

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	- Hands are become more flexible and stronger (e.g., tearing paper, assembling Lego), showing improved hand-eye coordination. - Walking is more stable and confident. - Can peel stickers but placing them accurately remains challenging. - Difficulty gripping a pencil and applying pressure when writing; fine motor skills require ongoing training. - Needs training to use two fingers instead of the whole hand. - Can complete puzzles with fixed shapes, but photo-matching puzzles still require practice and teacher assistance. - 手更灵活有力，例如撕纸、组装 Lego，手眼协调能力提升。 - 步态比以前稳定，自信度提高。 - 可以撕贴纸，但贴准圆圈仍有困难。 - 握笔仍困难，写字时无法施加适当压力，精细动作需要持续练习。 - 需要训练使用两指而非整只手按压。 - 对有固定形状的拼图可以完成，但对比照片的拼图仍需练习并依赖老师指导。	- Finger strength has improved; demonstrates better control when using tweezers and tongs with correct grip. - Able to trace numbers (0–4) and has begun writing numbers 1 and 2 with and without guidance. - Coloring skills have improved significantly, with denser and more controlled coloring within boundaries. - Shows better spatial awareness when placing stickers and coloring within boxes. - Still unable to properly hold scissors; requires further training in finger grip and cutting skills. - Has not yet mastered tracing curved or twisted lines independently. - Hands occasionally lack stable contact with the surface during tasks. - 手指力量提升，能正确使用镊子和夹子，控制能力增强。 - 能描写数字（0–4），并开始在有辅助及无辅助下尝试书写数字 1 和 2。 - 涂色速度与质量明显提升，颜色更饱满且较能控制在线条范围内。 - 在贴纸与涂色时，空间掌握能力提升。 - 剪刀使用仍未掌握正确握法，需要进一步训练。 - 尚未能独立完成弯曲或复杂线条的描写。 - 操作时手部有时仍会出现“浮手”，稳定性需加强。
Language & cognition 语言与认知	- Can pick the correct colour when instructed; if incorrect, he will try again. - Can imitate simple words (dog, cat, fish, horse). - Can imitate teacher’s speech, including classmates’ names. - Uses simple expressions, e.g., “bye-bye”. - Began speaking around September; currently in the imitation stage, practicing sounds and speech patterns. - Understands adult instructions but has not yet initiated proactive communication. - Can follow teacher instructions and repeat what is taught, showing gradual comprehension.	- Able to match similar items, identical shapes, and differentiate big and small objects. - Understands alphabet a–d. - Recognizes numbers 0–3 and understands quantity correspondence; able to count up to 5. - Able to recognize shapes and identify them in the environment. - Uses more words in communication; sentence structure has become more complete. - Able to identify some animals, objects, and food items. - Demonstrates strong logical thinking and quick understanding, especially in counting concepts.

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Language & cognition 语言与认知	○ 能根据老师指示拿正确颜色，拿错会主动纠正。 ○ 能模仿简单词语（狗、猫、鱼、马）。 ○ 会模仿老师说话，包括同学名字。 ○ 有简单表达，如“bye-bye”。 ○ 九月左右开始讲话，目前处于模仿阶段，会模仿语音和语调。 ○ 能理解成人指令，但尚未主动沟通。 ○ 能跟随老师指令并复述内容，理解能力逐步提升。	○ 能进行配对（相同物品、相同形状）及分辨大小。 ○ 能理解英文字母 a-d。 ○ 能认读数字 0-3，并理解数量对应关系；可数数至 5。 ○ 能辨认形状，并在环境中指出相关形状。 ○ 沟通时使用的词汇增加，句子结构更完整。 ○ 能辨认部分动物、物品及食物。 ○ 逻辑思维及反应能力良好，尤其在数概念掌握方面表现突出。
Self care 自理能力	● Can attempt putting on diapers and pants with teacher's guidance. ● Takes off shoes and places them on the shoe rack independently. ● Cleans up files after activities, showing growing responsibility. ● Can bring food to the table and return utensils to the kitchen after eating. ● Can remove clothes and diapers and dispose of diapers in the bin. Observation skills and attention to surroundings are improving. ○ 在老师辅助下，开始自己穿尿片和裤子。 ○ 入学后能主动脱鞋并放在鞋架上。 ○ 活动结束后会整理文件，显示责任意识。 ○ 能把食物带到桌上，用餐结束把餐具带回厨房。 ○ 会自行脱衣和尿片，并把尿片丢进垃圾桶。 ○ 观察力和注意力提升。	■ Able to complete classroom routines such as bringing materials and managing tasks independently during activities. ■ Demonstrates responsibility by completing assigned tasks and participating in structured learning activities. ■ Maintains good participation in daily classroom routines. ○ 能在课堂中完成基本流程，如取用物品及参与活动。 ○ 在任务执行上展现责任感，能配合课堂安排完成活动。 ○ 能良好参与日常课堂作息与学习流程。
Social 社交发展	● Familiar with the school environment and beginning to interact and play with peers.。 ● Attempts to communicate with peers to express intentions or needs. ● Observes and imitates peers during group activities, showing early social learning skills. ○ 已熟悉学校环境，开始与小朋友互动和玩耍 ○ 会尝试与同伴沟通，表达意图和需求。 ○ 在小组活动中能够观察并模仿同伴，展现早期社交学习能力。	● Able to remain engaged during group activities and observe peers appropriately. ● Shows readiness to participate in structured learning alongside peers. ● Demonstrates appropriate classroom behavior and interaction during activities. ○ 能在小组活动中保持参与，并观察同伴表现。 ○ 能与同伴一同参与结构化学习活动。 ○ 在课堂活动中展现合适的互动与行为表现。

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Emotional & Behaviour 情绪与行为	• Emotions are more stable and less prone to crying. • Can understand teacher explanations and respond appropriately when corrected. • Can stop actions after being reminded. • Still imitates peers but stops immediately if teacher notices, showing developing self-control. ○ ○ 情绪更稳定，不再轻易哭泣。 ○ 被纠正后能理解老师解释并做出调整。 ○ 做错事被提醒后能停止。 ○ 会模仿同伴动作，但发现老师注意时会立即停止，显示自我控制能力。	▪ Able to sit for longer periods and maintain good focus during lessons. ▪ Responds well to teacher instructions and guidance. ▪ Demonstrates problem-solving behavior by attempting tasks independently before seeking help. ▪ Shows persistence when facing challenges and maintains engagement in tasks. ▪ Displays very good attention and concentration during activities. ○ 能长时间坐着并专注参与课堂活动。 ○ 能良好回应老师指示与引导。 ○ 遇到困难时会先尝试自行解决，再寻求帮助。 ○ 面对挑战时具备一定坚持力，能持续参与任务。 ○ 在活动中展现良好的专注力与投入度。

Conclusion 总结

Elroy has shown steady and meaningful progress across all developmental areas this phase. His ability to focus, follow instructions, and remain engaged in structured activities has improved significantly, providing a strong foundation for learning. He demonstrates particular strengths in cognitive development, especially in logical thinking and early numeracy skills. His willingness to attempt tasks independently and problem-solve before seeking help reflects positive learning behavior and growing confidence.

In language development, he is progressing from imitation toward more functional communication, with increasing vocabulary and improved sentence structure. Continued support will help him further develop spontaneous expression and communication skills.

Fine motor skills have improved, especially in finger strength, control, and pre-writing abilities. However, continued practice is needed in areas such as pencil grip, curved line tracing, and scissor use to enhance precision and coordination.

Overall, Elroy is adapting well to the learning environment, showing good participation, focus, and responsiveness. With consistent guidance and targeted training, he is expected to continue progressing positively across all areas.

Elroy 在本阶段于各发展领域均展现出稳定且良好的进步。他在专注力、遵从指示及参与结构化活动方面明显提升，为后续学习打下良好基础。在认知发展方面表现尤为突出，尤其在逻辑思维及数概念理解上展现良好能力。同时，他愿意主动尝试任务，并在遇到困难时先自行解决，体现出良好的学习态度与逐渐建立的自信心。

语言发展方面，正从模仿阶段逐步迈向功能性沟通，词汇量增加，句型结构也逐渐完整。后续可持续加强其主动表达与沟通能力。

精细动作方面已有进步，特别是在手指力量、控制力及前书写能力上有所提升，但在握笔、弯曲线条及剪刀使用方面仍需持续练习，以提升动作的稳定性与精细度。

整体而言，Elroy 已能良好适应学习环境，在课堂中展现出良好的参与度、专注力及回应能力。若持续给予适当引导与针对性训练，预计各方面发展将持续稳步提升。

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

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

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

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

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	
Understanding 理解能力	P	
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	P	
Understanding 理解能力	B	
Enjoy Story Contents 明白故事内容	D	
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	B	
Group Participation 团队精神	P	
Expression 表情	D	
Actions 动作与舞蹈	D	
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