Child's Name: **Date of Birth:** **Setting Name:**

SHETLAND ISLANDS COUNCIL

NHS Shetland

Overview of Pre-School (3-4 year old) Skills **Secure** **Emerging** **Area of Concern** **Not yet known**

MOVEMENT	COORDINATION	ROUTINES	SOCIAL & EMOTIONAL	PLAY & IMAGINATION	UNDERSTANDING LANGUAGE	USING LANGUAGE
Can stand and walk on tiptoes. E.g to reach something or observed through play.	Can take own shoes off independently (does not include laces).	Can sit with a group and participate in social snack.	Generally settles on arrival.	Shows imagination during outdoor and indoor play.	Follows an instruction with 2 parts to carry out a non-routine experience. E.g. point to the dog's tail.	Uses phrases or sentences of 4 to 6 words. E.g. "I want to play with cars."
Goes up and down steps/stairs with support (rail/hand). May have two feet to a step.	Removes and puts on coat. May need help with fastenings.	Can focus on a routine task. E.g. may help to set the table, hanging up jacket and bag.	Beginning to show awareness of others emotions.	Joins in sensory play. E.g. sand, water, baking, messy play, mud kitchen etc.	Understands 'what', 'where' and 'who' questions.	Makes needs and wants known to adults and children using words not just actions. E.g. "Me no want that".
Climbs equipment. May need encouragement/help. E.g. climbs onto play equipment/ onto a couch.	Makes marks using a variety of tools and surfaces.	Can transition from one experience to the other/one environment to the other. May require support.	Seeks adult interactions. E.g. to share an interest or achievement, to seek support/help etc.	Plays pretend and fantasy games.	In a small group, listens and attends to simple stories, with pictures.	Asks questions starting with: Who…? What…? Where…?
Can jump off last step or low equipment (2 feet together), may want to hold hand.	Can snip with scissors. May require support.	When asked, helps to tidy up the resource they were playing with.	Expresses a range of emotions through actions and words.	Imaginative play extends to sequences. E.g. washing, dressing, feeding doll/teddy.	Finds objects by function. E.g. "which one do you drink from?"	Talks about pictures or stories in their own words and can link to own experiences.
Can kick a ball whilst maintaining balance.	Can thread larger items on a string/lace with stiffened end. May require support.	Is able to adapt to changes in routine.	Beginning to develop an understanding of sharing. This does not include sharing special objects.	Beginning to dress up using props. E.g. hat, shoes, uniform.	Understands basic concepts such as: describing words: big, little. Position: in, on, under down, up.	Can use the pronouns 'I', 'me', 'my', 'mine'. Developing the use of 'you', 'yours', 'he', and 'she'.
Can throw ball forwards and catch ball in arms/hands.	Can connect 2 or more items together. E.g. Duplo, train tracks, jigsaw pieces, junk modelling.	Can go to the toilet by themselves.	Can play with other children.	Imitates play of other children and adults.	Understands time words in relation to daily routine. E.g. now, next, later.	Uses some positional words. E.g. in, on, up, down, under.
Can balance on one foot for a brief moment.	Attempts to draw a human with indication of 1 or 2 features. E.g. head and legs.	Can wash and dry hands. May require support. (Handwashing should always be supervised by an adult)	Beginning to develop friendships.	Can make a simple model from loose parts. E.g. junk, playdough, blocks.	Knows familiar stories, songs and rhymes and can fill in missing words or actions.	Uses present tense. E.g. running. Past and future tense developing.
Hops on one foot, may require help. May require support.	Can pour liquids/sand etc. from one container to another. May have one container on a surface.		Participates in group experiences. E.g. group games, drumming sessions, planned activities.	Explores varied spaces/environments. E.g. outside, home corner, block area.		Speech is clear enough to be mostly understood by new or unfamiliar listeners.
Runs forwards and backwards and can stop and start easily.	Can screw objects together / take off simple lids.		Can engage in conversation with others.	Focuses on an experience for an extended period of time.		Talks quite smoothly. Don't usually repeat the first sound in words or get stuck trying to get a word out.
Rides tricycle/pedal toys, using pedals and can steer it round wide corners.	Eats using a spoon and fork and can drink from a cup.					Can use consonant sounds – p b m n w h t d. Consonants – s f k and all vowel sounds and are developing.
Can crouch down with heels on the floor whilst maintaining balance. E.g. when picking something up.						