EYFS Observation Tracking Sheet:
Prime Areas

	Personal Social and Emotional Development			Communication and Language			Physical Development	
	Making Relationships	Self-confidence & Self Awareness	Managing Feelings & Behaviour	Listening & Attention	Understanding	Speaking	Moving and Handling	Health & Self Care
1	He/She initiates conversations, attends to and takes account of what others say.	He/She is confident to speak to others about his/her own needs, wants, interests and opinions.	He/She is aware of the boundaries set, and of behavioural expectations in the setting.	He/She maintains attention, concentrates and sits quietly during appropriate activity.		He/She extends his/her vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	He/She experiments with different ways of moving. He/She uses simple tools to effect changes to materials. He/She shows a preference for a dominant hand.	He/She is usually dry and clean during the day.
2		He/She can describe himself in positive terms and talk about his/her abilities.			He/She responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	He/She uses language to imagine and recreate roles and experiences in play situations.	He/She jumps off an object and lands appropriately He/She negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. He/She begins to use anticlockwise movement and retrace vertical lines.	He/She shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
3	He/She explains his/her own knowledge and understanding, and asks appropriate questions of others.			He/She has two-channelled attention – he can listen and do for short span	He/She is able to follow a story without pictures or props. He/She listens and responds to ideas expressed by others in conversation or discussion.	He/She links statements and sticks to a main theme or intention.	He/She travels with confidence and skill around, under, over and through balancing and climbing equipment. He/She shows increasing control over an object in pushing, patting, throwing, catching or kicking it. He/She handles tools, objects, construction and malleable materials safely and with increasing control. He/she begins to form recognisable letters	eats a healthy range of foodstuffs and understands need for variety in food. He/She shows understanding of the need for safety when tackling new challenges, and considers and manages some risks .
4			He/She understands that his/her own actions affect other people, for example, he/she becomes upset or tries to comfort another child when they realise they have upset them.			He/She uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	He/She shows understanding of how to transport and store equipment safely.
5	He/She takes steps to resolve conflicts with other children, e.g. finding a compromise.		He/She is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken his/her toy.			He/She introduces a storyline or narrative into his/her play.		He/She practices some appropriate safety measures without direct supervision.
6	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.	Reflection on areas learnt.

EYFS Observation Tracking Sheet:
Specific Areas

	Literacy		Mathematics		Understanding the World			Expressive Arts & Design	
	Reading	Writing	Number	Shape space & Measure	People & Communities	The World	Technology	Exploring & Using Media & Materials	Being Imaginative
1	He/She continues a rhyming string. He/She hears and says the initial sound in words.	He/She gives meaning to marks he makes as he draws, writes and paints. He/She begins to break the flow of speech into words. He/She continues a rhyming string.	He/She recognise some numerals of personal significance. He/She recognises numerals 1 to 5. He/She counts up to three or four objects by saying one number name for each item. He/She counts actions or objects which cannot be moved. He/She counts objects to 10, and is beginning to count beyond 10.		He/She enjoys joining in with family customs and routines.			He/She begins to build a repertoire of songs and dances. He/She explores the different sounds of instruments	He/She creates simple representations of events, people and objects.
2	He/She hears and says the initial sound in words. He/She can segment the sounds in simple words and blend them together and he/she knows which letters represent some of them. He/She links sounds to letters, naming and sounding the letters of the alphabet.	He/She hears and says the initial sound in words.	He/She selects the correct numeral to represent 1 to 5, then 1 to 10 objects. He/She counts an irregular arrangement of up to ten objects. He/She estimates how many objects he can see and checks by counting them. He/She uses the language of 'more' and 'fewer' to compare two sets of objects.	He/She is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. He/She selects a particular named shape. He/She can describe his/her relative position such as 'behind' or 'next to'.			He/She completes a simple program on a computer.	He/She explores what happens when they mix colours. He/She experiments to create different textures.	He/She initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. He/She chooses particular colours to use for a purpose.
3	He/She begins to read words and simple sentences. He/She enjoys an increasing range of books.	He/She can segment the sounds in simple words and blend them together He/She links sounds to letters, naming and sounding the letters of the alphabet.		He/She orders two or three items by length or height. He/She orders two items by weight or capacity		He/She looks closely at similarities, differences, patterns and change.		He/She understands that different media can be combined to create new effects. He/She manipulates materials to achieve a planned effect. He/She constructs with a purpose in mind, using a variety of resources.	He/She introduces a storyline or narrative into his/her play. He/She plays alongside other children who are engaged in the same theme.
4	He/She begins to read words and simple sentences. He/She uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.	He/She uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. He/She writes his/her own name and other things such as labels, captions.	He/She finds the total number of items in two groups by counting all of them. He/She can say the number that is one more than a given number. He/She finds one more or one less from a group of up to five objects, then ten objects. He/She is involved in practical activities and discussion, he/she is beginning to use the vocabulary involved in adding and subtracting.	He/She is beginning to use everyday language related to money.			He/She uses ICT hardware to interact with age-appropriate computer software.	He/She uses simple tools and techniques competently and appropriately. He/She selects appropriate resources and adapts his/her/her work where necessary.	He/She plays cooperatively as part of a group to develop and act out a narrative.
5	He/She begins to read words and simple sentences. He/She enjoys an increasing range of books. He/She knows that information can be retrieved from books and computers.	He/She attempts to write short sentences in meaningful contexts.	He/She records, using marks that he/she can interpret and explain. He/She begins to identify his/her own mathematical problems based on his/her own interests and fascinations.	He/She uses everyday language related to time. He/She orders and sequences familiar events. He/She measures short periods of time in simple ways.	**All the above.**	**All the above.**	**All the above.**	He/She selects tools and techniques needed to shape, assemble and join materials they are using.	
6	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**	**Reflection on areas learnt.**