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**The evolutionary portrait of my child**

Dear Parents,

I am pleased to present the evolutionary portrait of your child. A work tool that will allow me to periodically monitor your child's development on five main areas: physical and motor, cognitive, linguistic, social and emotional as well as his dressing, feeding and hygiene skills. This table will allow me to keep you informed, in writing, of your child's progress for each area of development. This evolutionary portrait will be given to you no later than December 15 and June 15 of each year.

After reading the evolutionary portrait of your child, if you have any questions about any of the areas of development, it is with pleasure that I will take a moment with you, in order to exchange on the subject. Hoping that this document will be for you a positive and reassuring reference tool of your child's evolution during these years in child care. For more details I invite you to refer to the articles: 123.0.1 to 123.0.7of the Regulations on Educational ChildCare.

Your Family Day Care Manager

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| Periodic portrait of the child |
| Child identification | Name |  |
| Name |  |
| Date of birth | JJ/MM/AAAA |
| Parental identification | Name |  |
| Name |  |
| Name |  |
| Name |  |
| Identification of the family day care manager | Name |  |
| Name |  |
| Entry dateat SGEE in MF |  |  |
| Child's living: | JJ/MM/AAAA |
|  |
| Professional support |
| Professional support | Intervention plan issued | Not |  |
| Yes |  |
| Psychoeducator | JJ/MM/AAAA |
| Occupational therapist | JJ/MM/AAAA |
| Speech therapist | JJ/MM/AAAA |
| Physiotherapist | JJ/MM/AAAA |
| Social worker | JJ/MM/AAAA |
| Psychologist | JJ/MM/AAAA |
| Other: | JJ/MM/AAAA |
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| Dessin Animé, Enfant, Bande Dessinée**The physical domain** **and engine** | Acquired | In development | 2nd assessment |
| **0 to 18 months** | I can follow an object with my eyes |  |  |  |
| I turn myself from the back to the stomach |  |  |  |
| I use my hands to grab an object or touch a part of my body |  |  |  |
| I'm able to hold an object |  |  |  |
| I'm able to hit objects together |  |  |  |
| I sit alone without help |  |  |  |
| I'm crawling |  |  |  |
| I walk on all fours |  |  |  |
| I take an object using pliers, my thumb and my index finger |  |  |  |
| I'm standing |  |  |  |
| I take my first steps without help |  |  |  |
| I eat alone with a spoon and drink alone (14 to 17 months) |  |  |  |
| **19 months to 24 months** | I stack cubes or blocks |  |  |  |
| I crouch down to play |  |  |  |
| I ride small wheeled toys |  |  |  |
| I insert objects into one another |  |  |  |
| **2 years to 3 years** | I make circular scribbles and vertical lines |  |  |  |
| I run and stop without falling |  |  |  |
| I turn the pages of a book |  |  |  |
| I go down the steps holding the handrail, one at a time |  |  |  |
| I jump both feet at the same time |  |  |  |
| **3 years to 4 years** | I dress almost alone |  |  |  |
| I kick a ball |  |  |  |
| I run flexibly and I can vary my speed |  |  |  |
| I put noodles or beads on a wire |  |  |  |
| I use a tricycle |  |  |  |
| I'm walking on a straight line |  |  |  |
| I stand in balance on one foot for a few seconds |  |  |  |
| I go up anddown the stairs alternating my feet |  |  |  |
| I jump with my feet together forward |  |  |  |
| I throw and catch a ball |  |  |  |
| I'm starting to use scissors |  |  |  |
| I hold a pencil with a good grip between the forefinger and thumb |  |  |  |
| I color with more precision |  |  |  |
| **4 years to 5 years** | I'm able to keep my balance on one foot |  |  |  |
| I go up and down the stairs alternately without standing |  |  |  |
| I use a fork and eat cleanly |  |  |  |
| I jump on 1 foot |  |  |  |
| I get dressed and undress unaided |  |  |  |
| I draw a simple man |  |  |  |
| I cut out simple shapes with scissors |  |  |  |
| I make a simple knot |  |  |  |
| I write my name |  |  |  |
| I fold a sheet into two equal parts |  |  |  |
| I distinguish the right hand from the left |  |  |  |
| I'm clean to the toilet |  |  |  |
| **Comments:** |
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| **The cognitive** field | Acquired | In development | 2nd assessment |
| **0 to 18 months** | I stare at familiar faces and react |  |  |  |
| I recognize familiar people and objects |  |  |  |
| I understand that I can attract attention |  |  |  |
| I'm beginning to understand the permanence of the object |  |  |  |
| I understand simple instructions |  |  |  |
| I'm starting to collaborate during routines |  |  |  |
| **19 months to 24 months** | I recognize myself in a mirror or in pictures |  |  |  |
| I recognize familiar places |  |  |  |
| I am interested inactivities, such as: emptying and filling |  |  |  |
| I'm starting to recognize some of my clothes |  |  |  |
| I'm looking for reactions |  |  |  |
| I focus a few minutes on a task |  |  |  |
| I insert shapes |  |  |  |
| **2 years to 3 years** | I'm starting to scribble |  |  |  |
| I know certain parts of my body |  |  |  |
| I make game choices |  |  |  |
| I'm playing pretending |  |  |  |
| I recognize my clothes |  |  |  |
| I'm breaking-heads |  |  |  |
| **3 years to 4 years** | I'm starting to draw and I aloneunderstands the meaning |  |  |  |
| I use the same game equipment in a variety of ways |  |  |  |
| I make associations like sort, classify |  |  |  |
| I put objects in the right place |  |  |  |
| I am able to play ten minutes in a game that interests me |  |  |  |
| I can make an imaginary friend |  |  |  |
| I'm starting to get interested in literacy and numeracy |  |  |  |
| **4 years to 5 years** | I know my gender and my age |  |  |  |
| I understand more than two guidelines at once |  |  |  |
| I sort objects according to their color and shape |  |  |  |
| I can count to 5 |  |  |  |
| I understand the notions of places, before, after, next door, small,large, etc. |  |  |  |
| I know my gender and my age |  |  |  |
| I ask an adult for help if needed |  |  |  |
| **Comments:** |
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| **The language** **field**  | Acquired | In development | 2nd assessment |
| **0 to 18 months** | I react to the sounds I hear |  |  |  |
| I'm having fun tweeting |  |  |  |
| I'm interested in facial expressions |  |  |  |
| I react to the call of my name |  |  |  |
| I use gestures to make myself understood, I point fingers, I reach out my arms |  |  |  |
| I'm reacting to the word NO |  |  |  |
| I say my first words |  |  |  |
| At the request of the adult, I identify a known object in an image |  |  |  |
| I point to demand, a part of my body |  |  |  |
| I understand simple requests |  |  |  |
| I imitate familiar sounds such as animal cries |  |  |  |
| I recognize 40 to 50 objects |  |  |  |
| **19 months to 24 months** | I react when I hear my first name |  |  |  |
| I'm more or less understood by people outside of my circle |  |  |  |
| I make sentences of two words, then three words |  |  |  |
| **2 years to 3 years** | I say my first name |  |  |  |
| My word production is accelerating dramatically |  |  |  |
| I understand instructions that include more than one element |  |  |  |
| I know nursery rhymes |  |  |  |
| I make complete sentences of 4 words or more |  |  |  |
| I'm starting to use pronouns and negative shapes |  |  |  |
| I'm starting to get understood by unfamiliarpeople |  |  |  |
| **3 years to 4 years** | I know nursery rhymes |  |  |  |
| I understand more and more easily complete sentences |  |  |  |
| I ask a lot of questions |  |  |  |
| I explain my ideas |  |  |  |
| I love the storybook, I can come up with ideas to predict the future |  |  |  |
| I am able to wait my turn to talk |  |  |  |
| I include requests with 3 instructions |  |  |  |
| I speak clearly to be understood by unfamiliar people |  |  |  |
| I use the masculine and the feminine |  |  |  |
| I can have a conversation |  |  |  |
| I make complete sentences of 4 words or more |  |  |  |
| **4 years to 5 years** | I can tell a story and answer questions |  |  |  |
| I understand differents s types of questions: What? What'stheproblem? What'sthe problem? |  |  |  |
| I can have a conversation |  |  |  |
| I understand more and more easily complex phrases |  |  |  |
| I can follow a story without the image support |  |  |  |
| **Comments:** |
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| **The social**  **and emotional** domain | Acquired | In development | 2nd assessment |
| **0 to 18 months** | I reach out my arms to get caught |  |  |  |
| I calm down alone or with the help of a transient object |  |  |  |
| I find sleep by myself |  |  |  |
| I separate from my parents without crying |  |  |  |
| **19 months to 24 months** | I accept the closeness with other children |  |  |  |
| I'm interested in other children |  |  |  |
| I tolerate being separated from my parents |  |  |  |
| I work with my educator with the help of my teacher |  |  |  |
| **2 years to 3 years** | I share toys |  |  |  |
| I am able to express my displeasure |  |  |  |
| I am sensitive to the pain of another child |  |  |  |
| I am able to stay calm on my mattress during the nap |  |  |  |
| I'm learning the rules of politeness |  |  |  |
| I'm learning to wait my turn, I'm working on my patience |  |  |  |
| **3 years to 4 years** | I create a bond of attachment with my educator |  |  |  |
| I like to do a service |  |  |  |
| I love the company of other children |  |  |  |
| I play alone |  |  |  |
| I play in small groups |  |  |  |
| I play in a big group |  |  |  |
| I'm able to make choices |  |  |  |
| I'm starting to get my anger under control |  |  |  |
| I clearly express my needs and find ways to meet them |  |  |  |
| I use politeness formulas |  |  |  |
| I'm waiting for my turn in different contexts |  |  |  |
| I am able to express certain emotions with words |  |  |  |
| **4 years to 5 years** | I easily separate from my parents |  |  |  |
| I am cooperating in an activity with other children |  |  |  |
| I can follow rules I didn't choose |  |  |  |
| I share my material |  |  |  |
| I take more account of the interests and needs of others |  |  |  |
| I'm waiting for my turn in different contexts |  |  |  |
| I'm finishing my activities |  |  |  |
| I use forms of politeness |  |  |  |
| I can make or accept compromises |  |  |  |
| I am interested in my successes and I show pride or disappointment |  |  |  |
| I accept mistakes |  |  |  |
| I settle my conflicts |  |  |  |
| I express emotions verbally and i accept ways to regulate myself |  |  |  |
| I'm waiting for my turn |  |  |  |
| I show good self-esteem |  |  |  |
| **Comments:** |
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| Enfant, Heureux, Garçon, Cheveux, Souriant, Sourire**Skill development****dressing, feeding and hygiene** | Acquired | In development | 2nd assessment |
| **0 to 18 months** | I drink alone at the bottle |  |  |  |
| I eat small pieces of food with my fingers |  |  |  |
| **19 months to 24 months** | I eat alone |  |  |  |
| I drink by the beaked glass |  |  |  |
| I collaborate in dressing and undressing |  |  |  |
| **2 years to 3 years** | I participate in dressing and undressing |  |  |  |
| I drink cleanly by the glass |  |  |  |
| I'm learning the routine of handwashing |  |  |  |
| I eat alone with ease and keeping my space clean |  |  |  |
| I ask to use the toilet |  |  |  |
| **3 years to 4 years** | I wash my hands |  |  |  |
| I dress and undress alone, except for the ties |  |  |  |
| I eat cleanly and independently |  |  |  |
| I am able to go to the toiletalone, I ask for help if needed |  |  |  |
| **4 years to 5 years** | I dress alone and unaided |  |  |  |
| I am self-reliant during my hygiene routines |  |  |  |
| **Comments:** |
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| **With adults,****I'm...** |  | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th |
| Loving |  |  |  |  |  |  |  |  |  |  |
| Respectful |  |  |  |  |  |  |  |  |  |  |
| Depending on |  |  |  |  |  |  |  |  |  |  |
| Helpful |  |  |  |  |  |  |  |  |  |  |
| Defying |  |  |  |  |  |  |  |  |  |  |
| Teasing |  |  |  |  |  |  |  |  |  |  |
| Patient |  |  |  |  |  |  |  |  |  |  |
| Possessive |  |  |  |  |  |  |  |  |  |  |

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| **With the other children,**  **Iam...** |  | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th | June 20th | Dec. 20th |
| Friendly |  |  |  |  |  |  |  |  |  |  |
| Patient |  |  |  |  |  |  |  |  |  |  |
| Cooperative |  |  |  |  |  |  |  |  |  |  |
| Respectful |  |  |  |  |  |  |  |  |  |  |
| Shy |  |  |  |  |  |  |  |  |  |  |
| Teasing |  |  |  |  |  |  |  |  |  |  |
| Aggressive |  |  |  |  |  |  |  |  |  |  |
| Leader |  |  |  |  |  |  |  |  |  |  |

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| Handing over the evolutionary portrait of the child |
| Parent's signature | Date JJ/MM/AAAA |
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| C:\Users\bossc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\WBVF34RH\FSSS_noir_officiel300.jpg |  | **Childcare managers****in a family setting** |
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