eccea

A Caring Institution

Early Childhood Care and
Education Authority

Developmental Learner Profile (Transit)

Name of child	
Date of Birth	
Name of Pre-primary school	
Address of Pre-primary school	

Introduction

This document is designed to provide a summary of the child's progress and development across Pre-Primary Year 1 and 2. It offers a generic and holistic overview based initially on systematic theme based assessment followed by a review across all areas of learning.

Transition from pre-primary to primary school

Transition from pre-primary to primary level is an important step in the lives of children. The latter acquire a number of abilities, skills and competencies during pre-primary years. Raising awareness at school entry can alert new teachers about the child's attitudes and dispositions to learning and support the child's transition. However, it is important that the new school allows a settling-in period before teachers can make their own judgements. Some identified strengths have been recorded as well as areas of weaknesses which require further development through individual and group planning. Early observations over the transition period are critical as a previously confident child may experience doubts and difficulties in the new environment. Scaffolding children on entry is an essential part of 'transitioning in' so as to ensure children remain confident and eager to learn.

Note:

a) At the end of pre-primary schooling, this document will be handed to parents who will submit it to the Grade I teacher for a better understanding of the learner.
b) After having taken cognizance of the document the teacher will return the document to the parent by end of Grade I.

Reference: Early Years Outcomes, 2013 Department for education
www.gov.uk/government/publications
Some aspects of this document have been mapped or matched to the current English Early Years Foundation Stage however it is predominantly linked to the Mauritius Pre-Primary Curriculum Framework Pre-primary (3 -5) years.

Areas of learning and development	Progress		
1. Personal, Social and Emotional Development			
	Emerging (Attempting)	**Expected** (Can do)	**Excelling** (Can do well/repeatedly)
1.1 Participates in indoor and outdoor activities			
1.2 Follows instructions			
1.3 Shows self-confidence within a group			
1.4 Plays cooperatively			
1.5 Takes initiative to try new things			
1.6 Shows self confidence when communicating with peers			
1.7 Shows self confidence when communicating with teacher(s) and adults			
1.8 Socializes with peer(s)			
1.9 Socializes with teachers(s)			
1.10 Socializes with other adults			
1.11 Shows empathy towards others			
1.12 Expresses feelings and emotions			
1.13 Shows care and respect for oneself, others and the environment			
General comment/Examples			

2. Physical Development			
	Emerging (Attempting)	**Expected** (Can do)	**Excelling** (can do well/repeatedly)
2.1 Fine Motor Skills			
➢ Threads beads			
➢ Fastens buttons			
➢ Holds crayons between first two fingers and thumb			
➢ Screws and unscrews bottle caps			
2.2 Gross Motor Skills			
➢ Walks on a straight line			
➢ Skips on the spot			
➢ Climbs stairs			
➢ Throws a ball			
➢ Catches a ball			
2.3 Displays spatial awareness			
➢ Up/Down			
➢ Left/Right			
➢ Backward/Forward			
➢ Inside/Outside			
2.4 Independent Behaviour			
➢ Negotiates stairs and uneven surfaces			
➢ Uses resources safely			
➢ Handles equipment both indoor and outdoor			
➢ Feeds oneself independently			
➢ Dresses and undresses properly and independently			
Comment/Examples			

3. Communication, language and literacy	Emerging (Attempting)	Expected (Can do)	Excelling (can do well/repeatedly)
3.1 Tells own names, gender and age			
3.2 Names his/her school, locality and country			
3.4 Writes own names			
3.5 Expresses himself/herself in short structured sentences			
3.6 Asks simple questions			
3.7 Answers questions when asked			
3.8 Describes simple events			
3.9 Relates experiences in structured sentences			
Comment/examples *For 3.2, teachers are requested to add a note when the child does not know one of answers*			

4. Cognitive Development			
	Emerging (Attempting)	**Expected** (Can do)	**Excelling** (can do well/repeatedly)
4.1 Understands basic mathematical concepts: ➢ Counts 1 – 5 ➢ Reproduces numerals 0 – 5			
4.2 Recognises basic shapes 			
4.3 Draws basic shapes			
4.4 Identifies and names basic colours – red, blue, yellow, green			
4.5 Draws and colours within lines			
4.6 Recognises letters of the alphabet			
4.7 Writes/copies alphabets			
4.8 Writes/copies own name and some familiar words			
4.9 Understands the concept of time ➢ Day/Night ➢ Morning/Afternoon ➢ Today/Yesterday/Tomorrow ➢ Before/Now/After			
4.12 Uses simple structured sentences in conversations			
4.13 Relates simple stories, recite poems and nursery rhymes			
4.14 Compare objects by size ➢ Big/Small ➢ Long/Short			
4.15 Classify objects by length, size			
Comment/examples			

	Name	Signature
Completed by:		
Shared with:		
Parent (s):		
Other: (member of staff/other professional		
Other:		

Date :

Noteworthy key points: