

Rose<sup>3</sup>

# Observation Sheet 1

Group/Individual

Child/Group:

Age/Age Range:

Date:

## EYLF Outcomes or Key Indicators Observed

**Outcome 1:** Children have strong sense of identity.

**Outcome 2:** Children are connected with and contribute to their world.

**Outcome 3:** Children have strong sense of wellbeing

**Outcome 4:** Children are confident and involved learners

**Outcome 5:** Children are effective communicators

## Learning Environment Area

Sand

Manipulative

Art & Craft

Imaginative/Dramatic Play

Construction

Water Play

Puzzles and Games

Outdoor

Book Corner

Musical Experience

Other:

## Key Learning Area/Skills and Knowledge

**Numeracy** Number: Word, Symbol, Numeral, Shape: Geometric 2D (flat) 3D (solid), Free form Mathematical language, Pattern and sequence Measurement: Volume, Area, Length/Width, Height, Weight/Mass .

**Literacy** Vocabulary Reading Writing Listening Communicating: Verbally/Non-verbally

**Studies of Society and Environment** Community Social Groups, Family, Friends, Behaviour, Cultural Diversity and Multiculturalism, Physical and social environments, Natural Environments: Habitats, Plants, Animals, People.

**The Arts** Mode/technique Medium Method Colour Texture 2D or 3D representation Process Product Processed and/or natural materials Music Movement beat rhythm dance singing

**Science** Investigation, Problem Solving, Hypothesising Experimenting, Natural Events, "Man-made" Events, The Human Body, Growth and Development (Plants, Animals, People)

**Technology** Internet, Email Telephone, Computer Skills: hardware (mouse, keyboard) software

## Health and Physical Education

Gross motor: crawl, stand, walk, run, jump, hop, skip, roll, dance,

Fine motor: draw, write, pencil grip, pinch, roll in fingers and hands, grasp

(this is not an exhaustive list of skills, knowledge and processes. Further information can be added to reverse along with Photographic Documentation)

## General Comments: (Child and Educator)

## Suggested Linked Learning Experiences

## Parent/Guardians Comments: