



















# The Derbyshire Early Years SEN Service - Celebratory Checkpoints. Pathway 4-5

When considering the aspects of development being observed, we should always have in mind the foundational learning themes that accompany and underpin the play and interaction we see.

<p><b>Executive function</b> includes the child's ability to, hold information in mind, focus their attention, think flexibly, inhibit impulsive behaviour. These abilities contribute to the child's growing ability to <b>self-regulate</b>, concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. <b>Language development</b> is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.</p>		
The 7 C's of resilience.	Physical Development Small Step Celebratory Checkpoints <i>(including Early Learning Goals)</i>	Characteristics of Effective Learning
<p><b>Competence</b> I can achieve and make progress.</p> <p><b>Confidence</b> I have a go and keep on trying.</p> <p><b>Connection</b> I feel safe and secure in my relationships; I know who will support me and who I can ask for help.</p> <p><b>Character</b> I have a unique personality, interests, and strengths.</p> <p><b>Contribution</b> I make a difference to</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li> Does the child continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills?</li> <li> Does the child start taking part in some group activities which they make up for themselves, or in teams?</li> <li> Does the child increasingly use and remember sequences and patterns of movements which are related to music and rhythm?</li> <li> Does the child choose the right resources to carry out their own plan? For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li> Does the child climb stairs, steps and moves across climbing equipment using alternate feet? Maintain balance using hands and body to stabilise?</li> <li> Does the child run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles?</li> <li> Does the child balance on one foot or in a squat momentarily, shifting body weight to improve stability?</li> <li> Does the child develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming?</li> <li> Does the child use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?</li> <li> Does the child further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming?</li> <li> Does the child jump off an object and land appropriately using hands, arms, and body to stabilise and balance?</li> </ul>	<p><b>Playing and exploring</b> – I realise that my actions have an effect on the world, so I repeat them.</p> <p>I reach for and accept objects, making choices and exploring different resources and materials.</p> <p>I plan and think ahead about how to explore or play with objects.</p> <p>I guide my own thinking and actions by talking to myself while playing.</p> <p>I make independent choices and do things independently that I have been previously taught.</p> <p>I can collaborate and learn alongside my peers.</p> <p>I bring my own interests and fascinations into setting. This helps me develop my learning.</p> <p>I respond to new experiences that you bring to my attention.</p> <p><b>Active learning</b> – I participate in routines and can predict sequences of familiar routines.</p>

<p>my family, to my setting and to the things I do and play with, all of which makes me feel important and valued.</p> <p><b>Coping</b> When things are difficult, I can use my own ways of helping myself, as well as looking to others for support (I can also let you know what works and what doesn't).</p> <p><b>Control</b> I have a range of ways that help me feel in control and feel things are predictable.</p>	 Does the child travel with confidence and skill around, under, over and through balancing and climbing equipment?	I demonstrate goal-directed behaviour to get to something I want.			
	<p><b>ELGs</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	I can correct my mistakes, for example, instead of using increasing force to push a puzzle piece into the slot, I see if a different piece will fit.			
	<p><b>Fine Motor Skills</b></p>  Does the child develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball?	I repeat activities and make connections.			
	 Does the child develop the foundations of a handwriting style which is fast, accurate and efficient?	I keep on trying when things are difficult.			
	 Does the child develop their small motor skills so that they can use a range of tools competently, safely, and confidently? Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons – sometimes with support.	I learn through trial and error.			
	 Does the child show a preference for a dominant hand?	I watch my peers and adults (modelling).			
	 Does the child begin to form recognisable letters independently?	<b>Creating and thinking critically</b>			
	 Does the child use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed?	I take part in simple pretend play.			
	<p><b>ELGs</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes, and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	I can sort materials, putting different toys in together when tidying			
I can review my progress as I try to achieve a goal, check how well I am doing to solve real problems					
I use pretend play to think beyond the 'here and now' and to understand another perspective.					
As I know more, I feel confident at coming up with my own ideas and make more links between those ideas.					
I concentrate on achieving something that's important to me and am able to control my attention and ignore distractions					
<b>Leuven signs of engagement (2008)</b>					
<b>1 Extremely Low</b>	<b>2 Low</b>	<b>3 Moderate</b>	<b>4 High</b>	<b>5 Extremely High</b>	
I have limited activity or concentration, I daydream and stare. I am passive and do	I show some degree of activity which is often interrupted. I have	I am busy but without real concentration. I engage in some routine actions, but my attention is often superficial. I am not absorbed in the activity; activities are short	I demonstrate clear signs of intermittent involvement; I am engaged in the activity without interruption. Most of the time there is real concentration, but	I am continually engaged in the activity and completely absorbed and focussed. I am highly motivated and am not distracted by	

not demonstrate goal directed behaviour. I do not show signs of exploration or interests.	intermittent concentration and look away during activity or fiddle. I am easily distracted	lived. I have limited motivation with no real dedication, and do not feel challenged; I do not gain deep-level experiences or use my capabilities to full extent; The activity does not address my imagination.	during brief moments attention is more superficial; there is a certain degree of motivation when challenges occur; My capabilities and imagination to a certain extent are addressed in the activity.	strong stimuli. I exhibit attention for details, shows precision and am constantly addressing all my capabilities and enjoys being engrossed in the activity.
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