

# Early Years Foundation Stage

## Progress Check at Age Two

<b>Name:</b> Milly Roberts <i>months</i>	<b>Date:</b> 13/08/2021	<b>DOB:</b> 15.07.2019	<b>Age:</b> (in months) 26
<b>Date started at the setting:</b> 08.01.2020	<b>Sessions per week:</b> 3 days		
<b>Setting Name:</b> Riverdale childcare services	<b>Contact Number:</b> 01857 8484256		
<b>Other settings I attend (If applicable):</b> Dorothy Sanders (Childminder)			
Other professionals who help me are: Provide name, job title and contact details <i>(In this section detail any professionals who are supporting the child, such as the area SENCo, health visitor, speech, and language therapist)</i> Not applicable for Milly			
<b>Characteristics of effective teaching and learning</b> <i>Playing and Exploring, Active Learning, Creating and Thinking Critically (In this section reflect on the different ways the child learns and accesses the environment through the characteristics of effective learning).</i>  Milly is beginning to explore the resources within her reach; she enjoys using her senses to explore and transport the natural materials from the interest table into the wicker basket Milly particularly enjoys climbing. She smiles and claps hands when she reaches the top of the wooden play frame showing high levels of satisfaction in her achievement. Milly also challenges herself by exploring how she can climb on and over a range of outdoor play equipment.			
<b>Communication and Language</b> <i>(In these sections you should reflect on your knowledge of the child, highlighting strengths and noting where the child is progressing well. Celebrate what the child can do and identify sensitively any areas where progress is less than expected, ensuring positive language is used throughout.)</i> Milly is beginning to show an interest in books and listens to a story on 1:1 basis. She can focus her attention on something of interest momentarily however she gets easily distracted when there is noise within the room. She is beginning to join in with the actions in familiar rhymes. Milly understands and follows simple instructions such as 'find your coat'. When prompted Milly can say some single words such as 'dog, cat, cup' but usually conveys her meaning by making jargoning sounds and pointing. Milly now only has her dummy at sleep times.			
<b>Observation Check Point</b> <i>(In these sections use your knowledge of child development – observational check points can be found in the Development Matters non-statutory guidance for the EYFS)</i>  Milly is using 45 words; these are not yet used in a sentence, however she does have good comprehension of simple phrases or actions, for example will give me her cup when I say, 'Milly please give me your cup'. Milly does understand more words than she can say.			



<b>Physical Development</b>  Milly likes to be active. She particularly enjoys free-flow to the outdoor play area where she can access the large wooden play frame. She climbs up the steps two feet per step. She can run around the play area avoiding large obstacles in her way. She enjoys playing with the balls and can kick a large ball from stationary. Milly enjoys mark-making outdoors. She can hold a chunky chalk in a palmer grip and can make horizontal and vertical lines when shown. Milly is in nappies but indicates when she has soiled. She is beginning to show an interest in using the potty. Milly likes to be independent; she is able to remove her own socks and shoes and attempts to put them back on. She is very independent, and she has a good try at washing and drying her own hands. She is also learning how to use a cup without a lid.
<b>Observation Check Point</b>  Milly can confidently run, jump with both feet on the ground. She loves to play football showing great ball kicking control. Milly is starting to have good fine motor skills. Milly sits comfortable on a chair to independently mark making, with a variety of tools.
<b>Personal, Social and Emotional Development</b>  Milly has settled well into the new room. Upon arrival she waves goodbye to her parents and the childminder, and with reassurance from her key person she quickly finds an activity of her interest. She takes an interest in what other children are doing or playing with and will often take the item or toy away from them to explore by herself. Milly is being supported by her key person to communicate her wants and needs to learn that some things are shared. Milly likes learning the new routine and with support is now able to sit for a short period of time at the table to eat her dinner.



**Additional information:**

*(This section is optional and can be used by **anyone** who wishes to record additional information about the child.)*