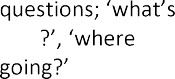
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MOVEMENT +  COORDINATION | SOCIAL + EMOTIONAL | PLAY + UNDERSTANDING | | LANGUAGE + COMMUNICATION | |
| Rolls from tummy to back | Knows familiar people and begins to know if someone is a stranger | Puts things in his mouth to explore them |  | Responds to sounds by making sounds |  |
| Pushes up with arms when on tummy | Likes to look at himself in a mirror | Reaches to grab a toy he wants, things that are out of reach |  | Blows raspberries |  |
| Leans on hands to support himself when sitting | emotions and often seems happy | Copies gesture |  | Makes squealing noises |  |
| Gets to a sitting position by himself | Likes to play with others, especially parents/main caregiver | Looks for objects when dropped out of sight. Toy, spoon, etc. |  | Strings vowels together when babbling (ah, eh, oh) and likes turn  taking when making sounds |  |
| Moves items from one hand to his other | May be afraid of strangers or shy and nervous | Explores things in different ways like shaking, banging, throwing |  | Lifts arms up to be picked up |  |
| Uses fingers to move food towards himself / herself. | Has favourite toys and people | Puts something in a container and takes things out |  | Makes sounds to show joy and displeasure |  |
| Sits without support | Reacts when a main care-giver leaves, may be clingy with them | Looks for things he sees you hide. Like a toy under a blanket |  | Uses simple gestures like shaking head for no, waving bye-bye |  |
| Rocks back and forwards on knees,  sometimes crawling backwards before forwards | Repeats sounds or actions to get attention | Looks around at things nearby, showing curiosity |  | Responds to own name |  |
| Crawls | Puts out arms or legs to help with  dressing | Finds hidden things easily |  | Begins to say consonant sounds |  |
| Drinks from a cup, without a lid as you hold it |  | Starts to use objects correctly. E.g., drinks from a cup, brushes hair |  | Copies sounds and gestures of others and makes sounds with  intonation |  |
| Picks things up between thumb and pointer finger. Like small bits  of food |  | Bangs 2 things together |  | Understands no (briefly stops when you say it) |  |
| Pulls up to stand |  | Lets objects go without help |  | Uses fingers to point at things |  |
| Walks, holding onto furniture |  | Pokes with index finger |  | Responds to simple spoken  requests |  |
| May take a few steps without  holding on |  | Follows simple directions like |  | Says mama, dada, uh oh |  |
| May stand alone |  |  | | Tries to say words you say |  |

# The overviews could be completed on an on-going basis throughout the course of the year.

The developmental skills described are not designed to be observable within the weekly routine of the classroom. Write any additional comments or observations, if needed, in the box below.

|  |  |
| --- | --- |
| **Date** | **Comment** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



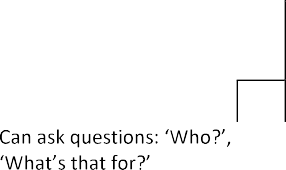


|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MOVEMENT | COORDINATION | DAILY ROUTINES | SOCIAL & EMOTIONAL | PLAY & IMAGINATION | UNDERSTANDING | EXPRESSION |
| Actively explores, interested in outside | Drinks, with cup held in 2 hands, may spill a little | Tries to help with dressing and personal routines;  arm out for sleeve, etc | Seeks  attention, may be sometimes clingy | Is interested in pushing and pulling things; buggies, toy  cars | Likes to have conversations with adults; may skip  between topics | Learning new words every day |
| Able to climb on and off    chair without help, either sideways or  backwards | Makes attempts, sometimes with success, to fit shapes into inset boards, sorters  or jigsaw puzzles | Beginning to associate a sequence of actions with daily routines; knows what happens next | Explores new situations, toys, etc, but checks in for reassurance, or  cuddle if anxious | Curious about toys and explores  environment | Listens and responds to simple instructions, out of context; Ben, get your shoes;  Ali, put your teddy in  bed | Able to make themselves understood half the  time or more |
| Walks and runs without falling over | Can throw ball forward without falling | Knows where things belong, coat and shoes by the door | Can express emotion; may cry at small injury,  seek help or  comfort | Matches objects with parts that fit together;  puts lids on pans,  teapot | Follows adult body language, including pointing, gesture  and facial expressions | Uses words for actions (run, eat, etc) as  well as naming  objects and people |
| Able to start and stop running under own control | Fills and empties containers, takes items in & out of cupboards, boxes | Starting to understand  start | Can tolerate gradually longer separation from main caregiver,  may sometimes | Can organise and categorise objects; all the teddies, cars, etc | Recognises and points to named pictures of everyday objects in books | Beginning to put two to three words |
| Squats and rises without using hands | Beginning to put on and takes off hats and simple shoes | Copies adult in simple task; shaking clothes,  pulls at bedding,  holds cutlery | Growing sense of self, determination; may lead to anger,  frustration, tantrums, | Early make believe play; feed teddy, drive car, | Begins to find small detail in pictures on request | Copies familiar expressions |
| Able to walk upstairs and downstairs holding  hand or rail, 2 feet  per step | Turns pages of a book, sometimes one at a time | Starting to understand    regular events | feelings; excited if hears happy voice,  concerned at crying | Begins to move to music, a regular beat, listen  to or join in rhymes  or songs | Sits and listens to simple story book with  pictures | Begins to use words to refer to people and things that are not  present |
| Attempts jumping off a bottom step with  one handheld | Feeds self with spoon | May know when wet or soiled and communicate that  to adult | Plays alongside other child or children each  doing separate  activity | Uses toys according to function, e.g.,    offers to adult | Able to make simple choices: Orange or Milk? Teddy or  Dolly? | Sings or gestures along with favourite  nursery rhymes, but  words not always clear |
| Jumps, both feet together, off the Ground | Interested in making marks in different  materials | Able to wait a short time for needs or wants to be met | Repeats actions that produce laughter and attention | Starts to share; some give and take when adult prompts | Beginning to understand concepts of size;  big, little, more, etc | Beginning to ask lots of  that |
| Walks into large ball to kick it | Looks closely at and beginning to use toys with  buttons/flaps or  simple mechanisms | Sometimes insists | Enjoys messy play & different textures | Recognises objects and people in pictures | Can indicate body part on self, teddy/dolly,  adult when named | Makes requests by naming, with or  without pointing or gesture |
| Pushes along with feet on sit astride toy | Beginning to balance blocks to make small  towers | Manages a few easy behaviour rules with support and  encouragement | Plays cooperatively with an adult; rolling a ball  back and forth | Can focus on activity of own choice for short times | Interested in books; rhymes and may have  favourite. Hands book to adult to share. | May become frustrated when unable to make self- understood; may  result in tantrum |

The overviews could be completed on an on-going basis throughout the course of the year.

The developmental skills described are not designed to be observable within the weekly routine of the classroom. Write any additional comments or observations, if needed, in the box below.

|  |  |
| --- | --- |
| **Date** | **Comment** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

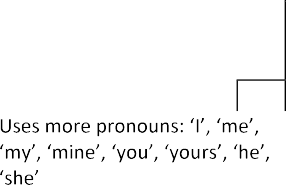


|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MOVEMENT** | | **COORDINATION** | | **ROUTINES** | | **SOCIAL - EMOTIONAL** | | **PLAY - IMAGINATION** | | **UNDERSTANDING** | | **EXPRESSION** | |
| Explores playground 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; | | 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    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 | | Cooperates with other children in play; joins in chasing games, group of children playing | | Can follow two-part instruction  - no visual cues/ outside a | | Approaches adults and children, makes contact; smiles    \*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 | | 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    towards them and familiar adults | | games | | Can take turns in a conversation that someone else has started | |  | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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    questions | | Able to use pronouns (I, he) | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can balance on one foot for 3 seconds; able to hop with one  handheld | | Can thread beads/ reels on a lace with stiffened end | | Can focus on a task: e.g. Helps to set the table | |  | | Shares a picture book with an adult for 5 mins | | Points to detail in pictures;  - 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 | | 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 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 | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# The overviews could be completed on an on-going basis throughout the course of the year.

The developmental skills described are designed to be observable within the weekly routine of the classroom. Write any additional comments or observations, if needed, in the box below.

|  |  |
| --- | --- |
| **Date** | **Comment** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 *placing on correct feet;* 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 | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | | 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, | | Helps adults clearing up and tidying classroom | | Responds to unfamiliar adult with speech | | In group play takes on different roles: doctor, | | 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 | |  | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | | 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: | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | | Uses imagination to create and play with models e.g.: Duplo | | Beginning to understand more | | Beginning to use plurals but | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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-



development.

|  |  |
| --- | --- |
| **Date** | **Comment** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |