

Semester Progress

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Motor Skill 大肌肉与精细动作		- Shows emerging interest in colouring but remains at an early stage - Weak hand control, with underdeveloped pencil grip and finger strength - Requires full hand-over-hand assistance for most fine motor tasks (e.g., tracing, sticker pasting) - Able to perform simple manipulative tasks briefly (e.g., inserting objects) - Fine motor coordination and stability require ongoing development - 对涂色开始产生兴趣，但仍处于初期阶段 - 手部控制能力较弱，握笔能力与手指力量不足 - 多数精细动作（如描线、贴纸）需手把手协助完成 - 可进行简单操作（如插入物件），但维持时间短 - 精细动作协调与稳定性仍需持续训练
Language & cognition 语言与认知		- Inconsistent response to name - Beginning to express needs (e.g., “want”) - Occasionally able to name colours spontaneously, but not consistently when prompted - Limited understanding of tasks such as matching and tracing; unable to complete independently - Low engagement with visual materials (e.g., flashcards) - Difficulty responding appropriately to questions - 对名字的反应不稳定 - 开始尝试表达需求（如“要要”） - 有时可自发说出颜色，但在提示下反应较弱 - 对配对、描线等任务理解有限，无法独立完成 - 对视觉教材（如闪卡）专注度低 - 回答问题的能力仍在建立中

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Self care 自理能力		• Not yet independent in daily routines • Requires step-by-step guidance for basic routines (e.g., managing belongings) ○ 尚未建立日常流程的独立性 ○ 需要老师逐步引导完成基本日常步骤（如整理书包、水壶等）
Social 社交发展		• Limited initiation in social interaction • Participation in activities depends on adult support • Requires guidance to engage with others ○ 主动社交互动较少 ○ 活动参与多依赖成人协助 ○ 需要引导才会参与与他人的互动
Emotional & Behaviour 情绪与行为		• Very short attention span and easily distracted • Becomes restless during structured or longer tasks • Frequently disengages and follows own interests • Displays self-stimulatory behaviours (e.g., repetitive object play) • Requires frequent redirection, close supervision, and consistent support • Shows slight improvement in sitting tolerance compared to before • Responds better with engaging strategies (e.g., music, interactive approach) ○ 专注时间短，容易分心 ○ 在较长或结构性活动中容易躁动 ○ 经常偏离任务，跟随自身兴趣行动 ○ 会出现自我刺激行为（如重复玩弄物件） ○ 需要持续引导、提醒与密切关注 ○ 相比之前，坐定时间略有提升 ○ 需要通过音乐或互动方式吸引注意力

Conclusion 总结

Lim Ee Shern is currently in the early stage of development across multiple areas, particularly in attention, communication, and fine motor skills. Participation in tasks remains highly dependent on adult support, with a need for continuous guidance, engagement, and redirection.

Encouragingly, Ee Shern has shown emerging interest in activities such as colouring and demonstrates early attempts to communicate needs. There is also slight improvement in sitting tolerance compared to previous observations.

At this stage, consistent, structured, and engaging intervention is important to help Ee Shern to build foundational skills, improve attention span, and develop functional communication. Repetition, hands-on activities, and interactive approaches (e.g., music and play-based learning) are recommended to support learning and engagement.

With ongoing support and appropriate guidance, the child is expected to make gradual progress in overall development.

Lim Ee Shern 目前在多个发展领域仍处于早期阶段，尤其是在专注力、语言沟通及精细动作方面。整体参与度较依赖成人支持，需要持续的引导、互动及提醒。

值得鼓励的是，Ee Shern 已开始对部分活动（如涂色）产生兴趣，并出现初步表达需求的能力。同时，在坐定能力方面也较之前略有进步。

现阶段建议透过持续、结构化及具吸引力的训练方式，帮助 Ee Shern 建立基础能力，提升专注力，并促进功能性沟通的发展。建议多运用重复练习、实操活动及互动式教学（如音乐与游戏），以提升学习动机与参与度。

在持续的支持与适当引导下，孩子有望在整体发展上逐步进步。

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

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	B	
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	B	
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	B	
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	B	
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	P	
Pitch and Rhythm 音准与节奏	D	
Group Participation 团队精神	B	
Expression 表情	B	
Actions 动作与舞蹈	B	
Body Language 肢体语言	B	

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