

DEVELOPMENTAL CHECKLIST FOR THE PRE-SCHOOL CHILD

Balance

Task or Skill	Age	Typical development
1-leg balance	2	1 sec
	3	1 - 3 sec
	4	3 – 10 sec
	5	10 - 15 sec
	6	Up to 20 sec eyes open Up to 8 sec eyes closed
Tip-toes	2	Walks on toes for 2 – 3 steps
	3	Walks on toes for 5 - 10 steps
	4	Walks forwards and starting to walk backwards, can run on toes
	5	Up to 15 sec standing on tip-toes, walks for a few seconds forwards and backwards, runs lightly.
	6	Can dance on toes (more so girls)
Heel toe	2	Unable
	3	Walks forwards with fair balance over a meter. Nearly keeps balance in heel-toe standing.
	4	Walks short distance, can stand heel-toe for 10 sec
	5	can balance up to 15 sec on a line, walks backwards short distances
Steps	2	Up alone, down sometimes still holding on, foot by foot
	3	Alternating feet climbing up, initially still foot by foot climbing down – masters alternating climbing towards end of year
	4	Walks up and down with alternating feet, starts to run up and down
	5	Runs up with confidence, can carry object in hands while climbing.
Jumping	2	Jumps over low rope or from a low step, feet together
	3	Can jump forward, backwards, in one place and down from a step, feet together.
	4	Jumps forwards, can do running jump – about half a meter. Jumps down from objects leading with one foot. Jumps and turns 180 degrees with feet together, hands on hips.
	5	Jumps longer distances (60 – 75cm) and from higher surfaces (30cm), good balance. Jumps over rope 25cm off ground, feet together.
	6	Jumps about 20cm above arm's reach, up to just under a meter in distance, feet together
Hopping	2	1 – 3 times on one leg
	3	Forwards 5 steps on preferred leg, 3 steps on other.
	4	Forwards 5 – 8 steps, on each leg
	5	Hops over a few meters with good speed and control, 5m in 6 seconds.
	6	Able to hop alternate feet in sequences, hopping forwards 5m with hand on hips.

Co-ordination and Movement Skills

Task or Skill	Age	Typical development
Skipping	2	Attempts but poor coordination, often unable
	3	Attempts, starting to skip up to 5 steps
	4	More co-ordinated and rhythmic, up to 10 steps
	5	Skips a few meters, changing direction while maintaining rhythm, using arms. Alternating leading foot. Starting to attempt skipping rope.
	6	Can skip with rope
Galloping	2	Co-ordination still poor, uncertain how to start

	3	Starting to lead with one foot, rhythm and co-ordination improving. Experiments with leading leg.
	4	Leads with one foot, well co-ordinated and rhythmic. Starts to use in imaginary play.
	5	Well developed, shifts weight.
	6	Can gallop slapping thighs
Scooter, 3-wheeler, Bicycle	2	Rides a 3-wheeler / pushes a scooter, both feet on ground
	3	May still fall when turning 3-wheeler but competence improves. Generally turns wide. Starts to pedal well. Able to stop quickly.
	4	Rides a 3-wheeler competently, manages U-turns.
	5	Starts to ride a bicycle with side wheels, progressing to no support. Falls on occasion.
	6	Good balance riding bicycle.
Other	5	Maintains "curled into a ball" position on back for
		Maintains position on stomach lifting head and arms off the floor for
	6	Maintains "curled into a ball" position on back for
		Maintains position on stomach lifting head, arms and knees off the floor for
Can do 3 summersaults in a row		

Ball Skills

Task or Skill	Age	Typical development
Throwing	2	Overhand in specific direction, arms straight, maintains balance
	3	Controlled large target throw. Throws smaller balls overhand, starting to throw underhand. Body rotates when throwing. Can throw tennis ball against wall.
	4	Throws ball 2 – 3 meters with reasonable accuracy to target. Starts to bat, often missing.
	5	Advanced throw - rotates shoulder to throw. Engages in ball games requiring skill and accuracy. Batting improves.
	6	Advanced throwing skills
Catching and bouncing	2	Attempts to catch, arms straight, misses due to timing difficulty. Unable to catch a bounced ball.
	3	Catches with straight arms against the body, often misses. Can catch tennis ball in front of body. Starts to catch a bounced soccer ball.
	4	Catches tennis ball with arms at sides most times. Catches bounced soccer ball.
	5	Can catch tennis ball with two hands 4/10 times when bounced or thrown. Catches a ball with 2 hands after bouncing the ball.
	6	Starts to catch tennis ball with one hand, catches with two hands 8/10 preferred hand, 5/10 other. Catches a ball thrown into the air.
Kicking	2	Walks into ball when trying to kick. Starting to kick ball without falling, but usually still clumsy. Unable to kick rolled ball or when running.
	3	Kicks ball hard and with reasonable accuracy. Can run and kick stationary ball. Can hit big target.
	4	Starts to run and kick a ball that is moving, improving accuracy
	5	Runs and kicks well. Kicks ball into the air and up to 5m.
	6	Good skill and accuracy.

Fine Motor

Task or Skill	Age	Typical development
Drawing, copying and writing	2	Starts to imitate I O, copies I. Likes to scribble, make marks on paper.
	3	Imitates and copies I O + Can generally trace a line. Starts to trace own name. Scribbles with a crayon.

	4	Copies □, X, \, / , ladder Tries to write name (first couple of letters). Colours in different directions.
	5	Copies △ Can write a few letters, writes own name. Draws detailed pictures. Colours within lines, fairly good accuracy.
	6	Copies L and more complex shapes such as arrows → Writes first and last name. Writes first and last letter of words. Colours in one direction.
Pencil / crayon / paint grip	2	Holds crayon – 3 fingers, generally low or high on pencil
	3	Holds crayon near tip – develops correct 3-finger / tripod grip. Wrist straight or in extension. Uses large brush to paint.
	4	Mature dynamic grip on crayon and large pencils, stabilises paper.
	5	Good control drawing and writing with pencil and crayons
	6	Uses pencil effectively
Clay	2	Enjoys pulling, squeezing, pinching, general manipulation.
	3	Enjoys rolling clay, starting to make and name objects e.g. snakes, cakes, balls / eggs
	4	Can roll clay and use objects such as moulds and cutters, tries to make specific objects
	5	Makes objects purposefully, modelling.
Scissors	2	Holds with 2 hands, attempts but control still developing
	3	Uses one hand, cuts into paper but not precise as yet. Starting to attempt lines and circles.
	4	Can cut out square, up to 5mm outside the line - develops improved accuracy.
	5	Cuts basic shapes and pastes.
	6	Cuts and holds paper with improved accuracy.
Function and co-ordination	2	Can turn lid of jar, unscrew. Removes sweet wrapping Can pick up needle and thread Threads up to 5 big beads Builds tower 5 – 8 blocks Turns pages in a book Can turn a door knob Can unbutton large buttons Starts to wash hands Starts to open and close drawers
	3	Develops hand preference Folds a paper straight Able to manipulate lids (on/off) Able to thread 5 - 6 large beads onto shoe lace Turns large key Builds tower up to 10 blocks Pours juice from jug Feeds self with spoon / fork Can loosen and fasten large buttons, fastens buckles Starting to attempt shoe laces
	4	Can fold paper in half Threads up to 12 beads, copes with smaller beads Brushes teeth Washes face Dresses self for most part Starting to cope with smaller fasteners

	5	Can fold paper diagonally Can make a knot Rhythmic clapping Picks up small objects with thumb and index finger Big stitches with a needle Threads wool through holes Can thread through the eye of a needle Clapping of fingers (slow) Eats with a knife and fork
	6	Develops ability to perform thumb finger touching Sews with a needle and thread

Basic Perceptual and Cognitive Skills

Task or Skill	Age	Typical development
Form Concept	2	Fits basic forms or shapes in board
	3	Points out round shape Discriminates circle - square Names and fits basic shapes Can draw O —
	4	Draws basic shapes like circle square, +, starts on diagonals Matches basic and irregular shapes Understands difference between square and rectangle, circle and an oval. Recognizes overlapping shapes
	5	Names all basic shapes including rectangle, diamond Matches more difficult shapes Identify forms in objects and describes accordingly
	6	Names, draws all basic shapes Can tell the difference between shapes
Colour concept	2	Can distinguish black, white
	3	Matches and sorts primary colours Starts to name basic and a couple of extra colours Starts to match secondary colours
	4	Knows primary and a few extra colours
	5	Knows primary and most secondary colours Identifies and arranges shades of colours
	6	Names all colours
Size concept	2	Starts to develop concept of big
	3	Between 2-3 objects shows big / small, long / short, thick / thin
	4	Identifies smallest / biggest in group Identifies item smaller / bigger than Matches according to size Grades objects according to size such as nesting cups
	5	Matches and understands every day objects based on size Identifies middle object out of 3 Thinks same objects in distance are smaller than those close by
	6	Understands relative size e.g. objects in distance
Number concept	2	Rote counts to 2
	3	Rote counts 3 - 5 Counts 2-3 objects pointing Shows age with fingers Can tell age eventually

	4	Rote counts to 10 Counts 3 - 5 objects pointing Understands difference between one - many
	5	Rote counts to 20 Counts 10 – 12 objects pointing Uses fingers in counting Understands difference between more / less Calculates within 5 (add, subtract) Keen to start writing numbers
	6	Rote counts up to 100 Counts more than 12 objects Counts in tens up to 100 Calculates within 10
Body Concept and Drawing	2	Points to 4 body parts
	3	Points to more body parts Draws circle and lines (head and body)
	4	Identifies parts on own body Draws head, trunk, legs, arms, nose, mouth and eyes. Starts drawing clothes.
	5	Identifies body parts on others Draws 8 parts of body, arms and legs attached. Draws details such as buttons.
	6	Draws person with up to 12 parts, usually clothes. Proportions improved.
Spatial concepts	2	Understands up, down, in, out Starts to build with a few blocks (on top of, next to one another)
	3	Understands over, under, behind, in front of, forwards / backwards, next to Builds tower of 10 blocks Imitates a bridge (blocks)
	4	Understands on, above / below, far / near Builds and copies basic structures with blocks
	5	Understands relation between two objects Differentiates between L - R Moves forwards / backwards and sideways on instruction Builds 3-dimensional structures with a variety of toys and objects
	6	Right – left concept developed, also high / low Copies 3-dimensional structures well
Figure Ground	2	Can reach for specific toy on request Starts to point to basic pictures in book e.g. dog
	3	Can find and point to more pictures in book Watches people
	4	Finds items in toy box Looks for objects in pictures
	5	Finds items hidden in a picture Differentiates a single item amongst others on paper
	6	Distinguishes letters and numbers amongst others
Closure	3	Builds 2 – 5 piece puzzle
	4	Can complete 10 – 20 piece puzzle
	5	Builds 20 – 30 piece puzzle Enjoys fitting different parts together to make picture (such as mosaic) Builds from a picture
	6	Builds 30 – 40 piece puzzles with ease (not too detailed) Can identify the halves of a picture Can complete an incomplete picture. Can build a short 2 – 3 letter word from an example

Memory	2	Landmarks are recognised Recalls 2 numbers
	3	Recognises people Remembers where a toy was placed Remembers 2 objects Recalls 3 numbers Remembers people's names Remembers part of a story
	4	Remembers 3 - 5 objects Recalls 4 numbers Retells simple stories
	5	Recalls 5 - 6 numbers Starts to remember numbers (like telephone numbers)
	6	Recalls 6 – 7 numbers Recalls up to 8 items seen Retells stories although sequence sometimes confused
	Concentration	3
4		Focuses on one thing, able to ignore rest
5		Concentrates up to 15 minutes
6		Concentration for about 20 minutes