

# Overview of Pre-school (4 year old) Skills



Secure



Emerging



Area of Concern (please leave blank)

MOVEMENT	COORDINATION	ROUTINES	SOCIAL - EMOTIONAL	PLAY - IMAGINATION	UNDERSTANDING	EXPRESSION
Able to walk on tiptoes or heels, when asked, or along a line, 1 foot in front of the other	Handles crayons and brushes with reasonable control	Changes own shoes <i>placing on correct feet</i> ; Fastens and unfastens Velcro	Developing stable friendships	Shows imagination during small world play, sequencing events and stories	Follows 3 instructions to carry out an activity without visual cues	Uses well-formed sentences; may have some grammatical immaturities; 'falled'
Goes up and down steps with alternating feet, one foot on each step	Can draw using straight and curved lines	Dresses and undresses by themselves except for difficult fastenings	Generally cooperates with playmates and beginning to be able to negotiate	Takes turns and shares toys with other children	Listens and appropriately joins in talk about current activity with adults and other children	Easily understood although may still be some immaturities in speech sounds: eg: r, th, ch
Explores playground equipment. Uses slides and swings, may need a 'starter push'	Cuts along straight lines and beginning to cut around a shape	Generally gets clothes the right way out and round for dressing	Attempts to comfort playmates who are upset or hurt	Plays board game in small group : adult supported	Understands concepts like biggest, more, just one	Can describe an event in reasonable order
Jumps high with feet together, lands with more control from step	Can copy or continue a pattern using coloured beads, cubes, shapes	Helps to set table, serve and participate in social snack	Able to talk about the feelings of characters in stories: cross, scared, happy	Draws or paints recognisable pictures without prompting	Shows understanding of story by simple question or commenting	Uses language to gain information and give own ideas
Kicks a large ball with some accuracy	Can fit together pieces to construct models, layouts; Duplo, Popids, train track...	Helps adults clearing up and tidying nursery	Responds to unfamiliar adult with speech	In group play takes on different roles: doctor, shopkeeper, parent...	Understands position and adjectives: eg: behind, long, between	Starts, takes turns and stops, in longer conversations
Throw a small ball with some accuracy, catches large ball with 2 hands	Draws person showing some details	Accepts unpredicted changes to daily routines	Aware of more complex humour, laughs at jokes that are told	Adapts objects as props in imaginative play	Can follow spoken instructions without having to stop and look at the speaker	Uses more pronouns: 'I', 'me', 'my', 'mine', 'you', 'yours', 'he', 'she'
Able to balance on one foot, minimal body sway	Pours liquids with little spilling	Goes to the toilet and washes hands independently	Follows rules and likes pleasing others	Engages in make believe fantasy role play using dressing up, actions and different voices	Understands and follows instructions: first... next... last	Can sequence 3 to 4 pictures/photos logically and talk through the story
Hops on one foot or hops forward one step without other foot touching the ground	Completes jigsaws with 12 plus pieces	Can wipe/ blow own nose	Developing a sense of fairness	Uses and adapt the ideas of other children and adults in creative & imaginative play	Understands Why/How, Who, What happened questions	Asks questions starting with: Can...? Does...? Why...
Runs and changes direction smoothly, reciprocal/ swinging arm movements	Hand dominance developing	Can focus on a game, activity until completed and then move onto next one	Becoming aware of other children's emotions	Uses imagination to create and play with models eg: Duplo	Beginning to understand more abstract words: if... maybe... might...	Beginning to use plurals but may use 'mouses' etc
Pedals a tricycle including steering	Uses a fork and spoon and beginning to use knife to spread	Asks for help when needed	Developing self confidence	Is able to choose and plan play activities?	Aware of time in relation to daily routine: tonight, tomorrow	Can tell own name and age

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