

I am two: What can I do?

EYFS Progress Check at Age Two

< ANYTOWN PRE-SCHOOL >

My name is: Samantha (Sam) Smith	Child's Photo	I was born on: 12/06/12 My age in months: 29 months
My parents/carers are: Harry Smith Jilly Brown		My key person is: Joe
My home language is: English		My health visitor is: Fredericka Jones

Important information about my family and people who are important to me:

Sam is 2yr funded, she started nursery on 01/09/14 and attends for 12hrs a week. She also goes to a childminder for 3hrs a week. Sam stays with her dad and his new family, step- mum Barb and baby Billy every weekend. Sam loves helping out with new baby and now carries her baby doll everywhere she goes.

Mum tells us she didn't take Sam for her Health Visitor assessment as she doesn't have any concerns about her.

At home I am interested in:

Dolls/pushchairs and anything baby related
 Using mummy's tablet to play 'Peppa Pig' games
 Going to park with Childminder

At my setting I am interested in:

Dolls/pushchair and anything baby related
 Sand
 Water
 Painting
 Outside play

Characteristics of Effective Learning

Playing and Exploring: Finding out and exploring Playing with what I know Being willing to 'have a go'	Active Learning: Being involved and concentrating Enjoying and achieving what they set out to do Keeping on trying	Creating and thinking critically: Having my own idea Making links Choosing ways to do things
What I can do now: Sam has a 'can do' attitude and likes to have a go at new challenges, following what her peers are doing. Sam confidence has grown and she is interested and enthusiastic about everything we have on offer at nursery.	What I can do now: Sam will maintain her focus on an activity for a period of time while it holds her interest. She is able to persist with putting on her shoes & socks and tries very hard to do up her zip on her coat.	What I can do now: In her play Sam will make links with her own experiences such as imaginary play feeding the baby.
What I might do next: Widen my experiences with sand and water such as bathing the dollies and other experiment with other sensory play such as 'mark making' in foam/gulp. Encourage me to follow my own ideas and choosing my own resources and model how to invite my friends to join my play.		

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Prime area of learning: Communication and Language			Prime area of learning: Personal Social and Emotional		
What I can do now: Sam is starting to listen well in small group activities. For example, during a listening game Sam follow instructions and responds by pointing appropriately in answer to questions. She is able to choose books and listen with interest, pointing to pictures. She is able to use pointing and other gestures to make her needs known. Sam can follow a 2 part instruction, i.e. "can you put dolly in the cot and give her a kiss" Sam is repeating set phrases such as 'I find in a minute' when we were looking for frogs in the pond. When taking part in one –to –one activities Sam repeats adults sentences, she has about 30 clear single words. However she is not yet joining words together. The number of single words has increased over the last few weeks.			What I can do now: Sam is a friendly little girl who has formed good relationships with familiar adults. She is very helpful towards her peers, such as helping a friend put her apron on. She enjoys playing collaboratively with her peers, learning to take turns with resources. She had lots of fun pouring sand back and forth into Joe's pan. Sam is confident on a 1-1 basis and will select activities she sees her peers enjoying. She likes to join in with everyone and loves to dress up and make people laugh. She is able to indicate how she feels but is not yet able to understand how her actions can hurt others. She will approach an adult if she needs a cuddle. She will sometimes show concern if she sees another child upset. She follows our routine well and is very helpful at 'tidy-up' time. Sam is a sociable girl who has formed secure relationships with familiar adults and starting to make friends with her peers.		
What I might do next with support: Increase the number of nouns and verbs I am using and encourage me to join two/three words together.			What I might do next with support: Express my feelings and emotions in a more acceptable way. Extend my play with other children.		
Activities and strategies to support next steps: Offer choices, for example, apple or orange? at Sam's level Extend and repeat her single words ie.car, " yes it's a blue car" Allow her to experience prepositions through her gross motor skills i.e. naming in play -- 'you are under the slide', can you jump over the rope?			Activities and strategies to support next steps: Share stories about feelings on 1-1 basis Describe and acknowledge feelings as you see you them happening and help Sam manage conflicts herself by simply stating the issue and suggesting solutions. Give me more opportunity to lead the play.		
BAND	Listening and attention:	22-36	BAND	Self confidence and self awareness	22-36
	Understanding:	22-36		Making relationships	30-50
	Speaking:	16-26		Managing feelings and behaviour	22-36

Prime area of learning: Physical Development	
What I can do now: Sam loves outside play on our large equipment and exploring the outside space, she climbs and balances well and she keen to take on new challenges. She is developing her fine motor skills and co-ordination with lots of mark making, using scissors and threading. Sam uses a whole hand grip for crayons and pens but shows good control. Sam likes to be independent with her self-help care and is able to indicate she needs help by coming to an adult as she is doing up her zip on her coat. She is now reliably dry through the session and is able to put on her own shoes and socks.	
What I might do next with support: Widen my gross motor skills further such as jumping with two feet together and kicking and catching a ball.	Activities and strategies to support next steps: Ball play and jumping games

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BAND	Moving and handling	22-36
	Health and self-care	22-36

<p>This is what my family feels about my progress:</p> <p><i>I am really pleased she has settled so well, she really likes coming. I can see what you're saying about her words, she's not using as many words as my friend's little girl who is only just two and they fight over toys all the time! I just want the best for her, more than happy for you to use the planning for individual needs form, anything to help.</i></p>	<p>At home my family can help me by:</p> <p>Talk about feelings when we read stories Share a book together every day; borrow our story bags for new ideas. Join my play for 10mins every day, use simple sentences to comment on what you are both doing, and avoid asking too many questions.</p>
<p>It would help me if this was shared with:</p> <p>Dad Childminder Fredericka Jones (HV)</p> <p style="text-align: right;">signed <i>Lilly Brown</i> 10/11/14</p>	

Signed: (Parent/carer)	Date:
Signed: (Key person)	Date:
Signed: (Manager)	Date: