

# All About Me

## Swanwick Pre-School

Name:.....

Date of Birth:.....

Other Settings I attend:.....

I give permission for my child's development records to be shared with the above setting(s) and their future settings

Parent/carer (signature):..... Date:.....

# All About Me

Child's Name .....

.....

The form consists of ten hexagons arranged in a honeycomb pattern. The central hexagon is highlighted with a thicker border. The text inside each hexagon is as follows:

- Top-left: People who are special to me
- Top-right: Things I am interested in and things I like to play with
- Middle-left: Things I like to do at home
- Middle-right: Things I might be anxious about and things I don't like
- Bottom-left: People who have looked after me
- Bottom-right: If I am sad, upset or cross you can help me by
- Bottom-center: Things I am looking forward to
- Bottom-right: Other things you might need to know about me

| Communication and Language   | Personal, Social and Emotional Development  | Physical Development   |
|--|---|--|
| <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>I listen to stories when you make different noises or use different voices as you read to me</li> <li>I can recognise sounds by finding or going to the thing or place</li> <li>I join in with singing songs and rhymes</li> <li>I stop what I am doing, look at you and listen to you when you say my name</li> <li>When you ask questions like “Who’s jumping” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing words”</li> <li>I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”</li> <li>I can show you that I understand “who”, “what” and “where” when you use short questions such as “who’s that?”, “what’s that” or “where is” as we look at pictures in a book or play with toys</li> <li>I can point to the right picture or object to show that I understand describing words such as “big” or “small”</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>I can use simple sentences with 3-4 words to talk about what I am doing or what is happening</li> <li>When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done</li> <li>I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys</li> <li>I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person.</li> </ul> | <p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>I watch what other children are doing before I join in with them</li> <li>I will go to grown ups I know when I want a cuddle, when I am upset and/or when I am excited</li> <li>I am beginning to make friends</li> <li>I am developing an understanding of and interest in differences of gender, ethnicity and ability</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I know my own name</li> <li>I can say goodbye to you when I have a grownup, I know to help me</li> <li>I can show you what I want to play with, eat and/or wear</li> <li>I can tell you when I need to use the potty/toilet</li> <li>I am beginning to be able to sit on a potty/toilet by myself</li> <li>I am beginning to be able to wash and dry my hands by myself</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I will go to a grown up when I’m feeling sad, scared or worried</li> <li>I will do or say something when someone I know looks sad, cross, scared or worried</li> <li>I know that if I take my friend’s toy or shout at them they might get upset or cross</li> <li>I will give my friend a hug if they are upset</li> <li>I can sometimes stop myself doing something I know I shouldn’t do</li> <li>Sometimes I choose to play with toys I like to stop me from feeling upset</li> <li>I can follow simple routines to help me do things by myself</li> <li>If you tell me what to do, rather than ‘no’ I am able to do it</li> </ul> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>I can run without bumping into things or tripping up</li> <li>I can squat down on my knees to play and can get up without using my hands</li> <li>I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair</li> <li>I can kick a large ball</li> <li>When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to the next step</li> <li>I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help</li> <li>I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/ shirt by myself</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>I can turn pages in a book</li> <li>I can hold a small jug and pour my own drink</li> <li>I can hold a chunky crayon, pencil, pen or paint brush and make lines that go across, up and down, round and round</li> <li>I am beginning to choose to hold objects in one hand more than the other</li> <li>I can hold a spoon to pick up my food and put it into my mouth to feed myself</li> <li>I can drink from a cup with no lid and not spill my drink as I put my cup to my mouth</li> </ul> |

| <b>I/We have noticed that my/our child is currently: -</b> |   |                             |
|--|---|-----------------------------|
| <b>Communication and Language</b>                          | <b>Personal, Social and Emotional Development</b> | <b>Physical Development</b> |
|  |   |                             |