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

SHETLAND ISLANDS COUNCIL

NHS Shetland

Overview of Pre-School (4-5 year old) Skills **Secure** **Emerging** **Area of Concern** **Not yet known**

MOVEMENT	COORDINATION	ROUTINES	SOCIAL & EMOTIONAL	PLAY & IMAGINATION	UNDERSTANDING LANGUAGE	USING LANGUAGE
Runs on tiptoes and/or heels when asked. E.g. follow the leader, sneaking up on people.	Changes own shoes. Can fasten and unfasten Velcro.	Helps to prepare, serve and participate in social snack.	Generally cooperates with other children and beginning to be able to negotiate and problem solve.	Creates pictures or models to represent an idea/item without prompting. E.g. construction, painting.	Can follow spoken instructions without having to stop and look at the speaker.	Uses well-formed sentences. May have some grammatical immaturities. E.g. 'falled', 'runned', 'mouses'.
Goes up and down steps/stairs with alternating feet independently.	Dresses and undresses by themselves except for difficult fastenings.	Follows the routine of the day. E.g. snack and lunch time, arrival and departure, outdoors.	Attempts to comfort other children who are upset or hurt.	Uses props (loose parts) in imaginative ways to represent something. E.g. a block as a phone, stones as food.	Follows a longer instruction with 3 parts, to carry out a non-routine experience.	Uses pronouns fairly accurately. Pronouns include: I, me, my, mine, you, yours, he, she (May make errors with his/hers/her/him).
Climbs ladders, trees and playground equipment.	Can mark make using straight and curved lines.		Becoming more aware of other children's emotions.		Understands more abstract concepts such as: Describing words: hot, cold, long. Quantity: biggest, more. Position: behind, in front, between.	
Can jump up high with 2 feet together, landing with control. E.g. jumping off bottom step or other heights.	Cuts straight lines and beginning to cut around a shape.	When asked, can transition from one experience to the other/one environment to the other with minimal support.	Able to talk about the feelings of characters in stories. E.g. cross, scared, angry, upset, happy, excited etc.	In group play, takes on different roles. E.g. doctor, shopkeeper, parent.		Uses language to gain information and give own ideas and opinions. E.g. I think…
Can kick ball with some accuracy whilst maintaining balance.	Can thread beads, cotton reels, pasta, sewing etc.			Engages in make believe role play by dressing up, using actions, different voices etc.	Beginning to understand more abstract words. E.g. if, maybe, might.	
Throw a small ball with some accuracy, catches large ball with 2 hands.	Can fit together pieces to construct. E.g. Duplo, train tracks, jigsaw pieces, junk modelling.	Helps with tidying up.	Seeks and enjoys social interactions with others – children and/or adults.	Uses and adapts the ideas of other children and adults in creative and imaginative play.	Understands time words in relation to past and future experiences. E.g. yesterday, tonight, tomorrow.	Can talk about things that have already happened or will happen. E.g yesterday we went to visit Granny.
Able to balance on one foot with minimal body sway. E.g. when getting dressed.	Draws person showing details of eyes, nose, mouth, hair, arms and legs.	Is able to adapt to unpredicted changes in routine.	Developing a sense of fairness.	Can independently engage in own choice of play experiences.	Confidently understands 'who…?' and 'what happened?' questions. Some understanding of 'why' and 'how' questions.	Asks questions starting with: Can…? Does…? Why…?
Hops upwards and forwards on either leg.	Pours liquids with little spilling. E.g. pouring water or milk at meal times, water play.		Developing self-confidence.			Can talk about a story, experience or routine in logical order.
Runs forwards, backwards and can change direction smoothly.	Hand dominance is developing.	Goes to the toilet and follows handwashing routine independently. (Handwashing should always be supervised by an adult)	Beginning to understand humour and may laugh at jokes.	Is able to initiate play with children of the similar age.	Shows understanding of story. E.g. Can make simple predictions "what will happen next?" recall of familiar story, acts out story.	Easily understood although may still be some immaturities in speech sounds. E.g. r, th, ch.
Pedals tricycle/bike quickly and turns sharp corners.	Uses cutlery independently and attempts to use knife to cut and spread.		Has established friendships.	Interested in exploring varied spaces/environments.		
			Can share and take turns when encouraged. This does not include sharing special objects.	Is aware of risky and unsafe environments.	Listens and follows topic of conversation with adults and children.	