



Observation Table - 3 to 5 years

Child: _____ Teacher: _____		Indicators		
Observation 1 Date: _____ (red dots on indicators)				
Observation 2 Date: _____ (black dots on indicators)				
Area: Physical Developmental		Fluent	Capable	Developing
• learn simple rhythm and movement routines				
• follows the letter board left to right with fluent eye tracking motions				
• ability to listen and interpret movement ideas				
• coming to and crossing of the mid-line				
• bilateral integration - symmetrical (same each side of body)				
• bilateral integration - asymmetrical motions (different on each side of body)				
• reciprocal pattern movements - eg. Stomps with alternating feet and arms				
• exhibits hand preference				
• increasing agility, strength and coordination - gross and fine-motor movements and hand dexterity				
• imitates / interprets a variety of letters, numbers and shapes kinaesthetically				
• increasing agility, strength and coordination - gross and fine-motor				
• able to come to and cross the mid-line				
• can hop, jump, crawl, run, gallop and skip				
• asserts self with expressive movement patterns and ideas				
• transfers weight forward and back and side to side				
• interacts/interprets movement with partner or group experience				





Developmental Area: Social	Fluent	Capable	Developing
• enjoys playing, singing and dancing with other children			
• shares, smiles and cooperates with peers			
• uses interpersonal and lateral thinking to manipulate their body parts or using sounds individually or with peers			
• developing independence			
• learning and getting on with others			
• may have or makes a particular friend			
Developmental Area: Emotional	Fluent	Capable	Developing
• shows joy and happiness with peers and teachers			
• understands when someone is shy or uncomfortable and accepts them			
• may show bouts of shyness			
• may praise themselves and be boastful			
• mostly content and happy with themselves, peers and teachers			
• likes to give and receive compliments from teacher and peers			
• may enforce gender-role norms with peers			
• may show stronger preference for same-sex playmates			
• attains gender stability (girl / boy clarification)			
Developmental Area: Cognitive	Fluent	Capable	Developing
• understands opposites (e.g. big/little, soft/loud, slow/fast) and positional words (middle, end)			
• uses body parts or natural material/objects to build or construct, e.g. creating letters, numbers and nature play			
• answers simple questions			
• follows simple instructions			
• follows simple rules and enjoys helping			





• counts five to ten things and copy counting to 20			
• has a longer attention span			
• talks to self during play - to help guide what he/she does			
• write some numbers and letters			
• engages in dramatic play, taking on pretend character roles			
• recalls events correctly			
• counts by rote, having memorised numbers			
• uses body parts, fingers and toes to count - starting to understand relationship between numbers and objects			
• may write, trace or Squiggle some letters (school age- Some words) prompted or unprompted.			
• copies, identifies, writes and sounds some letters and / or writes their name aided or unaided			
• can recount a recent experience			
• can match and name some letters, numbers, shapes and colours			
Developmental Area: Language	Fluent	Capable	Developing
• speaks in sentences and uses many different words			
• speaks most words with clarity			
• speaks all sounds (letter or blended) with clarity			
• answers simple questions			
• asks questions			
• tells stories			
• moves, talks and sings by responding to ideas			
• constantly enjoys interacting with peers and teachers			
• may like to experiment with new words and sounds expressively - volume, tones, pitch and pace			
• takes part in conversations			
• enjoys jokes, rhymes and activities			





<ul style="list-style-type: none">• will assert self with expressive words, sounds and song			
Physical: observations 1 & 2 - comment on strengths and how displayed Concerns / improvements -how/why?:	Fluent	Capable	Developing
Social: observations 1 & 2 - comment on strengths and how displayed Concerns / improvements -how/why?:	Fluent	Capable	Developing
Emotional: observations 1 & 2 - comment on strengths and how displayed Concerns / improvements -how/why?:	Fluent	Capable	Developing



