

Child's Name:

Date of Birth:

Setting Name:



Overview of Pre-School (1-2 year old) skills

Secure Emerging Area of Concern Not yet known

MOVEMENT	COORDINATION	ROUTINES	SOCIAL & EMOTIONAL	PLAY & IMAGINATION	UNDERSTANDING LANGUAGE	USING LANGUAGE
Can stand on tiptoes to reach an object.	Can take own shoes off, may require some support. Can put on and take off hat.	Can sit for a short time for snack or lunch.	Once familiar with staff and setting, generally settles on arrival.	Curious about toys and objects.	Follows a simple instruction E.g. make teddy jump, point to the cat, sit down, put your hat on.	Uses phrases or sentences of 3 to 5 words. E.g. "me want more juice".
Can walk and run confidently with some sense of direction.	Turns pages of a book, sometimes one page at a time.	Tries to help with dressing and personal routines; arm out for sleeve, etc.	Can initiate social interactions when given the opportunity.	Explores the environment both outdoors and indoors.		Uses action words (verbs) such as 'run' and 'fall'.
Goes up and down steps/stairs with support (rail/hand). Most likely will have two feet to a step.	Engages with spontaneous mark making.	Takes part in familiar routines and learns what comes next. E.g. toothbrushing	Expresses a range of emotions through actions e.g. body language.	Enjoys messy play and exploring different textures.	Understands simple 'what', 'where' and 'who' questions.	Asks questions. Wants to find out the name of things and learn new words.
Can climb up onto furniture or equipment.	Can fit shapes into inset boards, sorters or jigsaw puzzles.	Can watch and copy other's actions in routines.	Can take turns in games or activities. May require support.	Engages in early imaginative play e.g. feed teddy, drive car, brush dolls hair.	Listens to simple stories, with pictures, may get distracted at times.	Start to talk about themselves, for example they can say what they like and don't like.
Can jump off step/equipment. Most likely with hand held.	Can use toys with buttons/flaps or simple mechanisms.	Knows where to find things and where to put them back e.g. coat and shoes by the door. May need encouragement.	Plays alongside other children.	Uses resources according to function; e.g. 'pours' tea and offers to adult.	Understands basic concepts such as: big, little; go, stop; now, next.	Can use the pronouns 'me', 'mine'.
Can kick a large ball with some sense of direction.	Attempts to connect 2 or more items together. E.g. Duplo, train tracks, jigsaw pieces, junk modelling.	Seeks adult support when wet, hungry or tired.	Beginning to show interest in other children's play and may join in.	Beginning to extend imaginative play to include sequences.	Listens to and joins in with familiar stories, songs and rhymes.	Start to add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'.
Can throw ball forwards whilst maintaining balance.	Can balance blocks to make small towers.	Becoming more independent. Wants to 'do it myself'.	Participates in group experiences for short periods of time.	Matches objects with parts that go together.	Understands lots of words (Around 300 by 3 years old).	Can use consonant sounds – p b t d m n w. People who know the child can mostly understand them.
Can balance on one foot for a brief moment. Most likely will require hand held.	Fills and empties containers, takes items in and out of cupboards and boxes.			Can organise and categorise objects; all the cars, teddies etc.		
Can squat down, with heels on floor without falling forwards, to play or rest.	Can pick up and put down small objects using pincer grip.			Focuses on an experience of own choice for a short period of time.		
Can push and pull wheeled toys forwards and backwards.	Drinks with cup held in 2 hands, may spill a little. Can place cup back on table without difficulty.					
Pushes along with feet on ride on toys.						
Can walk backwards.						