

# Overview of Early (3 year old) Pre-school Skills

**G** Secure

**Y** Emerging

Area of Concern (please leave blank)

MOVEMENT	COORDINATION	ROUTINES	SOCIAL - EMOTIONAL	PLAY - IMAGINATION	UNDERSTANDING	EXPRESSION
Explores playground equipment, outside environment	Explores new toys to see what they can do	Removes and puts on coat; *may need help for fastenings	Generally separates easily from caregivers	Uses large boxes as cars, Houses etc in play with other children	Understand when we talk about people not present; Mummy's gone shopping	Can express needs and wants using phrases/ 4 to 5 word sentences
Goes up steps, alternating feet, may alternate coming down, may hold rail	Makes marks on paper to 'make a picture' and can sometimes tell about it. Can paint using a brush	Can change shoes *may need help for fastenings and correct feet	Is aware when others are distressed although may be 'thrown' by it; responds positively to other's happiness	Cooperates with other children in play; joins in chasing games, group of children playing	Can follow two part instruction - no visual cues/ outside a routine; 'get your shoes & sit on the chair'	Approaches adults and children, makes contact; smiles and says 'hello' and 'Bye Bye' *in appropriate situation
Climbs up and slides down, *may need encouragement/help	Eats, using a spoon and fork and can drink from a cup	Can make choices from 2 or 3 possibilities	Comes to an adult when needing help, when upset or situation is not 'safe'	Joins in cooking/ sand/ water activities; pouring, mixing, kneading	Knows familiar action rhymes, songs & rhymes and can fill in missing words or actions	Talks about pictures/ stories in their own words and can link to own experiences
Can move forwards and backwards and moves around avoiding collisions	Can pour sand/ water/ milk from one container to another	Attempts to do up zips and buttons	Often likes to play with 'friends', is affectionate towards them and familiar adults	Plays 'Pretend' and fantasy games	Can take turns in a conversation that someone else has started	Tells others what to do; 'don't do that', 'give it to me', 'it's mine'
Can run, avoiding obstacles and turning corners	Can snip with scissors, screw up paper for collage	Can sit with the group and participate in social snack	Expresses emotion - clear facial expressions; argues with words not just actions	Imaginative play extends to sequences; washing, dressing, feeding doll/teddy	Can tell simple news and respond to 'What?' 'Where?' questions	Able to use pronouns (I, he) plurals and some 'ing' words
Can balance on one foot for 3 seconds; able to hop with one hand held	Can thread beads/ reels on a lace with stiffened end	Can focus on a task: e.g. Helps to set the table	Understands concept of 'mine' and 'his/hers' in a play context	Shares a picture book with an adult for 5 mins	Points to detail in pictures; Where's the dog's tail? - big pig?	Is usually intelligible to new or unfamiliar listeners
Can focus on partner, catch with two hands and kick a large ball	Can fit Duplo, Sticklebricks etc together	Can go to the toilet by themselves	Listens to and responds to other children, with talk, during play	Can make a simple model from 'junk' playdough, bricks	In a small group, listens and attends to simple stories, with pictures	Uses some positional word; in, on, up, down, under
Can jump off last step, may want to hold hand	Can screw objects together / take off simple lids	Can wash and dry hands without supervision	Can share toys and take turns when encouraged	Imitates play of other children and adults	Understands in, on, under, down, up, big, little	Can ask questions: 'Who?', 'What's that for?'
Can ride a trike or bike with stabilisers, learning to steer	Can roll playdough into balls	Stops playing, helps to tidy up toy they were playing with; puts in the right boxes	Developing self-conscious emotions; guilt, pride, embarrassment	Actively participates in group game; Farmer wants wife, duck, goose	Recognises objects by how they are used; Which one do you drink from?	Is usually fluent
Can throw a small ball to an adult, while looking at the adult	Can pick up and place pieces in a simple interlocking jigsaw	Can shift attention from one activity to another	Developing a sense of humour	Begins to dress up using props: hat, wand, tools, shoes	Aware of time in relation to events; after lunch, at the weekend	Can use p b m n w h t d and all vowel sounds and some of s f k g

Child's Name:

DoB:

Centre:

v23.09.13

PTO



# Pre-school Overviews

The developmental skills described are not designed to be used as part of a formal assessment and generally they should all be observable within the weekly routine of the setting. Write any additional comments or observations, if needed, on a separate sheet and attach to the overview.

The overviews could be completed on an on-going basis throughout the course of the year. The four year old Overview must be completed by the end of May. Use of the three year old overview is optional but it would be particularly useful to complete should there be pre-existing concerns about a child's development.

Name of Child		Date of Birth:
Name of Centre:		

When a concern or challenge is identified through the use of the overviews, information should be discussed with the support structure within the setting (Childhood Practice Manager/Head Teacher/Support for Learning Teacher/Principal Teacher Pre-school Education) and shared with parents/carers and the Link Health Visitor.

Shared with:		Date:
Shared with: (parent/carer)		Date:
Shared with: (HV)		Date:
Shared by:		Date:

**Credits:**

Referral Guidelines for Education Nurseries and Schools: Speech and Language Therapy Service, *NHS Highland, 2008*  
 Gross Motor Development: Women & Children's Physiotherapy Services, *NHS Highland, 2007*  
 I still can't tie my shoelaces.....: *NHS Quality Improvement Scotland, 2008*  
 Play Steps: *Highland Council Psychological Services, 2011*  
 Elizabeth Morris, Director at Child Learning and Development Advisory Centre, (*formally School of Emotional Literacy*)  
 Ann Locke and Maggie Beech: 1991