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| Child’s Name: | |
| Date of Birth: | |
| Name of Setting: | |
| Date of completion of Transition Document: | |
| Completed by: | |
| Parent’s Signature: | |
| Attendance pattern: | |
| Other professionals worked with: | |
| Accessed a funded 2YO place Y/N | Accessed EYPP funding Y/N |
| Additional interventions / support provided: | |
| How to support me in my new setting to ensure a smooth transition - needs and interests: | |
| Further information/key person’s comments: who lives with the child, any siblings, language spoken at home, medical needs, allergies, child attends other settings/childminder etc. | |

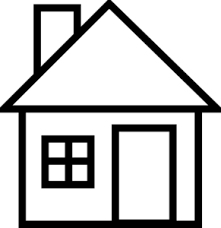
*The information in this document is produced from conversations with parents/carers, evidence from the child’s learning journey and also observations from practitioners within the setting. I give permission for this information to be passed to my child's next setting.*

Early Years Foundation Stage

Pre-school Transition Document



**Lancashire Early Years Quality Improvement Team**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&ved=0ahUKEwikpZ2Bq7_TAhUDXRQKHfzSDsgQjRwIBw&url=https://clipartfest.com/categories/view/1b89f455cbb5e3b1488b30b99d2cc0c59b7828ec/pictures-of-a-house-clip-art.html&psig=AFQjCNEY_AzE2zaOLNvknzQwNiMlZ83JgQ&ust=1493200364503588&cad=rjt)

**Summative assessment judgements – Birth to Five Matters**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicate the age phase that best fits the child`s stage of development. | | 0 – 6 mths | 6-12 mths | 12-18  mths | 18-24  mths | 24-36 mths | 36-48  mths | 48-60 mths |
| **Personal, Social**  **and Emotional Development** | **Making relationships** |  |  |  |  |  |  |  |
| **Sense of self** |  |  |  |  |  |  |  |
| **Understanding Feelings** |  |  |  |  |  |  |  |
| Physical Development | Moving and handling |  |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |  |
| **Communication and Language** | Listening and attention |  |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |
| **Literacy** | Reading |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |
| Mathematics | Number |  |  |  |  |  |  |  |
| Numerical patterns |  |  |  |  |  |  |  |
| **Understanding the World** | People and communities |  |  |  |  |  |  |  |
| The World |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |
| **Expressive Arts and Design** | Creating with Materials |  |  |  |  |  |  |  |
| Being imaginative and Expressive |  |  |  |  |  |  |  |
| Comment on how the child learns - the Characteristics of Effective Learning, schemas etc: | | | | | | | | |