|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**The evolving portrait of my child**

Dear parents,

I am pleased to present the evolving portrait of your child. A work tool that will allow me to periodically monitor your child's development on five main axes: physical and motor, cognitive, language, 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 evolving portrait will be given to you no later than December 15 and June 15 of each year.

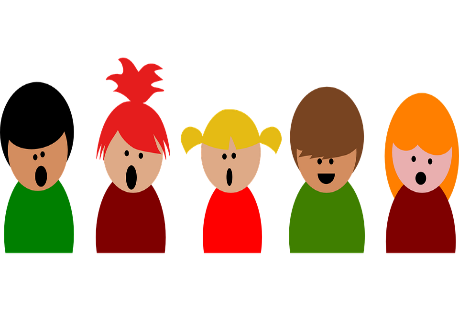
After reading the evolving portrait of your child, if you have any questions about one or the other of the areas of development, it is with pleasure that I will take a moment with you, in order to exchange on the subject. We hope that this document will be for you a positive and reassuring reference tool for the evolution of your child during these years in daycare. For more details, I invite you to refer to sections: 123.0.1 to 123.0.7 of the Regulation respecting educational childcare services.

Your home child care provider;

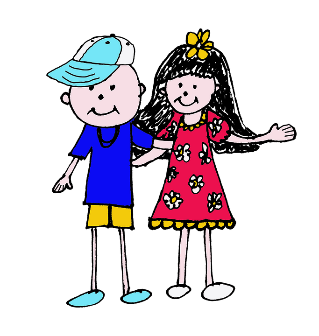
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Periodic portrait of the child | | | | | | | | |
| Identification of the child | | Name |  | | | | | |
| Forename |  | | | | | |
| Date of birth | DD/MM/YYYY | | | | | |
| Parental identification | | Name |  | | | | | |
| Forename |  | | | | | |
| Name |  | | | | | |
| Forename |  | | | | | |
| Identification of the Home Childcare Provider | | Name |  | | | | | |
| Forename |  | | | | | |
| Date of entry to the SGEE in MF | |  |  | | | | | |
| Lived from the child: | | | DD/MM/YYYY | | | | | |
|  | | | | | | | | |
| Professional support | | | | | | | | |
| Professional support | | Response plan issued | | No |  | | | |
| Yes |  | | | |
| Psychoeducator | | | DD/MM/YYYY | | | |
| Occupational therapist | | | DD/MM/YYYY | | | |
| Speech therapist | | | DD/MM/YYYY | | | |
| Physiotherapist | | | DD/MM/YYYY | | | |
| Social worker | | | DD/MM/YYYY | | | |
| Psychologist | | | DD/MM/YYYY | | | |
| Other: | | | DD/MM/YYYY | | | |
|  | | | | | | | | |
| Dessin Animé, Enfant, Bande Dessinée**The physical domain**  **and engine** | | | | | | Acquired | In development | 2nd evaluation |
| **0 to 18 months** | I can follow an object with my eyes | | | | |  |  |  |
| I turn around myself from the back to the stomach | | | | |  |  |  |
| I use my hands to grab an object or touch a part of my body | | | | |  |  |  |
| I am able to hold an object | | | | |  |  |  |
| I am able to hit objects together | | | | |  |  |  |
| I sit alone without help | | | | |  |  |  |
| I crawl | | | | |  |  |  |
| I walk on all fours | | | | |  |  |  |
| I take an object using pliers, my thumb and index finger | | | | |  |  |  |
| I stand up | | | | |  |  |  |
| 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 squat down to play | | | | |  |  |  |
| I ride small toys with wheels | | | | |  |  |  |
| I insert objects into each other | | | | |  |  |  |
| **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 the 2 feet at the same time | | | | |  |  |  |
| **3 years to 4 years** | I dress almost alone | | | | |  |  |  |
| I kick a ball | | | | |  |  |  |
| I run with flexibility and I can vary my speed | | | | |  |  |  |
| I put noodles or pearls on a thread | | | | |  |  |  |
| I use a tricycle | | | | |  |  |  |
| I walk on a straight line | | | | |  |  |  |
| I balance on one foot for a few seconds | | | | |  |  |  |
| I go upand down the stairs alternating the feet | | | | |  |  |  |
| I jump forward with my feet together | | | | |  |  |  |
| I throw and catch a balloon | | | | |  |  |  |
| I start using scissors | | | | |  |  |  |
| I hold a pencil with a good grip between the index finger and thumb | | | | |  |  |  |
| I color with more precision | | | | |  |  |  |
| **4 years to 5 years** | I am able to keep my balance on one foot | | | | |  |  |  |
| I go up and down the stairs alternately without holding myself | | | | |  |  |  |
| I use a fork and eat cleanly | | | | |  |  |  |
| I jump on 1 foot | | | | |  |  |  |
| I dress and undress without help | | | | |  |  |  |
| I draw a simple man | | | | |  |  |  |
| I cut 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 am clean to the toilet | | | | |  |  |  |
| **Feedback:** | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
| **The cognitive** domain | | | | | | Acquired | In development | 2nd evaluation |
| **0 to 18 months** | I fix my gaze on known faces and I react | | | | |  |  |  |
| I recognize familiar people and objects | | | | |  |  |  |
| I understand that I can attract attention | | | | |  |  |  |
| I begin to understand the permanence of the object | | | | |  |  |  |
| I understand simple instructions | | | | |  |  |  |
| I start collaborating on routines | | | | |  |  |  |
| **19 months to 24 months** | I recognize myself in a mirror or in photos | | | | |  |  |  |
| I recognize familiar places | | | | |  |  |  |
| I am interested in activities, 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 start scribbling | | | | |  |  |  |
| I know some parts of my body | | | | |  |  |  |
| I make game choices | | | | |  |  |  |
| I play pretend | | | | |  |  |  |
| I recognize my clothes | | | | |  |  |  |
| I do puzzles | | | | |  |  |  |
| **3 years to 4 years** | I start drawing and only I understandthe meaning | | | | |  |  |  |
| I use the same game material in a variety of ways | | | | |  |  |  |
| I make associations like sorting, classifying | | | | |  |  |  |
| I store the objects in the right place | | | | |  |  |  |
| I am able to play about ten minutes of a game that interests me | | | | |  |  |  |
| I can create an imaginary friend | | | | |  |  |  |
| I'm starting to get interested in literacy and numeracy | | | | |  |  |  |
| **4 years to 5 years** | I know my gender and age | | | | |  |  |  |
| I understand more than two instructions at once | | | | |  |  |  |
| I sort objects according to their color and shape | | | | |  |  |  |
| I know how to count to 5 | | | | |  |  |  |
| I understand the notions of places, before, after, next door, small, large, etc. | | | | |  |  |  |
| I know my gender and age | | | | |  |  |  |
| I ask an adult for help if needed | | | | |  |  |  |
| **Feedback:** | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The language field** | | Acquired | In development | 2nd evaluation |
| **0 to 18 months** | I react to the sounds I hear |  |  |  |
| I have 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 stretch out my arms |  |  |  |
| I react 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 on 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 am more or less understood by people outside my entourage |  |  |  |
| I make sentences of two words, then three words |  |  |  |
| **2 years to 3 years** | I say my first name |  |  |  |
| My word production is accelerating rapidly |  |  |  |
| I understand instructions that include more than one element |  |  |  |
| I know nursery rhymes |  |  |  |
| I make complete sentences of 4 words or more |  |  |  |
| I start using pronouns and negative forms |  |  |  |
| I'm starting to be understood byunfamiliar people |  |  |  |
| **3 years to 4 years** | I know nursery rhymes |  |  |  |
| I understand complete sentences more and more easily |  |  |  |
| I ask a lot of questions |  |  |  |
| I explain my ideas |  |  |  |
| I like the storybook, I can find ideas to predict what happens next |  |  |  |
| I am able to wait my turn to speak |  |  |  |
| I understand 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 |  |  |  |
| Iunderstand different types of questions: Why? Comment? Quand? |  |  |  |
| I can have a conversation |  |  |  |
| I understand complex sentences more and more easily |  |  |  |
| I can follow a story without the support of images |  |  |  |
| **Feedback:** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The social and emotional** domain | | Acquired | In development | 2nd evaluation |
| **0 to 18 months** | I stretch out my arms to get caught |  |  |  |
| I calm down alone or with the help of a transient object |  |  |  |
| I find sleep on my own |  |  |  |
| I separate from my parents without crying |  |  |  |
| **19 months to 24 months** | I accept closeness with other children |  |  |  |
| I am interested in other children |  |  |  |
| I tolerate being separated from my parents |  |  |  |
| I collaborate in the tidying up with the help of my educator |  |  |  |
| **2 years to 3 years** | I share toys |  |  |  |
| I am able to express my dissatisfaction |  |  |  |
| I am sensitive to the pain of another child |  |  |  |
| I am able to stay calm on my mattress during the nap |  |  |  |
| I learn the rules of politeness |  |  |  |
| I learn to wait my turn, I work on my patience |  |  |  |
| **3 years to 4 years** | I create a bond of attachment with my educator |  |  |  |
| I like to help |  |  |  |
| I love the company of other children |  |  |  |
| I play alone |  |  |  |
| I play in small groups |  |  |  |
| I play in a large group |  |  |  |
| I am able to make choices |  |  |  |
| I'm starting to control my anger |  |  |  |
| I clearly express my needs and find ways to meet them |  |  |  |
| I use politeness forms |  |  |  |
| I'm waiting 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 cooperate in an activity with other children |  |  |  |
| I can follow rules I didn't choose |  |  |  |
| I share my material |  |  |  |
| I take more into account the interests and needs of others |  |  |  |
| I'm waiting my turn in different contexts |  |  |  |
| I finish my activities |  |  |  |
| I use forms of politeness |  |  |  |
| I can make or accept compromises |  |  |  |
| I am interested in my successes and show pride or disappointment |  |  |  |
| I accept mistakes |  |  |  |
| I resolve my conflicts |  |  |  |
| I express emotions verbally and accept ways to regulate myself |  |  |  |
| I'm waiting for my turn to speak |  |  |  |
| I demonstrate good self-esteem |  |  |  |
| **Feedback:** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enfant, Heureux, Garçon, Cheveux, Souriant, Sourire**Skills Development**  **dressing, feeding and hygiene** | | Acquired | In development | 2nd evaluation |
| **0 to 18 months** | I drink alone from the bottle |  |  |  |
| I eat small pieces of food with my fingers |  |  |  |
| **19 months to 24 months** | I eat alone |  |  |  |
| I drink with a beaked glass |  |  |  |
| I collaborate in dressing and undressing |  |  |  |
| **2 years to 3 years** | I participate in dressing and undressing |  |  |  |
| I drink cleanly with glass |  |  |  |
| I'm learning the handwashing routine |  |  |  |
| 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 fasteners |  |  |  |
| I eat cleanly and independently |  |  |  |
| I am able to go to the toilet alone, I ask for help if needed |  |  |  |
| **4 years to 5 years** | I dress alone and without help |  |  |  |
| I am autonomous during my hygiene routines |  |  |  |
| **Feedback:** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **With adults,**  **Iam...** |  | June 20\_\_ | Dec. 20\_\_ | June 20\_\_ | Dec. 20\_\_ | June 20\_\_ | Dec. 20\_\_ | June 20\_\_ | Dec. 20\_\_ | June 20\_\_ | Dec. 20\_\_ |
| Affectionate |  |  |  |  |  |  |  |  |  |  |
| Respectful |  |  |  |  |  |  |  |  |  |  |
| Dependent |  |  |  |  |  |  |  |  |  |  |
| Obliging |  |  |  |  |  |  |  |  |  |  |
| Mistrustful |  |  |  |  |  |  |  |  |  |  |
| Teasing |  |  |  |  |  |  |  |  |  |  |
| Patient |  |  |  |  |  |  |  |  |  |  |
| Possessive |  |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Writing the evolving portrait of the child | | Presentation of the evolving portrait of the child | |
| Signature of the editor | Date  DD/MM/YYYY | Parent's signature | Date DD/MM/YYYY |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Tradeunion production by:

|  |  |  |
| --- | --- | --- |
| C:\Users\bossc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\WBVF34RH\FSSS_noir_officiel300.jpg |  | **Child care managers**  **in a family environment** |
|  |  |  |