music onto a tape to enjoy later and share with friends.

Is imaginative; encourage Sian to role play. This will help develop her imagination. Adult to extend the play or set up scenarios for Sian to play imaginatively.

ACHIEVEMENTS SINCE LAST REVIEW

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Begins to be more elaborate in coming up with ideas during role play. Knows own feelings. Plays co-operatively. Tells peers and adults what she is good at, such as jumping high, writing name. Knows right from wrong. Appropriate behaviour generally demonstrated as part of a group. Confidently talks about self. Follows the rules of a game without adult lead. Perseveres in activities. Shows a range of feelings. Good personal independence overall. Depends on adult to solve problems. Solves own practical problems. Shows respect. Understands the need to wash hands before an activity e.g. cookery. Washes hands naturally before an activity like cooking. Knows why she needs to wash hands before activity. Selects a variety of own activities. Shows an awareness of the need to keep the environment orderly. Complete a sixty piece puzzle. Talks about home with a small group of close friends. Have a sense of personal identity. Forms friendships with other children



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PHYSICAL DEVELOPMENT

Cuts fabric. Uses Roll 'n' Write or sandpaper letters to assist in forming letters correctly. Risk takes safely. Traces over letter models. Sews with large bodkin and thick thread. Plaits. Can find a space to stand in during music and movement. Recognises they are thirsty after exercise. Hop to a hoop five metres away and pick up the ball and hop back again with the ball. Copies letters from model. Feels change in chest after exercise. Removes socks and shoes. Unfastens large poppers. Unfastens large buttons. Able to walk downstairs whilst carrying an item. Unfastens large hook and eyes

COMMUNICATION AND LANGUAGE

Repeats language heard from books when telling stories. Uses "up", "down", "in" and "out". Understand a variety of word endings e.g. changing "apple" to "apples". Speech comprehensible. Comprehension excellent (3.5 years). Predict next event in a story. Expressive whilst speaking. Consistently and accurately using texture and appearance adjectives e.g. 'rusty', 'old' and 'new'. Adapts speech using intonation where needed. Confident and clear conversations with adults. Makes up a story. Have confidence to speak to others about own wants and interests

Literacy

Responds to story using puppets. Enjoys looking at a variety of books. Points out rhyming words in a story. Kim's Game - A memory game with 7 objects and take one away. Attempts initial sounds in words. Talks to self as she mark makes. Interested in printed words in books. Notice small differences in letters/numbers. Matches letters/numbers. Pre- writing skill top to bottom. Pre-writing Skill - forming circles starting at '1 o'clock'. Letters to words. Makes rhyme patterns. Acknowledges that marks they see around them are words. Attaches a word to marks they see. Listens to poems being read. Enjoys one to one interaction. Knows some words to a familiar story. Chooses favourite story to be read by adult. Recalls events in stories. Understands that a story has a beginning, a middle and an ending. Describes favourite story. Enjoys rhyming stories, poems and tongue twisters. Beginning to be aware of rhyming words. Points to and asks questions about pictures and print. Uses rhythm within own speech. Uses 'writing' in pretend play to make shopping lists, appointments



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Mathematics

Uses language to describe 'size'. Select two groups of objects to make a given total of objects. Copies and extends maths patterns. Designs own patterns. Understands 'long'. Uses fingers to represent a number when counting. Likes to arrange objects. Creates using shapes. Beginning to be aware of the space available to work in. Asks "What does that say?" when she see's a number on display. Attempts to match numerals 1, 2 and 3 to quantities. Makes marks on paper when writing 'numbers'. Asks adult to write down age. Says which friend she wants to sit next to. Matches some numerals and quantity with adult help (1 - 6). Can point to the correct numeral relating to a given amount in a set. Describes similarities of shapes seen. Uses language "the same" when comparing groups of objects. Asks questions about number problems. Beginning to spilt up groups of objects and counting to check if the total remains constant. Realises that even if a group of objects is separated the total will not change. Describes shapes of everyday objects e.g. "long" and "square"

Understanding the World

Talks about the environment. Investigates core of seeds, bulbs, plants and flower. Enjoys computer. Knows own address. Understand and relate to the present. Makes bird feeders. Use a mouse and keyboard to interact with age appropriate computer software. Uses recycling bins appropriately. Understands the use of the local primary school. Operates BEEBOT/ROMA/programmable item - to make music. Collects natural items when out for a walk. Able to recall a family occasion e.g. wedding. Describes the texture of items. Talks about their own hair and eye colour. Understands that all families are different. Works with adult to use the computer as a resource to find out about things. Turns on the CD player. Uses remote controlled toys. Asks questions about the local environment. Answers questions about how things work. Comments on why things happen. Aware of the effect she will have on toys by pressing buttons or turning knobs. Skilfully uses technology toys. Beginning to be interested in other cultures. Comments and asks questions about 'people who help us'. Beginning to be intrested in recycling. Interested in plants growing. Asks questions about how the natural world changes over time e.g. seasons

Expressive Arts and Design

Makes enclosures with blocks e.g. a house, cage, animal enclosure. Talks about her drawings. Creates lines with blocks. Notices circular shapes in a display. Incorporates own toy during pretend play. Skips when happy, stomps when cross. Starts singing to self including own made-up songs. Moves in time to music. Copies simple repeated rhythms.



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Explores the different sounds various instruments make. Makes up own dances. Uses instruments to create own rhythms. Asks about shapes seen in the environment. Chooses correctly shaped pieces using a picture clue to make a construction model. Makes own props for pretend play



Leaver's Report

Name : **Zara (Leaver Report)**

Zara left Playing & Learning Together on 23/06/2012 and left to attend Bright Butterflies, Poole, Dorset

When Zara left her :

- Understanding was : **Exceptional**
- Spoken language was : **Good**
- Concentration was : **Good**
- Motivation was : **Good**
- Perserverance was : **Excellent**
- Manners / social skills were : **Developing**

This should accompany details about Zara's practical achievements while at Playing & Learning Together and should not be read in isolation. Following detailed observations regarding the understanding of concepts in practical/play situations and in gaining the necessary skills to formalise and extend learning on paper, the following aims were current :-

- **Tracing letters in her name**
- **Adding sets together up to a total of 10 items**
- **Matching shapes according to size**

Zara was :

Reading within the environment

and was reading Reading Together Series One (Oxford)

Letters and Sounds - Set 1

Letter/Sound	Recognises Phoneme	Reads Phoneme	Uses with others	Formed correctly with model	Formed correctly independently
s					
a					
t					
p					

Leaver's Report

Name : Zara (Leaver Report)

Letters and Sounds - Set 1

Letter/Sound	Recognises Phoneme	Reads Phoneme	Uses with others	Formed correctly with model	Formed correctly independently
i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f, ff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l, ll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z, zz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
qu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
igh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leaver's Report

Name : Zara (Leaver Report)

Letters and Sounds - Set 1

Letter/Sound	Recognises Phoneme	Reads Phoneme	Uses with others	Formed correctly with model	Formed correctly independently
oi					
ear					
air					
ure					
er					
ire					
nk					

Letters and Sounds - Set 2

Phoneme	Variants	Recognises Phoneme	Reads Phoneme	Uses with others	Formed correctly with model	Formed correctly independently
ai	ay					
ai	a-e					
ee	ea					
ee	y					
ee	e					

Nothing has been achieved in this section yet

Numerals

Numeral	Recognises numeral	Formed correctly with model	Writes independently	Names numeral
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Leaver's Report

Name : **Zara (Leaver Report)**

Numerals

Numeral	Recognises numeral	Formed correctly with model	Writes independently	Names numeral
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

Confident in identification and formation of numbers up to :

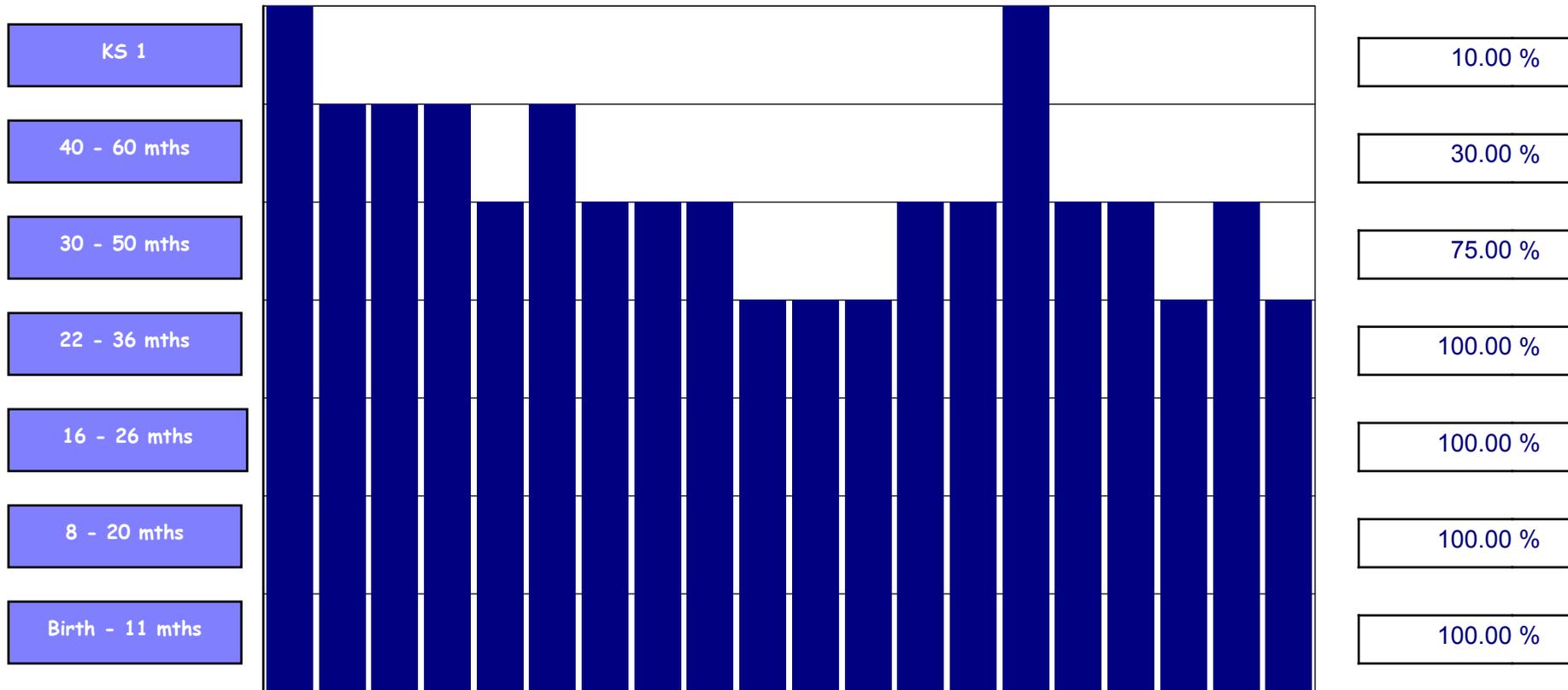
Date achieved :

Money

Denomination	Recognises coin / note	Names coin / note	Uses coin / note
1p	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10p	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
£50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COHORT : Girls and Boys
 Aged between 3 years 0 months and 4 years 0 months
 In attendance on 15/03/2013

Communication and Language



CHILDREN SELECTED FOR THE COHORT

