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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**



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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicate the age phase that best fits the child`s stage of development. | 0 – 6 mths | 6-12mths | 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: |