

Learning Journey Profile

28 October 2018

Name: **Aoife**
Current Age: **49 Months**

Began: **29 January 2015**
Date of Birth: **24 October 2014**



IN RELATION TO CHRONOLOGICAL AGE AOIFE'S

Confidence at Happy Learning is **Very Good - Beyond**
Attention span is **Good - At Age**
Concentration at a self-chosen task is **Very Good - Beyond**
Self-motivation to learn is **Very Good - Beyond**
Understanding is **Very Good - Beyond**
Listening skills are **Good - At Age**
Spoken language **Very Good - Beyond**
Ability to use Makaton for personal needs is **Good - At Age**

CURRENTLY AOIFE HAS:

Achieved pre-reading exercises ☒
Shown an interest in reading ☒
A 'Reading Together' book ☒
Enjoyed using a formal reading scheme book ☐
Liked 'mark making' ☒
Achieved all pre-writing exercises ☒
Actively formed letters with support and guidance ☒

WHILE HERE AOIFE PARTICULARLY ENJOYS OR IS INTERESTED IN:

- Phonics; she is really enjoying the Get Ahead Phonics group - asking daily if we have it - then hourly on the correct day!
- Writing; she is wanting to write and will do this frequently.
- Role play; she is interested in exploring the role play area and taking on a variety of roles in the game.
- Garden; she enjoys climbing, riding the tricycles and pouring water down the guttering.

ALL YOUNG CHILDREN NEED TO BE 'ACTIVE LEARNERS' AND AOIFE ALSO
PREFERS TO LEARN: * **By doing and feeling (Kinaesthetic Learner)**

AND LIKES TO INCLUDE LEARNING BEHAVIOUR WHICH IS:

- **Transporting (moving things)**
- **Containing (put in)**

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MOVING FORWARD

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

Transition to St Peter's Primary School - Please keep us informed regarding planned visits. Allow Aoife to talk about St Peter's on her terms and answer questions honestly. Share these with us so we are able to integrate them into normal discussions and activities. Due to the change, expect her to check out what is expected of her as she works out different expectations of the increased circulation of adults in her life.

End of Term tea parties - we know there are lots planned for birthdays and Christmas in your household! - Check for allergies and food preferences beforehand. Set expectations and role-play with teddies and dolls. Reassure by providing information about what will happen and about home time.

'The Tiger Who Came To Tea' - Judith Kerr ISBN-10: 0007215991. This book has enduring charm and young children will delight in the preposterous notion of a tiger creating mayhem in the house. This classic book is a wonderful read for all the family, the drawings are fabulous, the storyline builds to a wonderful climax and the little twist at the end is just delicious.

OUR NEWS

NURSERY TOPICS

How to get involved and support your child help build their brains! (90 - 95% of your child's brain is fully grown by their 4th birthday). Purple Group will look at seasons as this is always very topical for them and easy to relate too for the younger children. Red, Yellow and Blue Groups have topics that cover your children's interests. Please, can you let us know what their interests are currently at home via your spark@HOME software? Their interests are constantly changing and are beneficial to them and us if you can keep us fully updated.

The Purple Group are focusing on Autumn, do you have anything you could bring into the nursery for us to explore? Could you go for an Autumn walk to look at what you can see and maybe collect?

Over two's are focusing on 'the weather'. Maybe this is something you could talk about at home too. We shall be making some charts to see how the weather changes and linking it to what we need to wear to keep warm, to keep dry ...

YOUR NEWS

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Feel free to communicate EVERYTHING to the team via your spark@HOME software with anything else that may have happened at home. We can then encourage discussions so children can recall their experiences. We can also build upon those experiences and extend learning around those subjects. This makes everything really relevant for your child

WHY IS IT IMPORTANT THAT YOU ARE INVOLVED IN YOUR CHILD'S LEARNING?

Research demonstrates; if parents/carers are more involved in their child's education, their performance and motivation improves, staff's expectations are higher and parental confidence, knowledge and aspirations increase.

DATES FOR YOUR DIARY

22nd December - Father Christmas is coming to tea
23rd December - Close for the Christmas Holiday
3rd January - Reopen
23rd January - Messy Play Parents Day
11th February - Parent Consultations

STAFF EVENTS

January - First Aid Two Year Refresher Course
February - Whole Team - Safeguarding
- Learning Spaces Course - 3 staff
March - First Aid for New Staff

YOUR THOUGHTS

Summer Trip - please give us your ideas for this coming year!

NEEDS NOW : NEXT STEPS FOR DEVELOPMENT, KNOWLEDGE AND SKILLS PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Complete a sixty-piece puzzle; build up gradually from a forty eight piece until Aoife is ready to do sixty pieces. This is about extending her concentration and perseverance rather than completing puzzles with more pieces.

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PHYSICAL DEVELOPMENT

Hop to a hoop five metres away and pick up the ball and hop back again with the ball; create an obstacle course for Aoife to complete including hoop to hop to and collect a ball then hop back. Make it into a game so it is more fun encourage friends and family to join in.

Sews on Binka; Aoife could make a lavender bag, book mark or table mat for mummy or grandparents. Binka is a loosely woven fabric. Use a large blunt needle and encourage Aoife to sew up and down. Once she has mastered this, move on to creating simple patterns and shapes.

Joins in discussions about the importance of exercise; use stories or current, topical health packs to prompt and promote discussions about the importance of exercise. Make a montage of different types of exercise.

COMMUNICATION AND LANGUAGE

Relay information clearly and confidently to a small group; give short messages. Make these simple. Provide a prop to help Aoife remember what the message was about. The person receiving the message can also ask questions about the prop to help her remember and send her back with a simple reply if appropriate.

Understands instructions that contain words that describe a sequence, such as, "first", "after" and "last"; making a necklace will provide this opportunity. For example, ask Aoife to, "thread the red bead on after the blue one and the green one last" etc.

Literacy

Points out rhyming words in a story; whilst reading a rhyming story encourage Aoife to point out the words which rhyme. Adult to support as necessary.

Writes first name without a model; this is a natural stage of development. Encourage Aoife to write her name on her pictures or on greetings cards.

Reads flashcards or familiar words in the immediate environment; encourage Aoife to look at familiar words on flashcards (could be family member's names). Encourage her to sound out the initial letter or use a picture (such as, on labels) to gain a clue to what the word says. Use lowercase letters unless it is someone's name.

Understanding the World

Sequences sound cylinders; provide opportunities for Aoife to place the cylinders (or tubs of dry ingredients from the pantry) in order of 'loudest' to 'quietest' and vice versa. Great fun!

Knows her own birthday; encourage Aoife to firstly learn the month of her birthday and then the actual date. When parents use the door maybe this would be an ideal time to highlight the month and date and Aoife can do it herself over the intercom to be let in the mornings too. This aids the development of a positive self-image, recognising her own uniqueness and communication skills; improves memory

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and gives a sense of 'time'.

Uses calculator to show numbers; provide a calculator for Aoife to explore. Ask her to show numbers that are relevant to her, for instance, her age, Eoinn's age, house number or how many birds she can see.

Mathematics

Recognises door number; provide opportunities for Aoife to identify numbers throughout the daily routine, talking about the number of her house and pointing it out.

Recognises 'sphere'; observe the environment for shapes, such as, a football or the top of a gate post. Use the term 'sphere' to describe these shapes.

Recognises numerals from seven to ten; concentrate on helping Aoife to identify these specific numbers by giving her a limited choice and providing the language to prompt her to choose the right number. Incorporate into everyday experiences, such as looking, at numbers on doors.

Expressive Arts and Design

Mixes colours purposefully; include Aoife in painting-type activities to choose colours and to mix them together; experimenting to make new colours. Encourage Aoife to anticipate what colour she might expect before mixing paint, food colouring or chalk.

Responds to 'mood music' with instruments; listen to a variety of different music with Aoife. Discuss whether it sounds happy, sad or exciting and how it makes her feel. Drama and instruments extend ways to respond to the music.

Use percussion instruments showing an awareness of pulse; demonstrate a pulse using a percussion instrument then encourage Aoife to copy.

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PROGRESS TO DATE IN THE PRIME AREAS OF LEARNING

IT IS NORMAL FOR CHILDREN TO DEVELOP AT DIFFERENT RATES IN DIFFERENT AREAS -
CURRENTLY AOIFE IS ACHIEVING AS FOLLOWS :-

PERSONAL AND SOCIAL DEVELOPMENT

MAKING RELATIONSHIPS

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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SELF-CONFIDENCE AND SELF-AWARENESS

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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MANAGING FEELINGS AND BEHAVIOUR

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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PHYSICAL DEVELOPMENT

MOVING AND HANDLING

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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HEALTH AND SELF-CARE

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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COMMUNICATION AND LANGUAGE

LISTENING AND ATTENTION

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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UNDERSTANDING

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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SPEAKING

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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PROGRESS TO DATE IN THE SPECIFIC AREAS OF LEARNING

IT IS NORMAL FOR CHILDREN TO DEVELOP AT DIFFERENT RATES IN DIFFERENT AREAS -
CURRENTLY AOIFE IS ACHIEVING AS FOLLOWS :-

LITERACY

READING

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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WRITING

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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MATHEMATICS

NUMBERS

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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SHAPE, SPACE AND MEASURE

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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UNDERSTANDING THE WORLD

PEOPLE AND COMMUNITIES

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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THE WORLD

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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TECHNOLOGY

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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CREATIVE ARTS AND DESIGN

EXPLORING AND USING MEDIA AND MATERIALS

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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BEING IMAGINATIVE

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
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ACHIEVEMENTS SINCE LAST REVIEW

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Concentration span allows the completion of a forty-eight piece jigsaw. Follows the rules of a game without adult lead. Responds to wonder, joy and sorrow. Initiative is used. Uses a range of ideas to solve her own practical problems finding the best solution. Shows respect. Shows an awareness of the need to keep the environment orderly. Have a sense of personal identity

PHYSICAL DEVELOPMENT

Bounces a ball. Scissors appropriately used. Has awareness of space. Hold and balance a ball on top of a short tennis bat then walk carefully and place the ball in a basket. General good body control. Cuts out accurately. Can balance walking along a line. Good body co-ordination. Stencils competently. Pegs pictures up or washing on a line. Happily eats a variety of healthy foods. Cuts plasticene. Cuts flower stems. Attempts anticlockwise movements. Uses screwdriver. Moves along a beam in a variety of ways. Uses the same hand consistently. Cuts sellotape. Cuts wool. Talks about germs whilst hand washing. Cuts fabric. Uses stapler. Uses Roll 'n' Write or sandpaper letters to assist in forming letters correctly. Risk takes safely. Traces over letter models. Plaits. Acknowledges the alphabet frieze. Returns scissors safely to container. Hits a ball with a bat. Notices changes in body temperature after exercise. Jumps off of apparatus landing well. Copies letters from model. Feels a change in the chest after exercise. Can find a space to stand in during music and movement. Walk with a ball balanced on bat/racket

COMMUNICATION AND LANGUAGE

Talks about matters of immediate interest. Listens to others and usually responds appropriately. Beginning to understand jokes. Gives detailed account of events clearly to others. Follows a short story without pictures or visual resources

Literacy

Responds to story using puppets. Enjoys rhyming poems. Draws accurately from left to right between wavy tramlines of different distances apart. Kim's Game - A memory game with 10 objects and take one away. Associates initial sounds with words. Develop the pre-writing skill working from left to right. Notice small differences in letters/numbers. Matches letters/numbers. 'Not the same' - simple and hard. Recognises first name within a group of similar words. Responds to a story - making own book. Develop the pre-writing skill of drawing lines from top to bottom. Pre-writing skill left to right. Pre-writing skill to draw vertical lines from the top to bottom. Pre-writing Skill - forming circles starting at '1 o'clock'. Enjoys tracing activities, including shapes, letters, name. Copy words they see in the environment. Recognises sounds in first name. Can find the odd letter out from 3 and 5 letters that are the same. Letters to words. Writes first name with a model. Knows sounds in first name. Notices small differences in words. Knows other sounds of letters other than in her own name. Search for information on computer with adult. Describes favourite story. Beginning to be aware of rhyming words

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Understanding the World

Uses equipment to build. Talks about the environment. Investigates core of seeds, bulbs, plants and flowers. Uses the audio player to listen to. Listen to music player/recording equipment as one of a group. Uses calculator to show numbers. Understand and relate to the present. Enjoys hunting for bugs and insects. Makes bird feeders. Understands the use of a post-box. Understands the use of a bus stop. Uses remote controlled toys. Comments on why things happen. Skilfully uses technology toys

Mathematics

Realises that even if a group of objects is separated the total will not change. Solves practical problems related to size. Uses language to describe "above" and "below" appropriately. Uses "behind" and "beside" appropriately. Appreciates amounts stay the same even if items move. Starts to use the words "round" and "tall". Knows which numeral comes next in a sequence. Tessellate. Recognises numerals from one to six. Beginning to separate groups by counting. Counts objects accurately one to six. Counts objects accurately from seven to ten. Counts objects to ten. Counts objects accurately from seven to ten (on computer/paper). Uses language to describe 'size'. Select two groups of objects to make a given total of objects. Talks about the 'numerals' they have recorded

Expressive Arts and Design

Chooses correctly shaped pieces using a picture clue to make a construction model. Makes own props for pretend play. Expresses ideas and thoughts by using a variety of methods. Claps to syllables. Follows a rhythm. Makes a rhythm to simple single words. Has some rhythm when moving. Enjoys drama activities. Acts out a story. Musically alert. Explore space (2D). Explores shape two-dimensionally. Explore colour (2D) using paint, felt pens, crayons etc. Makes 2D creations. Uses a wide variety of materials. Explores texture (2D). Is imaginative. Enjoys instruments. Plays on drum, triangle, xylophone Explores shape in 3D, e.g. join items together. Create/use an object and make resources for music to produce specific sounds. Explores space 3D. Explores texture 3D; collage, recycled materials, modelling mediums . Explores colour 3D in painting and mark making on items. Sings a variety of songs and plays percussion instruments with confidence. Use percussion instruments to accompany a variety of pieces

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Designation:

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Date: **11/12/2018**

