

**RECORD  
OF  
DEVELOPMENT AND PROGRESS  
AT  
KINDERGARTEN LEVEL**

***Guidelines***

## Physical Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
<p>Moves safely with confidence around, under, over and through</p>	<p>Children play the game “Follow Your Leader”.</p> <p>Children move along an obstacle track.</p>	<p>Listen and observe how the children’s confidence increases both as leaders and as followers.</p> <p>Observe the strategies children use to avoid bumping into each other and/or into objects.</p>	<p>Give children plenty of opportunities to move in both confined and open spaces.</p> <p>Respect children’s preoccupations and allow them time to explore various strategies.</p>
<p>Moves safely with imagination</p>	<p>Children interpret different ways of moving following actions in a story.</p> <p>Children use their arms and legs and shake their body in time to music.</p>	<p>Observe whether the children’s movements are experimental or repetitive.</p> <p>Observe how children combine body movements in a safe way.</p>	<p>Encourage children to use a variety of challenging movements.</p> <p>Plan activities where children can move in different ways and at different speeds.</p>
<p>Demonstrates fine motor control and co-ordination</p>	<p>Children participate in activities such as threading, cutting, picking up small objects, etc.</p> <p>Children play games that require hand-eye co-ordination, such as jig-saw puzzles, building blocks, etc.</p>	<p>Observe whether the children manage the activities with confidence and ease.</p> <p>Observe whether the children demonstrate good hand-eye co-ordination.</p>	<p>Provide additional time and opportunities for children with physical disabilities and/or motor impairment to develop their fine motor skills.</p> <p>Provide games of varied levels of difficulty/challenges and encourage perseverance.</p>

## Socio-Emotional Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Handles tools, objects, construction and other materials safely and with basic control	<p>Children participate in activities that require the handling of tools, such as scissors, paintbrushes.</p> <p>Children participate in activities that require the handling of malleable materials, such as clay, play dough.</p>	<p>Observe whether children are aware of safety issues and how they manage the use of equipment.</p> <p>Listen and observe whether children take into account the space required for a particular activity.</p>	<p>Ensure that the tools are appropriate to the children's size and age-group.</p> <p>Ensure that children know the rules for handling resources safely.</p>
Plays alongside other children and converses about a common toy	<p>Children participate in activities where they can play alongside each other with common toys, such as building blocks, sand and water, etc.</p> <p>Children participate in outdoor activities using resources, such as hoops, bean bags, balls, etc.</p>	<p>Observe whether children gain confidence and are encouraged to use the same toy after watching others playing with it.</p> <p>Listen and observe the strategies children use to capture and maintain each other's attention during the conversation.</p>	<p>Provide the space and opportunity for children to play in a very small group.</p> <p>Ensure that children listen to each other, especially during the play activity.</p>
Plays together with other children in an activity that engages both of them	<p>Children participate in outdoor games, such as throwing/catching the ball.</p> <p>Children participate in role-play activities.</p>	<p>Observe the strategies children use to join in play with other children.</p> <p>Observe whether children value what they do and what others do.</p>	<p>Provide opportunities and encourage children to play with various friends so that they experience different relationships.</p> <p>Ensure that each child is recognised as a valuable contributor to the group.</p>

## Socio-Emotional Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Borrows and lends toys	<p>Children participate in games where borrowing and lending toys are necessary, such as playing with sand and/or water.</p> <p>Children participate in play where they are expected to pass on the toy/s they are using to another child after a reasonable length of time.</p>	<p>Listen and observe how children negotiate so that the activity can proceed even when resources are limited.</p> <p>Observe to what extent children are ready or reluctant to hand over the toy/s to the next child when their time is up.</p>	<p>Make children aware that some toys need to be shared.</p> <p>Provide activities that necessitate turn-taking and sharing.</p>
Shows an interest during activities by observing and/or participating	<p>Children are invited to join in any group activity they choose.</p> <p>Children participate in activities that require collaboration.</p>	<p>Observe whether children's interest is limited only to observing other children at play or whether they are actually participating themselves.</p> <p>Observe how children demonstrate and express their interest when they are observing or participating in group activities.</p>	<p>Recognise the fact that children's interest may last for short periods of time and that their preferences vary.</p> <p>Plan group activities that absorb and interest individual children by providing a variety of resources.</p>
Dresses and undresses independently	<p>Children participate in an activity that requires dressing-up as a particular character in the role-play area.</p> <p>Children are given the opportunity to take off/ put on their anoraks etc when they arrive at school and before they go home.</p>	<p>Observe whether children put on various clothing with ease or whether they need support.</p> <p>Observe how children set about the task and their ability to value what they can do on their own.</p>	<p>Praise children's efforts.</p> <p>Give children reasonable time before intervening to support them.</p>

## Socio-Emotional Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Attends to personal needs and hygiene independently	<p>Children are helped to organise a hygienic lunch case and to become aware of the importance of washing hands before and after eating, and after going to the toilet.</p> <p>Children are given the opportunity to recognise and manage their own needs, such as that they need to wear an overall to work with paint and to use a tissue to blow their nose.</p>	<p>Observe how children’s lunch is packed and whether the food they bring to school is healthy.</p> <p>Observe whether children readily recognise and easily manage their own needs.</p>	<p>Encourage children to appreciate the need for hygiene.</p> <p>Praise children’s efforts to manage their personal needs, especially if they do so independently.</p>
Builds relationships through gesture and talk	<p>Children participate in an activity that requires the involvement of a small group of children.</p> <p>Children are given the opportunity to build relationships with their peers while having their lunch.</p>	<p>Listen to the children’s talk and the body language they use in order to hit it off with their peers.</p> <p>Listen to children’s communication accompanied by facial expressions children make in response to others.</p>	<p>Plan an activity that requires a team effort.</p> <p>Create a situation where children are sitting down in an organised group.</p>
Forms good relationships with adults and peers	<p>Children engage in talk with adults and peers during informal activities such as the lunch break.</p> <p>Children show an awareness of courtesy when other adults and children from other classes visit.</p>	<p>Listen to and observe children’s reactions to and relationships with peers and adults, particularly those whose company they enjoy.</p> <p>Observe how children welcome guests to the classroom and support if and when necessary.</p>	<p>Support children in developing positive relationships by challenging negative attitudes and actions towards adults and peers.</p> <p>Extend the activity by giving children simple tasks, such as taking a message to other classes and/or to the school office.</p>

## Socio-Emotional Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
<p>Accepts codes of behaviour with adults and children</p>	<p>Children participate in activities that require them to follow simple codes of behaviour.</p> <p>Children are actively involved in situations where other adults and children are present, for example in the playground or in the school hall.</p>	<p>Listen and observe how and whether children understand and implement what is expected of them.</p> <p>Listen and observe whether children understand that codes of behaviour are important everywhere and with everyone.</p>	<p>Involve children in setting up codes of behaviour and help them to take responsibility for implementing them.</p> <p>Help children understand the importance of codes of behaviour with other persons and in any situation.</p>
<p>Participates in group activities</p>	<p>Children participate in singing and story-telling sessions.</p> <p>Children participate as members of a team in outdoor play and games.</p>	<p>Observe the children's level of participation and involvement in the activity.</p> <p>Observe who likes to play with others and who needs encouragement to join in.</p>	<p>Vary and plan activities that require collaboration.</p> <p>Provide space and resources for children to collaborate as a group.</p>
<p>Chooses activities and uses resources independently</p>	<p>Children are given the opportunity to choose their own activity and the resources needed.</p> <p>Children are given the opportunity to choose from a variety of new and challenging activities.</p>	<p>Listen and observe the strategies children use to choose activities.</p> <p>Observe how children show their enthusiasm for things they like or anxiety for things that concern them.</p>	<p>Provide various choices but recognise the fact that children's interest may last for short periods.</p> <p>Value and support the decisions that children make and encourage them when they try new things.</p>

## Socio-Emotional Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Communicates with others in the classroom	<p>Children talk about an experience or something that they have done during circle time sessions.</p> <p>Children communicate with each other to decide how the role play will proceed.</p>	<p>Listen and observe children's attentiveness to others, especially when a child is talking about a personal experience.</p> <p>Listen and observe how children look to others to check understanding.</p>	<p>Provide an area where children can sit down and chat together.</p> <p>Provide role-play areas with a variety of resources that reflect various situations.</p>
Forms several contacts by pairing off and forming groups	<p>Children participate in informal play, indoors or outdoors, choosing their own play companions.</p> <p>Children choose from a variety of activities that necessitate choosing partners.</p>	<p>Observe those children who like to be with others and those who are reluctant to join in.</p> <p>Observe whether children always choose the same friends to join them in the activities and why.</p>	<p>Ensure that all children have various opportunities to join in.</p> <p>Encourage children to play with a variety of friends so that everybody experiences being included in a group.</p>
Overcomes shyness and interacts more skilfully, playfully and vigorously until completely integrated	<p>Children participate in activities that are within their level of development and in which they feel confident.</p> <p>Children participate in group activities that necessitate a higher level of participation.</p>	<p>Observe to what extent children are integrating.</p> <p>Observe how children look to others to check the acceptability of their participation.</p>	<p>Consult with parents about children's varying levels of confidence in different situations.</p> <p>Praise children's efforts and convey to each child that their participation is greatly appreciated.</p>

## Creative Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Explores colour and shape	<p>Children are given the opportunity to experiment with mixing different colours, for example, in finger painting, marble painting, and potato printing,</p> <p>Children participate in construction play experimenting with a variety of shapes to build models.</p>	<p>Observe the ways that the children mix the colours and the decisions they make on the choice of colours.</p> <p>Observe the numerous and inventive ways in which children create and construct.</p>	<p>Provide a variety of resources and enough space that children will need to experiment with the mixing colours.</p> <p>Provide space for the children's models to be displayed for a period of time for all the class to enjoy and refer to.</p>
Explores texture, form and space in two or three dimensions through the use of different media	<p>Children make collage pictures and models using material of various textures.</p> <p>Children combine their creative skills and imagination by using, for example, building blocks, boxes and other 3-D material to represent their experience of a visit to San Anton gardens,</p>	<p>Observe how the children experiment to create different textures, e.g. by drizzling glue over wool.</p> <p>Listen and observe how children talk about ways of finding out what they can do with different media.</p>	<p>Help children to overcome problems and offer support and additional resources as appropriate.</p> <p>Help children to gain confidence in their own way of representing ideas.</p>
Responds to a variety of sensory experiences	<p>Children create their own role play situation, for example, by making sounds to represent the sea, birds, etc., or choosing a voice to suit a particular character, and making props from different materials to support their play.</p> <p>Children are given the opportunity to express their curiosity and explore their environment using all of their senses.</p>	<p>Observe how children respond differently to similar experiences.</p> <p>Observe how the children respond differently when they are in a happy or sad mood.</p>	<p>Encourage children to explore the sensory materials in the way they enjoy.</p> <p>Avoid more challenging activities when the children are tired since they need to be alert to the experiences on offer.</p>

## Creative Development

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Engages in imaginative play (e.g. with toys, ...)	<p>Children pretend that an object represents another, for example, using a shoe box as a garage or a cot.</p> <p>Children hand out ‘menus’ in a ‘restaurant’ during role play and take orders.</p>	<p>Observe the range of experiences children represent through imaginative play.</p> <p>Listen and observe how children’s stories are developed during role play, for example, when the client points out that the pizza is cold.</p>	<p>Make materials accessible so that children are able to imagine and to bring their ideas forward.</p> <p>Carefully support children who are not so imaginative and less confident.</p>
Enjoys exploring sound by selecting and using musical instruments and other objects (e.g. empty bottles, bottles filled with water) and matches movement to music	<p>Children produce different sounds by using various objects, such as drums, triangles, shakers, as well as empty bottles and bottles filled with water.</p> <p>Children listen to music and match movements to the music.</p>	<p>Observe whether children explore how sounds can be changed, for example, by varying the amount of water in bottles, by using appropriate materials to make soft and loud sounds.</p> <p>Observe whether children create their own movements or whether they only imitate other children.</p>	<p>Introduce children to the sound of various instruments.</p> <p>Encourage children to create their own sounds and movements and to indicate what they wish to convey.</p>
Attempts to capture experiences, using a variety of different media (e.g. painting a picture, imitating and creating movement, creating role play)	<p>Children paint a picture or make a model, or collage, of the village playground.</p> <p>Children are helped to construct a bus with chairs and to act out a bus trip they have experienced.</p>	<p>Observe the amount of detail the children include in their picture or model/collage.</p> <p>Listen and observe to what extent children use their experiences in role play.</p>	<p>Provide appropriate materials and extend children’s thinking by being involved and asking appropriate questions.</p> <p>Encourage children to describe their experiences.</p>

## Intellectual Development - Understanding the World Around Us

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Shows interest in exploring the environment by using all the senses as appropriate	<p>Children make a fruit salad or a pizza, for example, while talking about the smell, texture and taste of the ingredients being used.</p> <p>Children are given the opportunity to explore and observe things closely through a variety of means, including magnifiers.</p>	<p>Observe children's actions and the level of interest in the activity and the questions they ask.</p> <p>Observe how children examine objects and living things to find out more about them.</p>	<p>Provide objects and materials that give children opportunities to explore textures, shapes and sizes.</p> <p>Make use of outdoor areas to give opportunities for investigations of the natural world.</p>
Observes, chooses and handles objects and materials	<p>Children investigate various construction materials to assemble and join pieces to build.</p> <p>Children stir and mix flour and water together to make play dough.</p>	<p>Observe children's own assessment of their design and the modifications they decide to make to them.</p> <p>Observe how children use their own experiences to handle tools.</p>	<p>Provide a variety of equipment to maintain interest and provide challenges.</p> <p>Introduce children to appropriate tools for different materials.</p>
Is aware of obvious similarities and differences in the surroundings	<p>Children are given the opportunity to identify features of living things or objects, for example birds and butterflies have wings; wood is hard but wool is soft.</p> <p>Children are given the opportunity to investigate the buildings around them, for example, all houses have windows and doors, but not all of them have garages.</p>	<p>Observe the changes and patterns children notice.</p> <p>Observe to what extent children notice similarities and differences on their own.</p>	<p>Provide opportunities for children to observe change over time, for example, growing plants and melting ice.</p> <p>Help children to extend their interest through questions and further investigation.</p>

## Intellectual Development - Understanding the World Around Us

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Constructs in a purposeful way, using toys and objects	<p>Children play with construction toys to make cars, boats, cots and other objects they want.</p> <p>Children participate in an activity where construction must be related to a specific role play area.</p>	<p>Observe how the children link experiences and use their knowledge to make things.</p> <p>Observe whether children pay attention to or ignore the purpose for which they are constructing.</p>	<p>Ensure that activity areas provide a range of materials and resources.</p> <p>Build on children's interests by adding resources to sustain and extend their efforts.</p>
Is aware of and talks about his/her likes and dislikes in the environment	<p>Children talk about their class, or school, and say what they like and dislike.</p> <p>Children talk about the quality of their environment, for example, how flowers in roundabouts enhance it and litter makes it look untidy.</p>	<p>Listen carefully to the reasons children give to express their likes and dislikes.</p> <p>Listen carefully to the suggestions children make to improve the outdoor environment.</p>	<p>Encourage children to express their opinion on their immediate environment and give them the opportunity to hear different points of view.</p> <p>When on an outing encourage children to talk about what they see and to air their views.</p>
Asks questions about why things happen	<p>Children are invited and encouraged to talk and ask questions about the changes in the ingredients, including food colouring, as they mix them together to make play dough.</p> <p>Children are invited and encouraged to talk and ask questions while playing with water, using liquid detergent and a whisk to make bubbles.</p>	<p>Observe children's reactions to what happens and listen to the type of questions they ask.</p> <p>Observe whether the questions children ask are an extension of previous ones or whether they are incoherent.</p>	<p>Introduce vocabulary to enable children to talk about their observations and to ask questions.</p> <p>Encourage children to speculate on the reasons why things happen.</p>

## Intellectual Development - Language

<b>LANGUAGE - Listening &amp; Speaking</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Listens attentively	<p>Children play games where they have to follow simple instructions.</p> <p>Children listen to rhymes and stories while joining in refrains and phrases.</p>	<p>Observe how children show that they understand by what they do and say, and by the questions they ask.</p> <p>Observe whether children can predict possible endings to stories from what they have heard.</p>	<p>Help children to deal with instructions that involve more than one action.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p>
Responds with relevant comments, questions or actions	<p>Children participate in small group activities that give them the opportunity to ask and respond to questions.</p> <p>Children play with play dough, for example, using actions and some talk to explain what they are doing.</p>	<p>Observe how children concentrate on what others say and their responses to what they have heard.</p> <p>Observe how children link one thing to another to explain what they are doing.</p>	<p>Listen to children and take account of what they say in your responses to them.</p> <p>Encourage correct use of language.</p>
Speaks clearly and confidently	<p>Children are invited to participate in a 'Show and Tell' session.</p> <p>Children participate in collaborative activities, for example, construction, role play, cooking, and are invited to talk through them.</p>	<p>Listen carefully to ensure that words are pronounced clearly and correctly.</p> <p>Listen to the vocabulary children use and encourage proper use of words, such as big, tall, long, narrow ...</p>	<p>Value children's contributions and praise as often as possible.</p> <p>Give children time to think and decide what they want to say.</p>

## Intellectual Development - Language

<b>LANGUAGE - Listening &amp; Speaking</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Enjoys listening to and joining in stories, songs and rhymes	<p>Children listen to the story of The Three Little Pigs, for example, and are invited to join in the refrain “Mela nonfoħ u nonfoħ sakemm intajrilmom id-dar”.</p> <p>Children participate in action songs and rhymes and perform accordingly.</p>	<p>Listen to the intonation and sequence they are using.</p> <p>Observe whether the children perform the actions with confidence or whether they need to imitate what others are doing.</p>	<p>Provide books with repetitive phrases to read aloud to children to support specific vocabulary or language structures.</p> <p>Recognise the children’s competence and appreciate their efforts.</p>
Uses language to imagine during role play	<p>Children play in the role play area that is transformed in a specific setting, for example, a restaurant, a hairdressing salon.</p> <p>Children imagine that they are a character from a story during a role play activity.</p>	<p>Listen how children begin to develop and expand on what they say, for example, “Il-pizza taħraq hafna. Tista’ taħraqlek ilsienek.”</p> <p>Observe how children use language to connect ideas and explain things.</p>	<p>Provide a variety of props in the role play area to help stimulate children’s imagination.</p> <p>Encourage children to talk and help them to act out the character.</p>
Interacts with others	<p>Children re-enact a story they have heard helping each other out if they forget what comes next.</p> <p>Children interact with each other, for example during the lunch routine.</p>	<p>Observe how the children use talk to link one thing to another in the course of the conversation.</p> <p>Observe the children’s readiness to engage in conversation.</p>	<p>Demonstrate pronunciation and sentence structure in response to what children say, rather than correcting them.</p> <p>Help children to expand on what they say, introducing and reinforcing the use of more complex sentences.</p>

## Intellectual Development - Language

<b>LANGUAGE - Pre-Reading</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Develops an interest in books	<p>Children listen to stories they already know but this time they talk about the characters and illustrations in the book being read.</p> <p>Children are invited to select a book and 'read' it telling the story in their own words to other children or even a doll.</p>	<p>Observe to what extent the children are interested in the characters and/or illustrations in the book.</p> <p>Observe the children's familiarity with the way books work, for example, holding the book the correct way up, turning the pages.</p>	<p>Create an attractive book area where children can enjoy books together with an adult.</p> <p>Provide books that can be handled by children without the fear of being easily damaged.</p>
Is aware that print conveys meaning	<p>Children say a simple sentence about a picture they paint and this is written down by the adult.</p> <p>Children talk about signs and labels, and the messages they convey, such as street names, STOP, and so on, during an educational outing.</p>	<p>Listen and note whether the sentences children give reflect the message conveyed by the picture.</p> <p>Listen and note whether the children really understand that the signs are conveying necessary and important information.</p>	<p>Send a child with a written message to another adult in the school.</p> <p>Invite children to tell you a message they wish to convey in writing and display it in the classroom.</p>
Is aware that print is read from left to right	<p>Children follow the adult reading stories by pointing at the words in a big book.</p> <p>Children are invited to pretend reading a book and to point out the words as they 'read'.</p>	<p>Observe whether the children are following the pointer as you read.</p> <p>Observe the strategies children use to 'read'.</p>	<p>When writing on the board or on paper point out to children the direction of print.</p> <p>Provide books with simple short sentences and ensure that the children demonstrate the left-right direction as they pretend to read.</p>

## Intellectual Development - Language

<b>LANGUAGE - Pre-Reading</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Links sounds to some letters	<p>Children listen to stories and interpret letter sounds as appropriate, for example “Zzzzzzzz” and “Sssssss” for the sound made by a bee and a snake respectively..</p> <p>Children are helped by the adult to play “I Spy” using familiar letter sounds.</p>	<p>Observe to what extent the children understand that each written letter represents a sound.</p> <p>Observe whether the children use their knowledge of letter sounds when attempting to read words and/or children’s names.</p>	<p>Demonstrate writing so that children become aware of the sounds being represented by letters.</p> <p>Talk to children about the letters that represent sounds they hear at the beginning of their own names and other familiar words.</p>
Recognises a few familiar words	<p>Children are helped to make their own short and simple storybook using words that are familiar to him/her.</p> <p>Children are helped to start their own individual word book containing words they choose themselves.</p>	<p>Observe whether the number of words increases gradually.</p> <p>Observe whether children choose words that are more challenging and less familiar than others.</p>	<p>Encourage children to recall words they see frequently, such as BUS STOP, GARAGE and words on labels in the classroom.</p> <p>Provide picture books and books with flaps and hidden words.</p>
Is aware of the elements of stories, such as characters and sequence of events	<p>Children listen to a story and select the characters from pictures or puppets as the story develops.</p> <p>Children are helped to identify the main events in a story and to enact the story during a role play session.</p>	<p>Observe whether the children can identify characters and talk about them.</p> <p>Observe whether the children understand the elements of the storyline, for example, that stories have a beginning and an end.</p>	<p>Provide props and picture story lines that encourage children to talk about characters and events in a story.</p> <p>Invite children to organise pictures, depicting events from a story, in sequence order.</p>

## Intellectual Development - Language

<b>LANGUAGE - Pre-Reading</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Can re-tell a simple story or event	<p>Children listen to a story and later act it out in sequence using puppets.</p> <p>Children are invited to talk about an event they have experienced, for example, a birthday party or a visit to San Anton Gardens.</p>	<p>Observe whether children use the beginning and end, as well as the sequence of events, with ease and confidence.</p> <p>Observe the language children use to describe the characters and the event itself.</p>	<p>Encourage the use of language that helps to link one event to another in the story.</p> <p>Encourage the use of descriptive words to help children understand that these generate more interest in the listener.</p>

## Intellectual Development - Language

<b>LANGUAGE - Pre-Writing</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Experiments with mark-making, sometimes ascribing meaning to the marks	<p>Children participate in activities that encourage mark-making, for example, finger painting, sand play.</p> <p>Children make marks using a variety of writing implements, for example, crayons, markers, pencils.</p>	<p>Observe whether children ascribe meaning to the marks they make.</p> <p>Observe the marks children make and the writing tools they prefer to use.</p>	<p>Discuss with the children what the marks they make represent.</p> <p>Provide a range of activities that encourage and interest those children who are not able to hold and handle writing tools.</p>
Enjoys pretend writing	<p>Children participate in activities where they can pretend to write, for example, a 'waiter' taking an order.</p> <p>Children participate in meaningful pretend writing activities, for example, writing messages to each other.</p>	<p>Observe whether the children make different patterns to represent different words.</p> <p>Listen to what children tell you about what they write.</p>	<p>Provide various opportunities during which children can pretend write, for example, leaving a note-pad by the telephone in the role-play corner.</p> <p>Encourage children to re-read their 'writing' as they write.</p>
Attempts to draw lines and circles	<p>Children make lines and circles, for example, in sand, using their fingers and various tools.</p> <p>Children attempt to make lines and circles on paper using writing tools they choose and feel comfortable with.</p>	<p>Observe the way children handle and control equipment and materials.</p> <p>Observe whether the children attempt to make lines and circles with dexterity.</p>	<p>Vary the range of tools and equipment, and provide a variety of coloured powder or poster paint.</p> <p>Provide a variety of writing tools to offer children a wide choice.</p>

## Intellectual Development - Language

<b>LANGUAGE - Pre-Writing</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Demonstrates an awareness that writing and drawing are different	Children draw a picture of a friend and 'write' or stick the name underneath.	Observe whether the children are fully aware that the name is representing the person in the drawing.	Support and help those children who cannot write or recognise the name.
	Children draw a picture and the adult acts as a scribe to write what the children say underneath.	Observe whether what the children say is actually depicting what is in the picture.	While acting as a scribe repeat what children say and write each word as they say it.
Uses some identifiable letters to communicate meaning	Children are invited to choose and 'write' down from a list the name of the fruit which they will bring to school to make a fruit salad.	Observe whether the children choose the fruit they really want to bring or whether they choose the name of the fruit that is easy for them to 'write'.	Acknowledge children's attempts as they write identifiable letters and ask them to point them out in the classroom.
	Children are invited to 'write' down an address on an envelope to put a Christmas card in, for example.	Observe the amount of identifiable letters children are able to write.	Explain to children why it is important to write an address clearly if the card is to reach the person for whom it is meant.
Represents some sounds correctly in writing	Children are invited to write the initial letter on labels/captions on boxes or other objects.	Observe the amount and level of support the children need.	Encourage and support as necessary stressing the letter sound as the children write.
	Children listen to a letter sound and represent it in writing on blank cards that are later displayed on the wall.	Observe the amount of appropriate letters children write.	Praise all children's attempts.

## Intellectual Development - Language

<b>LANGUAGE - Pre-Writing</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Writes some recognisable letters, most of which are correctly formed	<p>Children are encouraged to practise letter shapes as they paint, draw or play with play dough.</p> <p>Children participate in games that provide them with opportunities for emergent writing, for example, making a shopping list during role-play.</p>	<p>Observe whether the children form the letters correctly, including curves and straight lines.</p> <p>Observe whether the children follow the correct direction when forming letters.</p>	<p>Provide activities that help children develop their holding skills and hand-eye coordination.</p> <p>Ensure that the table is at the correct height and that children are sitting upright.</p>
Attempts to write own name independently	<p>Children write their name to sign their work.</p> <p>Children make their own cards, for example, for Mother's/Father's Day and write their name under the greetings.</p>	<p>Observe the difficulties children encounter, if any, when writing their name.</p> <p>Observe whether the children need to copy their name or whether they are able to write it down from memory.</p>	<p>Support children in recognising and writing their name.</p> <p>Show children how to form letters correctly, encouraging them to hold the writing implement correctly.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Number</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Says and uses the number names in order in stories, finger play, songs/rhymes and in other familiar contexts	<p>Children recite rhymes, for example, ‘One potato, two potatoes, three ...’</p> <p>Children count aloud using their fingers.</p>	<p>Observe whether children’s counting is in the correct sequence or whether there are instances of irregularity.</p> <p>Observe the way children put out each finger as they count.</p>	<p>Use rhymes, songs and stories involving counting on and counting back.</p> <p>Organise games, for example, ‘Hide and Seek’ and help children to count while others go and hide.</p>
Counts reliably up to 10 everyday objects	<p>Children count the plastic cups, napkins, lunch, and so on, during the lunch routine.</p> <p>Children roll the dice and collect items according to the number of spots indicated.</p>	<p>Observe whether children know that numbers identify how many objects are in a set.</p> <p>Observe whether the children understand the one-to-one correspondence.</p>	<p>Make children aware that counting is used to find out ‘how many?’</p> <p>Encourage estimation.</p>
Orders numbers up to 10	<p>Children find numbers buried in the sand and use them to make a number line 1 to 9.</p> <p>Children arrange number cards 1 to 10 in order on the ‘washing line’.</p>	<p>Observe whether the children place the number in the correct position without assistance.</p> <p>Observe whether the children need to refer to the number line to put the numbers in order.</p>	<p>Ask children to identify the number that they pick up.</p> <p>Encourage and support as required.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Number</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Recognises numerals 1 to 9	<p>Children dial a 3 or 4 digit number on the play phone saying each numeral as they dial.</p> <p>Children pick up a number card from 1 to 9, say the number and match it to the numeral on the number track.</p>	<p>Listen and observe whether the number children dial is the actual number being dialled.</p> <p>Observe whether the children recognise the numerals and their place in the number sequence.</p>	<p>Display numerals in purposeful contexts for children to identify, for example, numerals on the toy telephone, door number in the house corner, numerals on the clock.</p> <p>Make books about numerals that have meaning for each individual child, such as a favourite number, birth date, age, house/door number, telephone number.</p>
In practical activities begins to use the vocabulary involved in adding and subtracting	<p>Children park toy cars in a toy car park and say how many cars there are when another car drives up or if one drives away.</p> <p>Children play in the home corner and talk about the number of children when someone joins and/or when someone leaves.</p>	<p>Listen to the vocabulary children use while working out the total or what is left (more, less, altogether, and, take away ...).</p> <p>Listen and observe how children work out the total or what is left.</p>	<p>Support and show interest in children's use of vocabulary and use language yourself when and if necessary.</p> <p>Ask children to explain the strategies they used to the class.</p>
Uses some of the vocabulary involved in addition and subtraction in stories, finger play and songs/rhymes	<p>Children listen to the story of 'Chicken Licken' and talk about the number of animals that increases as the story progresses.</p> <p>Children sing the song 'Five Little Ducks' and use their fingers to indicate the little duck that goes missing each time.</p>	<p>Listen and observe children's use of vocabulary in relation to addition.</p> <p>Listen and observe children's use of vocabulary in relation to subtraction.</p>	<p>Provide story props that children can use during the story.</p> <p>Use pictures and objects to illustrate counting songs/rhymes and counting stories.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Number</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Says number names in order up to 10, forwards and backwards	<p>Children play the game 'Find the Toy' where one child hides a small toy/soft toy while the others count from 1 to 10 forwards and backwards.</p> <p>Children play at firing a rocket by counting back from 10 to 0 and BLAST OFF.</p>	<p>Observe those children who need support in counting forwards and/or backwards.</p> <p>Observe whether the children can count backwards confidently or with hesitation.</p>	<p>Make use of rhymes and songs that involve counting on and counting back.</p> <p>Provide games and equipment that offer opportunities for counting back.</p>
Uses language such as 'more' or 'less' in various contexts	<p>Children are divided into two unequal groups, for example, boys/girls, short/long hair, and say which group has 'more' or 'less'.</p> <p>Children put different number of cups of sand in each of two identical transparent containers and discuss which container has more or less sand.</p>	<p>Observe whether the children answer spontaneously or not.</p> <p>Observe whether the children are fully aware of the marked difference in amounts.</p>	<p>As a start ensure that the difference between the amounts is evident.</p> <p>Provide various opportunities to explore 'lots' and 'few' and support children's ability to compare amounts.</p>
Finds one more or one less than a number from 1 to 5 objects	<p>Children play at going on a bus ride and count the number of passengers on the bus each time one gets on/off.</p> <p>Children put/share biscuits on a plate and say how many biscuits there are each time one biscuit is added on and/or a child takes one.</p>	<p>Observe whether the children are aware that one more/less is one after/before a given number.</p> <p>Observe whether the children are aware that the number increases/decreases with one more/less.</p>	<p>Make sure that children are secure about the order of numbers before asking what is one more/less.</p> <p>Remind children to count the numbers of objects in the set before adding/taking away one.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Number</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Finds one more or one less than a number from 1 to 10 objects	Children make sweet balls during a cooking activity and put them on a plate one by one, saying how many there are each time one more is added.	Observe the different strategies children use to work out the total.	Make number tracks/lines available and encourage children to use them in their own play by moving up and down the line for addition and subtraction.
	Children play the game 'Iz-Zunzana Ddur Iddur' and count how many children are left each time a child drops out.	Observe whether the children are aware that the set changes in quantity when one is taken away.	Use number tracks to show a starting point and how you arrive at another point when something is added or taken away.
Begins to relate addition to combining two groups of objects and subtraction to 'taking away'	Children are divided into two groups, for example, boys and girls and count both groups together.	Observe the different strategies the children use to find the total when combining two groups.	Encourage children to make up their own story problems for other children to solve.
	Children make sandwiches during a cooking activity and take away an amount to give to a number of children in the group.	Observe children's attempts at estimation and their efforts to check by counting.	Help children to organise their ideas by talking to them about what they are doing.
Recognises differences in quantity when comparing groups of objects	Children are divided into two unequal groups, for example, blue/dark eyes, fair/dark hair and compare the difference in quantity.	Listen and observe the strategies the children use that show they are working out the difference in groups of objects.	Ensure that the groups are not equal in number.
	Children count a number of buttons, according to two different numbers, onto two identical plates and compare quantities.	Observe how children use their understanding of maths to decide which of the two groups has more or less in it.	Encourage and support children's ability to compare amounts.

## Intellectual Development - Mathematics

<b>MATHEMATICS - Number</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	<p>Children build towers with building blocks and talk about 'greater' (bigger)/'smaller' while comparing the number of blocks used.</p> <p>Children fill one bucket with sand and then fill an identical bucket with a different quantity of sand to make it 'heavier'/'lighter'.</p>	<p>Listen and observe whether the children use the correct mathematical vocabulary.</p> <p>Observe whether the children attempt to estimate how much sand is needed to have a heavier/lighter bucket.</p>	<p>Provide a variety of resources and opportunities for children to compare quantities.</p> <p>Encourage and praise children's attempts at estimating.</p>

<b>MATHEMATICS - Shapes and Space</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Talks about, recognises and recreates simple patterns	<p>Children talk about pattern in the environment, for example, while walking around the school yard and in public gardens/parks.</p> <p>Children play games and participate in art activities that require creating patterns.</p>	<p>Observe whether the children demonstrate a clear understanding of pattern.</p> <p>Observe whether the children understand how patterns are created.</p>	<p>Provide a range of objects and textiles with patterns for children to handle and observe.</p> <p>Highlight patterns in daily activities and routines by using a pictorial schedule.</p>

## Intellectual Development - Mathematics

### MATHEMATICS - Shapes and Space (contd)

Learning Objective	Possible Activities	Listen and Observe	Additional Guidance
Experiments with various shapes and shows some mathematical awareness	<p>Children use construction bricks to create their own simple structures and arrangements.</p> <p>Children participate in sand and water play using containers of different shapes and sizes.</p>	<p>Observe the strategies the children use to select and/or balance bricks on one another.</p> <p>Listen to the mathematical language the children use as they select and experiment with various shapes.</p>	<p>Encourage children to talk about the shapes they see and use and how they are arranged.</p> <p>Talk about how objects, such as a sponge, can change their shape by being squeezed or stretched.</p>
Sorts and matches shapes and talks about the criteria used	<p>Children attempt to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Children begin to categorise objects according to the properties of shapes.</p>	<p>Observe the children's level of ability in matching shapes and in completing puzzles.</p> <p>Listen to the mathematical language used as the children talk about the criteria to categorise objects.</p>	<p>Organise the environment to foster shape matching, for example, pictures of different shapes on containers to show where they are kept.</p> <p>Give children opportunities to recognise and match shapes in the environment, both inside and outside the classroom.</p>
Recognises and talks about shapes in simple models, pictures and pattern	<p>Children arrange shapes to make a picture/pattern and talk about it, and also about the shapes they used.</p> <p>Children make simple models using construction pieces, for example Lego, and talk about their model.</p>	<p>Observe the children's interest in the observation of shapes, for example, how some are the same or different.</p> <p>Listen to the reasons children give for using particular shapes rather than others.</p>	<p>Collect pictures that illustrate the use of shapes and patterns, including those from a variety of cultures, such as Arabic/Peruvian designs.</p> <p>Draw children's attention to the pattern of square/oblong/triangle which emerges as you fold or unfold a tablecloth or napkin.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Shapes and Space (contd)</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
Begins to talk about features of solid objects and flat shapes	<p>Children sort and talk about solid objects/flat shapes that share a particular property.</p> <p>Children feel for the shapes buried in the sand and say whether each one can roll or slide before they unearth it.</p>	<p>Observe the children's interest in and observation of shapes, such as how some are the same or different.</p> <p>Observe whether the children have a clear understanding why some shapes roll and others don't.</p>	<p>Provide a range of everyday objects of different shapes for children to compare and talk about.</p> <p>Give children various opportunities to see, touch and feel shapes.</p>
Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	<p>Children are invited to make solid and flat shapes of different sizes with play dough/plasticine.</p> <p>Children talk about the shape and size of food items when making a pizza during a cooking activity, for example, the shape of the pizza base, ham, salami, mushroom tops, cheese slices, peas and so on.</p>	<p>Listen to the children's use of mathematical language when making shapes.</p> <p>Observe the mathematical language the children use and develop while talking about the shapes they are handling during the activity.</p>	<p>Make use of rhymes/songs about solid and flat shapes and their properties.</p> <p>Invite children to change the shape/size of the shapes they have, for example, cutting a square slice of cheese/a slice of ham to make a square, an oblong, a triangle, and so on.</p>
Uses everyday words to describe position	<p>Children choose someone to be a robot and give it instructions to get to a position, inside or outside the classroom.</p> <p>Children place objects in different positions around the classroom and describe their position using positional language, for example 'on top of the table, in front of the box, near the vase'.</p>	<p>Observe the children's application and response to various positional instructions.</p> <p>Observe the number of positions the children identify correctly and the positional language used.</p>	<p>Ensure that children use the appropriate everyday words to describe position.</p> <p>Show children an appropriate picture and talk about the position of the various objects they see.</p>

## Intellectual Development - Mathematics

<b>MATHEMATICS - Problem Solving</b>			
<b>Learning Objective</b>	<b>Possible Activities</b>	<b>Listen and Observe</b>	<b>Additional Guidance</b>
<p>Uses developing mathematical ideas and methods to solve practical problems related to Number, Shape and Space</p>	<p>Children lay the table during a cooking activity and decide how many tables, chairs, plates, napkins, cream crackers, etc. are needed for the whole group.</p> <p>Children decide on the shapes and space they need to make and display a model, saying why the shapes and space they used were more appropriate than others.</p>	<p>Listen and observe the children's reasoning and the strategies they use to decide on the number of items that are needed.</p> <p>Observe the children's understanding of a practical mathematical problem involving number, shape and space, the need to solve it and how they solve it.</p>	<p>Help children to estimate and calculate and challenge their thinking through questioning and discussion.</p> <p>Encourage, guide and support as necessary, especially those children who are still not confident enough to solve a problem independently.</p>