

Semester Progress

Development Progress	Previous	Current
Motor Skill 大肌肉与精细动作	1) His finger grip is still weak 2) His walking remains unstable; he often relies on holding onto chairs or tables for support. 3) When engaging in fine motor tasks such as sticking stickers, he is unsure how to peel them off and place them correctly on paper. 4) He has begun to show interest in colouring, but he does not yet know how to hold the pencil properly. 5) Additionally, he tends to remain seated in one place for extended periods and requires encouragement to move around more for gross motor development. A. 行走非常不稳，需要扶着椅子或靠着桌子才能行走。 B. 手部力量较弱，需透过持续训练来加强。	1) He is now able to walk without support, although his gait is still somewhat unstable. 2) During developmental tasks, he is beginning to apply pressure when pulling or holding objects, showing progress in hand strength and coordination. 3) He now understands how to remove stickers and has developed enough strength to peel them off independently. While he is able to stick the stickers onto paper, he still struggles with placing them accurately within a defined space, such as a circle. 4) He continues to require guidance in learning the correct pencil grip, and he would benefit from more opportunities for movement to support his gross motor development. A. 现在已能独立行走，无需依靠辅助物，步态也较为稳定。 B. 目前能够自行将贴纸贴在纸上的指定圈内，也开始进行涂色活动，但握笔姿势尚不正确，仍需进一步指导。 C.
Language & cognition 语言与认知	1) His speech was unclear and resembled baby talk. 2) He was not yet familiar with letters or their corresponding sounds. 他说话时多使用儿语，且发音不清晰，咬字不清。	1) He is beginning to pick up and attempt new words, showing increased interest in language. 2) Although he has been introduced to letters and phonics, he continues to struggle with independently recognizing and applying them. 3) Listens, understands, and follows the teacher’s instructions. 4) He is beginning to understand and speak the teacher’s name. Previously, he referred to me as “jie jie,” but now when asked, “Who am I?” he is able to respond with my name, “Angela,” although the pronunciation is still unclear. This indicates progress in his ability to recognize and name people around him. 他已开始说较多的话，表达也比以前清楚明了，语言能力有明显进步。

Development Progress	Previous	Current
Self care 自理能力	1) He required assistance with changing clothes and needed help to put away his bottle and bowl after meals. 之前由于尚未学会走路，所有事情都依赖大人帮助，因此在自理方面还没有自己动手处理的机会。他基本上还不懂得将尿片丢进垃圾桶，饭后也不会自己收拾饭碗。	1) He is now able to remove his own pampers and dispose of them in the trash bin. 2) 3) He is currently being trained to dress himself and to put on pampers independently. He is also able to put away his bowl after finishing his meal. 如今他能够自己收拾了，并且开始主动去做，表现出了一定的动力和积极性。
Social 社交发展	He was reluctant to socialize and would often cry for his sister, brother, or mother, showing signs of separation anxiety. 他没有社交的概念，经常哭着寻找妈妈、姐姐和哥哥的陪伴。	He has become much more friendly and approachable. He shows helpful behavior and is now able to interact and mix well with peers in group settings. 现在他已经能够与同学一起吃饭、玩耍，社交能力有所提升。
Emotional & Behaviour 情绪与行为	He tends to become emotional when others take his belongings. While he is beginning to manage his feelings better, he still requires guidance to respond appropriately in such situations.	He remains sensitive to physical contact from others. When someone touches him, he often complains and may sometimes cry. This indicates a need for continued support in developing tolerance for social interactions and managing emotional responses. 他属于触觉较为敏感的孩子。当同学拿走他的东西或弄他时，他会感到不开心并提出抱怨。

GENERAL 整体表现	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Sharing 分享	D	
Independent 自立	B	
Helpful 乐于助人	D	
Responsible 责任感	B	
Ask for help 寻求协助	D	
Obedient 遵从指示	D	
Eager to mix 乐于交友	D	
Confident 自信	B	
Polite 有礼貌	B	
Good memory 记忆力	B	

CLEANLINESS 整洁	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Personal Hygiene 个人卫生	B	
Keep Environment Clean 保持环境清洁	B	
Ability to Tidy Things 整理东西	D	
Neatness of Homework 功课的整洁	B	

PHYSICAL DEVELOPMENT 体育活动	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Participation 参与	D	
Stamina and Strength 体能	B	
Agility 敏捷	B	
Coordination and Motor Skills 肢体协调	B	

ART AND CRAFT 美术与手工	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	
Colouring 填色	B	
Creativity 创意	B	
Neatness 清洁	B	

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	B	
Understanding 理解能力	B	
Ability to Narrate 讲故事的能力	B	

STORY TIME 故事	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Attention Span 专注时间	D	
Understanding 理解能力	B	
Enjoy Story Contents 明白故事内容	B	
Ability to Narrate 讲故事的能力	B	

MUSIC 音乐	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	
Pitch and Rhythm 音准与节奏	B	
Group Participation 团队精神	D	
Expression 表情	D	
Actions 动作与舞蹈	D	
Body Language 肢体语言	D	

- B = Beginning/Need guidance
- D = Developing/Able to handle with minimum guidance
- P = Proficient/Able to handle without guidance