



## Revised Kindergarten Development Check



Tasmania

# Revised Kindergarten Development Check

February 2003

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In this section the 56 Kindergarten Development Check markers are listed with an expanded description, and include an activity resource designed by practising teachers. These are examples of activities that could take place in a classroom where teachers observe children working, and either developing skills, or showing evidence of already having attained the markers.

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This section provides a number of activities suggested as supplementary experiences for those children requiring Individual Programs.

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**This document should be read in conjunction with:**

- The Department's Assessment, Monitoring and Reporting Policy and Strategic Plan 2003–2004.  
<http://connections.education.tas.gov.au>  
<http://info.tased.edu.au/oer>
- The School's Assessment, Monitoring and Reporting Implementation Plan
- Kindergarten Development Check Support Materials (2003).



# Section A

## Introduction

# Introduction

## Background

The early years are crucial to the future of young people as the knowledge, skills, understandings and values students develop in their first years of schooling provide a solid foundation for life-long learning.

The Department of Education is committed to the early literacy, numeracy, physical and social development of all students. The monitoring of all kindergarten students is seen as essential to identify those who are at risk of not achieving expected developmental outcomes.

The Kindergarten Development Check was originally developed for Tasmanian Government Schools in 1994 as a screen to assist in the early identification of kindergarten students not achieving expected developmental outcomes. It was revised in 1999 and republished in 2000.

## The Purpose of the Review

In June 2002 a steering committee, representative of stakeholder groups, was formed to review the Kindergarten Development Check in light of current research associated with the Early Years, the development of outcomes and standards for the Essential Learnings and to address inconsistencies and issues associated with the Check that have arisen during implementation. Wide consultation with principals and kindergarten practitioners was a feature of the review.

The goals of the review are to ensure that:

- appropriate and relevant practices for monitoring the development of kindergarten students in Tasmanian schools are in place;
- the assessment, monitoring and reporting of kindergarten student outcomes is consistent with the requirements of the department's Assessment, Monitoring and Reporting Policy;
- there is consistency of identification of students not achieving expected developmental outcomes;
- all kindergarten students are appropriately supported and resourced by their schools in consultation with the district support service, and where necessary, support for students not achieving expected developmental outcomes continues in subsequent years;
- appropriate intervention programs for students not achieving expected developmental outcomes are implemented as soon as possible;
- longitudinal tracking of all student achievement is improved;
- the tracking of transient students across the state is more efficient and effective;
- data provided to stakeholders is relevant and accessible;
- the Kindergarten Development Check is supported by appropriate technical infrastructure;
- teachers are supported in data entry;
- data is maintained and managed in a way that is consistent with other assessment frameworks; and
- links with other Departmental initiatives are established.

## Results of the Review

The committee agreed that the existing 56 Kindergarten Development Check markers are a valuable resource and **should continue to be used by all kindergarten teachers** to inform their planning and assist, through observation, the early identification of students who are at risk of not achieving expected developmental outcomes.

To ensure that the goals of the review are fulfilled, the committee, with input from professional groups, selected a set of core markers that they believe:

- have the highest predictive value in relation to learning and educational success;
- are the most relevant future predictors of literacy and numeracy and ongoing learning;
- will assist consistency of identification of students not achieving developmental outcomes;
- will ensure data input is more manageable and efficient.

The committee believes that the revised model will assist in:

- formalising intervention processes within schools and across the districts;
- longitudinal tracking of students, and in particular, transient students at the school, district and system level;
- providing entry level data for the continuous student record which is intended to integrate with the department's Learning Architecture Project (LeAP) and the Student Assessment and Reporting System (SARS).

# Critical Core Markers

## Gross Motor

Gross motor development of kindergarten students should be based on teacher judgement in everyday contexts. A global judgement should be made as to whether the student is developing gross motor skills in a typical manner. The original 13 Gross Motor markers should be used to inform this global judgement, and where necessary, consultation with the student's Physical Education teacher would be appropriate.

## Fine Motor

Although FM 2, FM 3, FM 4, and FM 5 do assist with identification of fine motor concerns and should be addressed within the normal classroom program, they are not seen as future predictors of ongoing learning and therefore have not been included as critical markers.

FM 1 Constructs a model with 4-8 interlocking pieces using for example, Duplo or Lego

FM 6 Copies a cross within a circle

## Personal and Social Behaviour

PS 1 Is independent in their toilet routine.

PS 3 Engages in imaginative play.

PS 7 Increasingly cooperates with other students in extended play situations.

PS 10 Separates comfortably from parent/carer.

## Cognitive Development

C3 Counts to 5 with 1:1 correspondence.

C4 Recognises first name in print.

C6 Can copy and continue a pattern using two items.

C7 Can complete an 8-12 piece jigsaw puzzle.

C10 Sustains attention to complete a variety of tasks.

C11 Draws a person with a head (including 2 or 3 facial features), arms and legs.

C12 Predicts and understands; what do you think will happen next?, What will happen if?

## Listening, Speaking and Understanding

LSU 5 Responds to questions, eg. Who?, What's that for?, Where?, (Receptive language)

LSU 6 Asks questions, eg Who?, What's that for?, When?, Why?, How?, (Expressive language)

LSU 7 Understands a sequence of classroom instructions (at least 3 stage instructions).

LSU 9 Speaks in a manner that can be easily understood by adults.

LSU 13 Recounts a personal experience in logical sequence.

## Speech and Language

S&L 1 Talks fluently without stuttering

S&L 2 Uses normal voice and pitch

(All students should be assessed against these two markers early in the year and at the latest, before Easter. Students who do not achieve a YES against these indicators must be referred immediately, with parental consent, to the District Speech Pathologist.)

## Who Is to Be Assessed?

Every kindergarten student is to be assessed against the critical core markers. Students with identified special needs should be assessed in areas where they can effectively participate.

## How to Assess

Development against the critical core markers should be monitored as part of the integrated kindergarten program. A teacher will use his/her professional judgement to indicate whether a student has demonstrated development of the core marker. The teacher will indicate either Yes or No against each core marker when the assessment data is entered (see the Assessment, Monitoring and Reporting Strategic Plan for specific requirements and responsibilities regarding data entry; and SAM nuggets issued by BSS). Teachers will also have the flexibility to write comments that offer additional information.

The first check must reach the data warehouse by the end of first term.

The second check must be completed by the end of the second term and reach the data warehouse by the end of September.

## Supporting Students Identified At Risk of Not Achieving One or More of the Critical Core Markers

Any student assessed with a NO against any of the critical core markers at the first check will automatically be identified as being at risk of not achieving expected developmental outcomes.

Teachers will notify parents and develop intervention programs to cater for the individual needs of identified students (utilising specific support where necessary). These programs should document the details of intervention strategies, expected outcomes, management details and dates for review. The intervention program must be implemented as soon as possible.

Following years teachers should continue with intervention program implementation for students assessed with a NO against any of the critical core markers at the second check. Schools, in consultation with their district support service, should ensure that appropriate support and resourcing is available for these students.

## The District Support Service

The role of the District Support Service will be to:

- obtain the data for their district from the data warehouse or OER at the end of each check;
- monitor identified students;
- support teachers develop appropriate intervention programs for identified students when requested;
- report annually to the school and OER on identified students and
- assist schools with ongoing support and resourcing where appropriate.

## Support for Implementation

Nuggets of information, with detailed screen dumps, about how to enter data and print reports, are available on the Business Support Service Website.

Telephone support is available by phoning 6233 5683 or 1800 816 057.



# Section B

## Kindergarten Development Check Overview

Description and Rationale

Activity Examples

# Introduction

The materials in this section have been developed to help teachers to clearly understand the intended meaning of each marker and to build the monitoring process for the Kindergarten Development Check into their kindergarten program in the most natural way possible.

Each marker is defined and explained in relation to the areas of: Gross Motor Skills; Fine Motor Skills; Personal and Social Behaviour; Listening, Speaking and Understanding; and Cognitive Development.

Activities that will enable children to practise these skills and demonstrate their competence are then outlined.

*Essential Learnings Framework 1* describes a curriculum for learners from birth to age sixteen. The five curriculum organisers — Thinking, Communicating, Personal Futures, Social Responsibility and World Futures — provide a focus for teaching and learning and a means of selecting content that is significant. In the context of this curriculum framework, kindergarten teachers design programs that meet the needs of their particular group of children.

*Essential Learnings Framework 2* describes learners at different stages of their lives and sets outcomes and standards against which children's progress can be measured and reported.

The Kindergarten Development Check markers add a more specific lens through which teachers can observe children's development to ensure that progress is occurring in an age-appropriate way.

## Motor Skills

Movement plays a critical role in a child's physical, social, emotional and cognitive development. As children move they become more kinaesthetically♦ aware and more adept in the control of bodily movement. They develop awareness of the place they occupy in space and begin to make directional♦ and spatial♦ judgements.

Ultimately they create mental images of objects and can visualise rotating or moving these images of objects around in space. This is a skill that children need to develop in order, for example, to estimate size, location or position, and to read maps and plans.

Young children should be physically active for a considerable part of the day in order to develop their motor and perceptual skills. Opportunities should be provided for them to walk, run, jump and climb on equipment, and each child should take part in as many of these activities as possible each day.

Children who are guided and provided with challenging programs should progress rapidly during their Kindergarten year, becoming increasingly proficient in the use and control of their body. They will learn basic movement skills that enable them to act independently and adequately in their indoor and outdoor activities.

## Motor Skill Development

During the earliest months of their lives children are exploring the environment and gaining sensory feedback in order to develop basic control of their bodies. There is a focus on the development of the kinaesthetic ability.

As children grow, they develop conscious control of limbs, balance♦ and hand/eye coordination. They develop an awareness that the body has two sides, left and right, and that it can be moved in different directions – up, down, forwards, sideways.

They develop increasing spatial awareness in relation to their own bodies and to external objects, enabling judgements to be made about the location, speed and direction of moving objects. Muscle

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♦ Defined further in the Glossary

strength and control are developing, resulting in greater control of limbs and posture.

During the first years of school there is evidence of further conscious awareness of their physical abilities as children process relevant information from the environment. This takes place whilst the child is learning about the importance of managing timing, cause and effect, and the orientation of self in space. For example, in order to catch a moving object there is a need to understand the situation, process the visual messages of speed and direction, and coordinate the body to be in the right place at the right time.

# Kindergarten Development Check Overview

## Gross Motor\*

### The child:

- walks upstairs one foot to a step (alternate feet) GM 1
- walks down stairs one foot to a step (alternate feet) GM2
- climbs ladders and frames, hands and feet moving alternately to show bilateral movement GM3
- jumps from a step, box or similar (40 cm high) and lands on two feet, with bent knees GM4
- walks a narrow line: on the ground one foot in front of the other (toe to heel) GM5
- balances on right foot for 3-5 seconds GM6
- balances on left foot for 3-5 seconds GM7
- hops forward on preferred foot for 3-5 metres GM8
- throws a beanbag underarm in a stipulated direction, (at least a metre) using one hand GM9
- uses two hands to catch a beanbag that has been thrown from at least a metre GM10
- kicks a stationary ball in a stipulated direction (eg small soccer ball) GM11
- moves around equipment purposefully and quickly, without bumping or tripping GM12
- can support their own body weight, hanging by their arms for at least 5 secs GM13

## Manipulative and Fine Motor

### The child:

- constructs models with 4-8 pieces using, for example, Duplo, Lego \*FM1
- cuts along straight lines with scissors FM2
- cuts along curved lines with scissors FM3
- holds pencil in preferred hand, near point, between thumb and first two fingers when drawing and writing (tripod grip) FM4
- uses medium pressure on pencil demonstrating good muscle tone FM5
- copies a cross within a circle \*FM6

## Personal and Social Behaviour

### The child:

- is independent in their toilet routine \*PS1
- completes everyday tasks independently eg unpacks and packs bag PS2
- engages in imaginative play \*PS3
- uses words rather than physical aggression to solve problems PS4
- takes turns and shares with others PS5
- shows concern for others PS6
- increasingly cooperates with other children in extended play situations \*PS7
- is confident and responds in known situations PS8
- engages in personally challenging tasks for increasing periods of time PS9
- separates comfortably from parent/carer \*PS10
- demonstrates cooperation with adult directions PS11

## Listening, speaking, understanding

### The child:

- **\*\***talks fluently without stuttering \*LSU1
- **\*\***uses normal voice and pitch (i.e. is not husky or croaky) \*LSU2
- uses grammatically conventional spoken language including correct use of pronouns, third person and regular past tenses/plurals (errors may persist with irregular forms, e.g. caught, mouses) LSU3
- uses speech which is phonetically correct (excluding s, r, th) LSU4
- responds to questions, e.g. Who? What's that for? Where? (Receptive Language) \*LSU5
- asks questions, e.g. Who? What's that for? When? Why? How? (Expressive Language) \*LSU6
- understands most classroom instructions (at least 3-stage instruction) \*LSU7
- can use language to state needs and feelings LSU8
- speaks in a manner which can be easily understood by adults \*LSU9
- understands positional words, e.g. behind, beside, next to, in front of, over LSU10
- uses positional words LSU11
- listens to stories read or told and demonstrates understanding when questioned LSU12
- recounts a personal experience in a logical sequence \*LSU13
- shows beginning awareness of social language conventions (e.g. greetings, please, letting others speak) LSU14

## Cognitive development

### The child:

- recognises and names four (4) colours C1
- gives name and age (first name and surname) C2
- counts to 5 with 1:1 correspondence \*C3
- recognises name in print \*C4
- sequences three (3) pictures, using a familiar context C5
- can copy and continue a pattern using two (2) items \*C6
- can complete an 8-12 piece jigsaw \*C7
- builds three (3) steps with cubes after demonstration C8
- repeats orally a sequence of three (3) numbers between 1 and 10 C9
- sustains attention to complete a variety of tasks \*C10
- draws a person with head (including 2 or 3 facial features) and arms and legs \*C11
- predicts and understands: What do you think will happen next? What will happen if? \*C12

\*Identified Critical Core Markers.

\*\*All students should be assessed against these two markers early in the year and at the latest, before Easter. students who do not achieve a YES against these indicators **must be referred immediately, with parental consent**, to the District Speech Pathologist.

Note: The photocopy masters of the Revised Kindergarten Development Check can be found at the end of this document.

# Gross Motor

## Marker GM 1

**Walks upstairs one foot to a step (alternate feet).**

## Marker GM2

**Walks downstairs one foot to a step (alternate feet).**

That is, on a series of steps, a minimum of 150 mm high, the child can take off on one foot and step on to the next step/s with the opposite foot without apparent conscious effort, or the need for hand support. At this stage most children demonstrate increased leg strength and control, with the two sides of the body operating as independent sources of balance and stability (i.e. with conscious bodily and spatial awareness).

Teachers need to recognise that walking *down* steps is a more developmentally challenging task.

## Possible Activities

### School steps game

Have a bucket of number cards at the base of some steps in the school environment. Ask the child to choose a card and go up and then down the number of steps to match the card selected.

### Number stories

Select a small number of children to fit comfortably across the width of a step. Tell a story incorporating numbers. Each time the children hear a number mentioned, they walk up and down that number of steps, e.g. *There once lived 4 hairy gorillas ...* – the children go up and down 4 steps. *They went for a walk in the jungle and saw 8 huge elephants ...* – the children go up 8 steps. And so on.

### Obstacle course with steps

Incorporate blocks and balance beam, bridge rocker etc. in an obstacle course for children to complete.

### Learning centre challenge

Set up an area with steps and timer. Ask, 'How many times can you go up and down the steps before the timer runs out?'

## Marker GM 3

**Climbs ladders and frames, hands and feet moving alternately to show bilateral movement.**

That is, the child shows increased trunk and arm strength and control with the two sides of the body becoming reliable as independent sources of balance and stability. This allows the use of alternate left and right hand/foot sequence when using Kindergarten climbing frames (i.e. those with a series of rungs with a maximum span of 40 cm, and no more than 45° from the vertical). This activity requires simultaneous and oppositional movement of the limbs, fostering the development of the nervous system. Equipment must be steady and supervision is essential.

## Possible Activities

### Obstacle courses

Incorporate ladders, scramble nets, rope ladders and frames into obstacle courses.

### Indoor activity

Put a picture or number on the wall and ask children to climb a ladder to touch it. A ball, a nerf ball or a balloon in a stocking could also be suspended and dangled close to the top of the ladder. Ask children to climb the ladder/trestle and hit the object with a fly swat, hand or bat.

## Marker GM 4

### Jumps from a step, box, or similar (40 cm high) and lands on two feet, with bent knees.

That is, the child jumps and lands with two feet together demonstrating improved balance and leg strength. Upper and lower limbs should be working together with the legs bent and arms swung forward on take off. The legs are bent during flight and begin to straighten ready to absorb impact in a squat landing. Generally the child is developing better control of arms and legs as a part of the total movement and varies head position/tilt to help maintain balance.

Teachers will need to ensure that children are landing on an appropriate surface such as an absorbent mat.

## Possible Activities

### Obstacle courses

Incorporate jumping into obstacle courses, e.g. jumping off a balance beam, jumping to land in a hoop or onto a mat. The hoop or mat can be moved to extend the length of the jump.

### Using fixed playground equipment

Use, for example, the side of the sandpit or the bottom step of the fort ladder for children to jump off.

### Indoor activities

Incorporate jumping into dramatic play using indoor plastic and wooden blocks, e.g. jumping off the fire engine, off the side of the boat.

### Indoor obstacle course

Create an obstacle course using chairs, low tables and blocks. Have the children negotiate the course.

## Marker GM 5

### Walks a narrow line one foot in front of the other (toe to heel) along the ground.

That is, the child moves alternate feet along the line, one in front of the other, without pausing frequently between steps or walking fast to avoid losing balance. This provides an opportunity to evaluate balance, laterality\*, spatial orientation and visual motor association. Good balance relies on information from vision, from the muscles and joints and from the inner ear (visual, kinaesthetic and vestibular\*). Many of the normal activities in a Kindergarten provide the necessary sources of sensory information to improve balance – rolling down a slope, swinging on monkey bars, riding tricycles and scooters, walking along lines on the ground or on a balance beam.

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◆ Defined further in the Glossary

## Possible Activities

### Obstacle course

Incorporate walking a narrow line into an obstacle course. The line could be a masking tape line, a wide chalk line or an existing line in the yard.

### Singing games

Set up games for a small or large group, e.g. *Five little elephants went balancing*:

*Five grey elephants went balancing  
Step by step on a piece of string  
They thought it such a wonderful stunt  
That they called for another elephant.*

### Drama or language activities

Tell fairy stories such as *The Three Billy Goats Gruff*, *The Three Little Pigs* or *Red Riding Hood*. Ask the children to become a character and balance along a line when they are walking 'across the bridge', 'along the footpath' or 'through the forest'.

## Marker GM 6

**Balances on left foot for 3 – 5 seconds.**

## Marker GM 7

**Balances on right foot for 3 – 5 seconds.**

That is, the child's independent balance on left and right sides becomes more controlled with increased muscle size and strength. The ability to balance is basic to all locomotor skills. It is dependent on the interaction between muscle tone and strength of body parts, vestibular development and awareness of the body in movement. The major part in the middle brain for the coding of movement is the cerebellum. The child at four begins to exhibit signs that the neural pathways from the vestibular mechanism, located in the inner ear, are sufficiently developed to link with the cerebellum, allowing the child to maintain equilibrium in static positions. The child can balance on either foot without needing the opposite foot to touch the ground for stability (static balance) and can hop about on either foot (dynamic balance).

## Possible Activities

### Statues

Have the children move to music. When the music stops they stop and balance on one foot.

### Action songs/dance

For example:

*Everybody do this  
This is what I can do, everybody do it too  
Punchinello  
Did you ever see a lassie?*

## Marker GM 8

### Hops forward on preferred foot for 3 – 5 metres.

That is, the child's independent balance becomes more controlled with increased muscle size and strength. Hopping is dependent on leg strength and balance. Hopping is a variation of the jumping pattern, pushing off on one foot and landing on the same foot, with the other foot to the rear, arms being used for balance. Generally a four-year-old cannot hop well on the non-preferred foot. Success with hopping generally precedes galloping and skipping.

### Possible Activities

#### Miscellaneous activities

The following familiar activities allow children to practice and demonstrate GM 8.

Hopping races or relays.

Incidental hopping when going to get fruit or bags, etc.

Hopscotch with hoops, bike inner tubes, chalk shapes.

Hopping around a variety of objects, e.g. hoops, witches' hats.

#### Musical hoops

This activity uses different locomotor skills, including hopping. Put out a collection of hoops. Ask the children to hop around the room while the music is played and go to a hoop when the music stops. Children are to sit down if the teacher names the colour of their hoop.

#### Singing activities

Substitute the word 'hop' in songs such as:

*Jump, jump, jump if you feel you want too,  
Jump, jump, jump if you feel you can. (Repeat)*

## Marker GM 9

### Throws a beanbag underarm in a stipulated direction (at least a metre) using one hand.

That is, the child can throw a beanbag through or into a hoop or in a stipulated direction, extending the arm, wrist and hand to release the beanbag. A demonstration may be necessary.

With a less mature throw, the lower limbs are usually stationary, with the main movement coming from shoulder, elbow and wrist joints. Later there is some weight transfer in the lower limbs, and possibly a stepping action as the child throws. As children's motor skills develop they will have more control over when the beanbag is released, which will help to improve direction. With development, the teacher will observe that the rest of the body is gradually more involved in the movement pattern, not just the throwing arm. A mature throw is predominantly a cross-lateral<sup>♦</sup> movement.

### Possible Activities

#### Playing hopscotch

Have a group of 2, 3 or 4 children play 'hopscotch', or a modified version, throwing a beanbag into marked squares (i.e. coloured markers, shaped markers, letter markers, number markers etc.).

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♦ Defined further in the Glossary

**Team game**

Ask a group of children to play 'fill the bucket' or 'fill the hoop'. Ask them to stand in a line or circle, trying to throw all the beanbags into a bucket or hoop.

**Target activities**

Have the child throw beanbags at skittles, at a bull's eye, through a hoop, at a rebound net.

**Horizontal hookey**

Draw a large hookey board on the ground, or make a hookey board from a large sheet of black garden plastic, painting squares with letters, numbers, shapes, or colours in the squares. Ask the children to aim for a specific target or targets.

**Marker GM 10**

**Uses two hands to catch a beanbag that has been thrown from at least a metre.**

That is, the child stands about a metre away from the teacher with the hands in front forming a catching position. The teacher throws the beanbag to the child using an underarm toss, aiming to reach the child at low chest level. Beanbag and ball handling skills help children learn about distance, direction and force.

The weightier the object, the greater the stimulus is to the muscles, tendons and joints, particularly to the elbow, wrist and finger joints. Beanbags, therefore, provide greater tactile information than a light ball. Teachers will note some evidence of visual tracking in Kindergarten-aged children. It is quite normal, however, for children to shut their eyes and turn their heads away if they have not had much experience with this type of activity. Children of this age will generally scoop the beanbag towards the body.

**Possible Activities****Circle game with playground chant**

Have the class stand in a circle, with teacher in the middle. Invent a chant, such as *Catch the bag Mary* or *Throw the bag Mary*. Throw the beanbag for each child to catch in turn, in time to the chant. Any rhyme or chant is suitable, e.g. chanting numbers, names, days of the week, months of the year etc.

**Partner game**

Ask children to work with an adult partner. They stand about a metre apart and throw and catch a beanbag to a chant of *Blue bells, cockle shells, One two, buckle my shoe* etc.

**Marker GM 11**

**Kicks a stationary ball (eg small soccer ball) in a stipulated direction.**

That is, the child stands behind the ball and kicks it towards a stipulated marker. The ball is struck by the foot and not the leg, with the child maintaining balance. (It may be preferable to kick towards a wall or a fence to trap the ball.) The limbs are used in opposition, with the arms often lifted to maintain balance, and the knee extended with the kicking motion. Body awareness is increased with increased demands made of muscles, tendons and joints, and further information is gained about position, force, and distance.

### Possible Activities

#### Goal attack

Set up some goals, e.g. draw goal posts on a wall with chalk, use witches' hats, or the spaces between the monkey bars. Have the child place the ball and try to kick it between the goals. This can be played individually or in teams.

#### Skittles

Set up a line of skittles. Ask the child to kick the ball and see how many skittles can be knocked over.

#### Hole in one

Set up a tunnel or garbage bin on its side. Ask the child to place the ball and try kicking it into the target.

## Marker GM 12

### Moves around equipment purposefully and quickly without bumping or tripping.

That is, the child has developed sufficient muscle size and strength, as well as spatial skills, to maintain balance and negotiate objects while moving quickly around equipment.

### Possible Activities

#### Obstacle courses

Children run in and out of a series of obstacles, e.g. witches' hats, blocks, ropes, poles or people placed in any configuration.

#### Change

Set up as above. Every time the teacher calls 'change', the children turn and respond to a visual clue from the teacher, e.g. pointing, using red and green traffic lights.

## Marker GM 13

### Can support their own body weight, hanging by their arms for at least 5 seconds.

That is, the child demonstrates upper body strength by supporting their weight, hanging by their arms. Well-developed upper body strength improves muscle tone, which in turn helps to develop fine motor skills.

### Possible Activities

- Rope ladders
- Climbing frames
- Excursions which include playgrounds
- Quadro construction sets
- Flying fox
- Monkey bars

# Fine Motor

## Marker FM 1

**Constructs models with 4 – 8 pieces using for example, Duplo or Lego.**

That is, the child is provided with opportunities to construct a model of their own choice or to copy models using construction pieces such as Duplo or Lego. This will provide evidence of children's manipulative and fine motor control.

## Marker FM 2

**Cuts along straight lines with scissors.**

The paper is steadied with one hand, whilst child cuts with the other.

## Marker FM 3

**Cuts along curved lines with scissors.**

The paper is steadied with one hand whilst child cuts with the other.

That is, the child can follow straight lines and curved lines, reasonably closely, cutting with a suitable pair of scissors, e.g. left or right handed, appropriately sized and shaped. This demonstrates hand-eye coordination, the ability to discriminate between shapes and objects, and left-right coordination, as the paper is steadied with one hand while the child cuts with the other.

## Possible Activities

### Puzzles

Draw some straight and curved lines on an A4 piece of coloured cover paper. Have the children cut along the lines forming separate jigsaw pieces and then reassemble the jigsaw.

**or**

Ask children to select a favourite picture from a magazine. Draw some straight and curved lines on the picture. Ask children to cut along lines, forming separate jigsaw pieces and then to reassemble the jigsaw by pasting onto paper.

### Streamers

Draw parallel straight or curved lines on magazine pages, coloured paper, etc. Ask children to cut along lines to make strips of paper. Fix strips to end of popstick, ruler or rhythm sticks with rubber bands. These can be used for music, movement and imaginative play activities.

## Marker FM 4

**Holds pencil in preferred hand, near point, between thumb and the first two fingers when drawing and writing (tripod grip).**

That is, the pencil is held in a relaxed grip in the preferred hand, near the point, between thumb and the first two fingers, enabling the child to make highly controlled finger and wrist movements. Writing and drawing require considerable cognitive skills as well as hand-eye coordination. As children are storing shapes and letters in their memory at this stage, it is important that the teacher or another adult models the appropriate letter shapes. It is strongly recommended that this marker be evidenced through continuing observation of children as they draw and write.

## Marker FM 5

### Uses medium pressure on pencil demonstrating good muscle tone.

That is, the child demonstrates evidence of good muscle tone by applying medium pressure on the pencil. Watch for children who draw/write in spidery, wispy lines as this may indicate low muscle tone requiring remediation, e.g. referral to occupational therapist.

## Marker FM 6

### Copies a cross within a circle.

That is, the child produces a clear replica of the shapes without having to change hands.

This demonstrates further development of hand-eye coordination, dominance\* of hand and eye, and visual memory development, i.e. the ability to discriminate between shapes and objects, motor memory of how to form shapes, and bilateral coordination. Restricted movement may be indicated if the child rotates the paper rather than the wrist, elbow and shoulder.

Repeated referral to the model, or the need to trace the model with the finger, may indicate poor visual memory. The way the child arranges the shapes on the paper will give some clues to their understanding of directionality, left to right. The activity requires crossing of the body's centre line and any mixed dominance may cause the child's spatial reference point to change, creating difficulties in activities of this nature.

## Possible Activities

### Copycats

Work with individual children or small groups. Give each child a turn to draw a shape which the others copy. The teacher also draws circles and crosses for the children to copy. (Use large pieces of paper with textas or crayons, or blackboards with chalk.)

The copycat activity can be varied by using a variety of media, e.g. sand trays, sand pits, finger paint, chalk on concrete etc.

### Printing

Set up a flat surface that can be covered with paint for printing. Have the children use rollers or hands to cover the surface with paint. Encourage them to experiment using fingers or implements to make patterns, including circles and crosses. A print is taken of the finished design.

### Noughts and crosses

Have children play a game of noughts and crosses.

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◆ Defined further in the Glossary

# Personal and Social Behaviour

The Kindergarten provides a secure social setting for young children where they are encouraged to become less inhibited, more spontaneous and more socialised within group settings.

A social situation where a group of children is interacting will support the development of independence in following routines, social adaptability, and friendly cooperation with peers.

The activities provided in Kindergarten have a deliberate focus on the development of a child's self-awareness and ability to operate effectively as a member of a group.

It is important for teachers to be aware that a number of the markers in this area have implied values.

Teachers should be careful not to bring their personal social values to the judgements they make about children's social competence. For example, they may assume a child is impolite or socially inadequate, when in fact the child may be conforming to the set of social mores of their own cultural group. The teacher's key role is to foster the growth of the individual's well-being and self-esteem and gradually to encourage them to interact with others in the ways that school requires for effective learning.

Observation records are the most appropriate source for assessing social development. The contexts that are particularly useful for gathering this information are during the indoor program, outdoor play, dramatic play, and snack times. If judgements are to be accurate, special care should be taken to note the events which may have preceded a particular action, and any that follow. *Patterns* of behaviour should be identified, to avoid judgements being made on the basis of isolated incidents. If the teacher feels that a child is having difficulties socialising, the attitudes of the group should be observed as well as the actions and reactions of the child concerned.

## Marker PS 1

### Is independent in their toilet routine.

That is, the child will indicate the need to use the toilet and do so independently. Hand washing routines are completed as a matter of course or when the child is reminded or directed.

Generally children are 'toilet trained' by age three but environmental or social stresses may result in temporary regressions. These incidents should be managed with sensitivity. Praise and encouragement should be given and self-help encouraged. *Self-sufficiency* should be the result. Hand washing and other health and safety aspects are covered as part of the Kindergarten program.

## Marker PS 2

### Completes everyday tasks independently.

That is, the child organises personal belongings appropriately, e.g. unpacks and packs bag.

Some children will have had little encouragement to develop independence prior to beginning school. Opportunities need to be provided to develop confidence and a sense of responsibility and independence in this area. Teachers need to be aware not only of what children can do for themselves but also what they are *willing* to do for themselves. The teacher needs to build routines and expectations accordingly.

### Possible Activities

#### Regular everyday routines

In the course of a normal day, the teacher will encourage the children to do the following types of activities without assistance: unpack bags, put on a hat, put away items of clothing and material and equipment, pick up paintings, etc.

## Marker PS 3

### Engages in imaginative play.

That is, the child increasingly uses symbols for expressive purposes, e.g. language, drawing/painting, dance, constructions, and role-play. The child frequently rehearses personal and social situations through dramatic play and through this symbolic activity, integrates ideas and makes sense of their world.

Children will have had varying experiences in social and cognitive areas prior to school and this will be reflected in the development of their creative capability.

Teachers need to provide stimulating materials and pose problems and challenges to encourage children to use their creative ideas.

### Possible Activities

Provide opportunities for free play with a variety of materials indoor and outdoor, e.g. role-play costumes (puppets, shops, garages, hospitals, etc.), items for the sandpit, and for large and small blocks construction.

## Marker PS 4

### Uses words rather than physical aggression to solve problems.

That is, the child increasingly uses developing language skills rather than a physical response to solve problems. Children at this stage often use assertiveness, or even aggression, to establish social contact.

They tend to criticise and to boss one another in play situations. Growing maturity in group situations sees an overall drop in physical aggression, but children who still persistently show aggression, both physical and verbal, are usually immature and less able to enter into social relationships. Modelling preferred behaviours will have a marked effect, when these desired behaviours are consistently discussed, demonstrated and practised.

NB: Teachers should be equally alert for the passive child who may be using passivity and withdrawal as a response to confronting situations.

Children can be supported by adult intervention, mediation and modelling of preferred behaviours.

### Marker PS 5

#### **Takes turns and shares with others.**

That is, the child is more likely to take turns and to share in an environment where these behaviours are valued and expected. Encouraging children to view themselves as good natured and helpful supports the development of these attributes. Reluctance to share often demonstrates a lack of maturity.

### Marker PS 6

#### **Shows concern for others.**

That is, the child is developing an understanding of how others feel and responds appropriately.

Genetic factors play a part in the patterns of development of temperament and social characteristics. An environment where preferred behaviours are modelled also has a marked effect. Therefore, desired behaviours must be observed, discussed, modelled and practiced, before judgements can be made.

### Marker PS 7

#### **Increasingly cooperates with other children in extended play situations.**

That is, the child demonstrates growing self-awareness and is becoming more skilled in social interaction.

Children usually discover, by observation and trial and error, which skills work as they interact with their peers. Children's knowledge of appropriate behaviours and their ability to implement them are often demonstrated by the way they attempt to join a group and the level of their participation.

### Marker PS 8

#### **Is confident and responds in known situations.**

That is, the child shows confidence and responds willingly in secure and familiar situations.

A delicate balance often exists between dependence and independence. The teacher encourages independence by involving children in classroom management and the management of self. New activities and experiences are added slowly, and support is provided when entering new situations.

### Marker PS 9

#### **Engages in personally challenging tasks for increasing periods of time.**

That is, the child concentrates and demonstrates engagement in an activity that is personally motivating.

Children's attention can be extended by providing a program with a balance of familiar activities, repetition, novelty and challenge.

When motivation is strong for a task, the child will appear to have a longer attention span. For this reason we can best determine the child's attention span through observation over a period of time in which the child is involved in a wide variety of tasks.

### Marker PS 10

#### **Separates comfortably from parent/carer.**

That is, the child happily and independently separates from the parent/carer and becomes involved in the Kindergarten program.

The parent/carer may spend a short time with the child at the beginning of a session but then the child will happily say 'good-bye' to the adult.

### Marker PS 11

#### **Demonstrates cooperation with adult directions.**

That is, the child readily undertakes a direction given by familiar adults. This cooperation may include involvement in large group activities, undertaking a specific individual task or working within a small group.

# Listening, Speaking and Understanding

Teachers often talk about children developing 'listening skills'. By this they mean the ability to focus on a piece of information and remember it. This generally means learning to ignore distractions and other competing information. Teachers need to help children to recognise 'pay attention' signals, as memory relies on conscious, active mental effort, rehearsing, organising and elaborating. Patterning and symbol making are memorising strategies and the key to logical thinking. Children engage in symbolic thought and symbolic play using objects or symbols to represent something else, or by taking on different roles.

Communication is a complex process for the Kindergarten child. The sounds of speech have usually been mastered before entry to school, as have the semantics, or meaning, and a great deal of the syntax, or grammar. In social situations the pragmatics of speech present a new challenge. For example, the way the child speaks to a sibling may not be the way the child speaks to the teacher, or the voice used in role-play. Children learn that speech needs to be adapted to fit the purpose and the social context, and one must learn to read situational and non-verbal cues. They learn to take conversational turns, gain information and negotiate differences.

Young children will reason or solve problems quite effectively in situations that have relevance to their knowledge and experience, but may have difficulty when the language and the materials are unfamiliar, when the demands on memory are high and when the goal or purpose of the task is not clear. Teachers must be adept at listening to children and assessing what they appear to know and not know. Programs can then be offered which will build on the concepts already in place.

Most of the following markers will be evidenced in normal language activities and through ongoing observation of each child during the Kindergarten session. 'Possible Activities' have therefore been included only for those markers which might require more specific observation.

**\*\* Marker LSU 1****Talks fluently without stuttering.**

That is, the child talks without long pauses, marked hesitations or repetition of sounds in words. It may be considered normal if the child repeats whole words or phrases, or pauses before speaking to consider how to formulate a message. However, it is important to watch for children who appear unusually tense while doing this and/or who prolong one sound, e.g. 'M—y cccccc at can come to K——inder.'

**\*\* Marker LSU 2****Uses normal voice and pitch.**

That is, the child's voice is not consistently husky or croaky. Huskiness or croakiness could indicate voice strain or the presence of vocal nodules, particularly in children who persist in shouting or making unusual vocal noises. Some children speak as if they have a chronic cold, in a rather muffled way. Referral to a speech and language pathologist or a doctor should not be delayed if this persists.

**Marker LSU 3****Uses grammatically conventional spoken language, including correct pronouns, third person and regular past tenses/plurals.**

That is, the child uses language structures that are accepted as conventional, mostly speaking in sentences rather than single words or phrases. It is still perfectly acceptable for children at this stage to be making errors such as "I comed" or "I runned", where they are actually over generalising in the use of the -ed endings on words in the past tense. Plurals are often subject to the same type of error, e.g. mouses, sheeps, mans. This is not a subject of concern. Children will soon recognise the irregularities.

**Marker LSU 4****Speech is usually phonetically correct.**

That is, the child's speech is easily understood by unfamiliar adults. Errors with 's', use of 'w' for 'r' and 'f' for 'th' are quite appropriate for this age group – e.g. wabbit, fink – and should not cause concern.

Note: Most children develop the following sounds correctly by the age shown:

2 years all vowels

3 years p, b, m, w, h

4 years t, d, n, k, h, ng and most consonant blends

5 years f, j, sh, ch (the child may still be developing consonant blends which include 'th' or 'r', eg using bw for br, fw for thr etc.)

**Marker LSU 5****Responds to questions, e.g. *Who?*, *What's that for?*, *Where?* (Receptive language).**

That is, the child verbally answers a question posed by a familiar adult, e.g. 'Who brought you to school today?'

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\*\*All students should be assessed against these two markers early in the year and at the latest, before Easter. students who do not achieve a yes against these indicators **must be referred immediately, with parental consent**, to the District Speech Pathologist.

## Marker LSU 6

**Asks questions, e.g. *Who? What's that for? When? Why? How?* (Expressive language).**

That is, the child asks questions as an expression of their curiosity or in an attempt to gain more information.

## Marker LSU 7

**Understands a sequence of classroom instructions.**

That is, the child's receptive language is developed to the stage where they can understand and carry out instructions given by a familiar adult in the school environment. If the child can follow a three-stage instruction, e.g. *Hang up your bag, take your lunch box out and sit on the mat*, then they will be able to participate more confidently and successfully in classroom activities.

With this marker there is the implication that there is a willingness on the part of the child to carry out the instruction and teachers should be aware that not following an instruction does not necessarily indicate an inability to do so.

### Possible Activities

#### Simon Says

Play this as a game with three-stage instructions.

#### Shopping corner activities

Give instructions such as: *Please go and buy me a box of Weetbix, some Vegemite and a loaf of bread.*

#### Simple errands

Set up errands with three-stage instructions – e.g. *Take the bowl back to the cooking corner, ask Ms X to wash it and bring it back please.*

#### Touch game

Have a selection of items placed on the floor. Instruct children to touch three items in order.

## Marker LSU 8

**Can use language to state needs and feelings.**

That is, the child is able to use language to make requests, to express needs and provide information. The child should be able to state feelings when asked, but may not spontaneously do so.

## Marker LSU 9

**Speaks in a manner that can be easily understood by adults.**

That is, the child's language is mature enough and sufficiently clear for adults outside the immediate family circle to easily understand what is being said.

## Marker LSU 10

### Understands positional words.

That is, the child is gaining an understanding of spatial concepts and their positional words – behind, beside, next to, in front, over. They are able to follow short instructions containing these.

### Possible Activities

#### Use of farm animals

Provide plastic farm animals for children to practice following spatial instruction – for example *put the cows behind the fence, put the ducks in the pond, put the sheep between the horses and the geese.*

#### Obstacle course

Use these for instructions – e.g. *go over the ropes, under the ladder, through the hoops and around the tree, between the bushes and the shed.*

#### Acting out a story that uses positional words

For example, *Bears in the Night*, by Jan and Stan Berenstain; *We're Going on a Bear Hunt*, retold by Michael Rosen.

#### Acting out songs that use positional words

For example, *The Bear Went Over The Mountain*:

*The bear went over the mountain*

*The bear went over the mountain*

*The bear went over the mountain*

*To see what he could see.....*

Invent additional verses – e.g. *The cow went around the big rocks* or *The frog swam under the lily pad.*

## Marker LSU 11

### Uses positional words.

That is, the child increasingly uses positional words to describe his/her orientation in space or the position of objects.

## Marker LSU 12

### Listens to stories read and told and demonstrates understanding when questioned.

That is, the child is able to listen to stories read or told that are appropriate to age and interest levels. The story may need to be centred around an area that engages the child and relates to prior knowledge if a true indication of attention and involvement is to be gained.

The child can respond to simple questions about the text immediately after hearing it.

## Marker LSU 13

### Recounts a personal experience in logical sequence.

That is, the child can now tell a complete version in logical sequence of something he/she has seen or experienced.

### Possible Activities

#### News telling

Where a child is asked to relate a sequence of events without prompting.

**Giving an explanation**

Ask children to give an explanation about *What happened?*

**Marker LSU 14**

**Shows beginning awareness of social language conventions (eg greetings, please and thank you and letting others speak).**

That is, the child is beginning to understand the need to use language conventions to maintain social relationships.

# Cognitive Development

## Introduction

A child's learning is influenced by factors that are both intrinsic and extrinsic to the child. Factors that are intrinsic to the child include biological factors, motivation and emotional development. Extrinsic factors include the child's environment and experiences. All of these factors influence children's cognitive development – that is their ability to acquire and use knowledge. The Kindergarten curriculum provides children with experiences that aim to promote their cognitive development. Necessary skills include attention, pattern recognition, problem solving, classification, prediction and memory. These abilities are developed when a child is actively involved in all aspects of the Kindergarten Program including outdoor play and motor activities. At this level, children should be encouraged to verbalise their thought processes and problem-solving strategies and to reflect on their experiences. Cognitive deficits have a significant impact on a child's ability to learn, and should be identified at an early age so that an intervention program can be developed to meet the individual's needs.

Conversation and activity around shared problems and tasks, interacting with adults who are 'more experienced learners', support children's cognitive development and enable them to 'construct' and interpret their world in increasingly sophisticated ways.

## Marker C 1

### Recognises and names four (4) colours.

That is, the child can name a colour correctly on a chart or card, object or picture. The child is beginning to classify and categorise and is using visual cues and memory to label.

### Possible Activities

#### Sorting anything and everything

Engage children in sorting objects such as plastic lids, attribute blocks, environmental materials, people and clothing, into similar categories.

#### Colour Lotto

This is a game for 2 to 3 players. Each child has a playing board with a number of different colours on it. An adult or another child has the master cards to match the colours on the individual playing boards. The game caller identifies the colours on the master cards by name, one at a time. If the child playing has the colour they cover it with a marker.

#### Colour stories, songs and rhymes

*The Rainbow Song, I am looking for the red sticks ... Brown Bear Brown Bear – I went walking ...*

#### Rainbow game

Place coloured hoops around the room. As everyone sings *The Rainbow Song*, the children move around the room. When the song is finished the children choose a hoop to stand in. The teacher has his/her back to the children and names a colour. The children standing in that hoop are then 'out' and sit down or go on to another activity. (Repeat)

#### Red Sticks game

This song can be used as a chant or as a circle game. Have a whole collection of sticks in the middle of the circle. A selected child has to collect the correct colour before the song is complete. For variation use coloured lids, buttons, shapes, socks etc.

*I am looking for the red sticks  
I am looking for the red sticks, the red sticks, the red sticks,  
I am looking for the red sticks, bring them here to me!*

#### Threading and patterning activities using colour

## Marker C 2

### Gives name and age (first name and surname).

That is, the child, on request, can state given name and age. This demonstrates the development of memory and self-concept, and some understanding of the place of self within the family and the 'world'.

## Marker C 3

### Counts to 5 with 1:1 correspondence.

That is, the child demonstrates the ability to count objects sequentially one at a time. The child will touch each object as they say the number.

## Possible Activities

### Buzz game

Children stand in a circle. The first child begins by saying '0'. The next child says '1', and so on until the chosen number is reached and that person says 'buzz' and sits down. Continue until there is one child left standing.

### Counting rhymes and songs

For example *1,2,3,4,5, once I caught a fish alive; 1,2, buckle my shoe; This Old Man*, etc.

### Other activities

Make use of counting opportunities during normal activities by asking, *How many children are at your table? How many biscuits have we cooked? How many pieces of fruit are there on the plate?*

**Number learning centre challenges, board games, etc.**

## Marker C 4

### Recognises first name in print.

That is, the child has some understanding of symbols and symbol systems and of the cultural and social importance of 'naming'. The cognitive processes involved are visual memory, placing things in categories and the realisation that meaning can be made from letters and other symbols. This also provides evidence of social development, i.e. development of the personal capability.

Children need opportunities to engage in purposeful activities that involve using names, symbols in drawing and recognising print in the environment.

## Possible Activities

**Involvement in play and role-play, name cards, birthday charts, labelling activities, rosters, taking turns.**

## Marker C 5

### Sequence three pictures using a familiar context.

That is, the child can use visual clues to organise a logical sequence of events and can justify their selection to an adult, e.g. using commercially produced sequence cards, photos etc.

Encourage left to right placement of objects or cards. This activity may need to be observed using different selections of materials and familiar contexts.

## Marker C 6

### Can copy and continue a pattern using two items.

That is, the child can demonstrate their awareness of what a pattern is by copying and continuing the pattern using a range of materials.

The activity requires the child to use two items to copy the pattern and repeat it at least three times.

## Possible Activities

Provide a range of materials, e.g. nuts, bottle tops, shells, leaves, plastic teddies, cubes, shapes, seed pods, pebbles, coloured ice-cream sticks, beads etc. and ask children to create repeated patterns.

### Marker C 7

#### **Can complete an 8 – 12 piece jigsaw.**

That is, the child will complete an 8 – 12 piece jigsaw puzzle that is not an insert puzzle. The teacher needs to use his/her professional judgement to ascertain that the level of difficulty is appropriate for the child.

Completing an 8 – 12 piece jigsaw will demonstrate whether a child has developed spatial awareness as they match and rotate pieces, and their visual memory as they visually predict the jigsaw picture and complete it.

### Marker C 8

#### **Builds three steps with six cubes after demonstration.**

That is, the adult completes the demonstration, then the child is able to place three cubes in line, two on the second level and one on the third forming a stair.

Success on this task shows evidence of the development of sequential memory, visual perception\*, fine motor skills and the ability to follow directions.

### Marker C 9

#### **Repeats orally a sequence of three numbers between 1 and 10.**

That is, the child demonstrates auditory sequential memory by repeating a minimum of three numbers. This skill is necessary for following instructions and directions. Auditory sequencing also demonstrates concentration on a particular task.

### Marker C 10

#### **Sustains attention to complete a variety of tasks.**

That is, the child will demonstrate an increasing ability to attend to and focus on a variety of tasks within the program. Completion of tasks is necessary to develop responsible work habits, essential for successful learning.

### Marker C 11

#### **Draws a person with a head, arms and legs.**

That is, the child draws a recognisable person including two or three facial features. At this stage of development the body may not be represented in their drawings.

Drawings at this stage are an indication of conceptual development, showing evidence of some mastery of symbol systems and the developing ability to make inferences, e.g. the child may know and name all body parts with accuracy, but their drawings may not show evidence of the transfer of this knowledge to visual representation. The parts of the body that are drawn are generally those that are more significant to the child at the time and are given emphasis according to importance.

**Note:** It is strongly recommended that this marker be evidenced through continuing observation of the child's drawings and paintings and is not approached as a 'Draw a Man' test.

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◆ Defined further in the Glossary

## Marker C 12

### **Predicts and understands events in everyday experience and in responding to texts.**

That is, the child has some knowledge of past, present, future and causality, and is able to come to some conclusion – e.g. *What do you think will happen next? What would happen if?*

Conclusions need not be accurate but they should demonstrate an increased ability to reason.

Competence in this area requires a reasonable knowledge of the world, of people and their motives and of cause and effect. If successful, the child has mastered some complex skills.

Opportunities to support the development of this marker include:

- Cooking
- Science – growing things
- Technology challenges
- Sand and water play
- Oral cloze activities
- Prediction from visual texts
- Predicting outcomes from stories, etc.
- Observation and discussion of everyday, sequential activity such as building and road works



# Section C

## Supplementary Activities For Individual Markers

# Gross Motor

## Indicators

### Observe carefully the child who

- tends to wait for others to move in a planned motor development activity and then copies the movement
- is particularly uncoordinated and stands out from others in the group
- has lots of accidents, trips, bumps into things
- is awkward getting up or sitting down, or getting around objects and people, climbing, jumping

### Observe carefully the child who

- exhibits involuntary movements
- exhibits chronic toe walking
- frequently rocks and sways
- habitually shakes hands or taps fingers

### Marker GM 1

Walks up and down stairs, one foot to a step (alternate feet).

### Marker GM 2

Walks down stairs one foot to a step (alternate feet).

### Marker GM 3

**Climbs ladders and frames (hands and feet moving alternately to show bilateral movement).**

Children who are delayed in achieving motor skills often display ineptness in large or small muscle control. These children need lots of practice in locomotor activities such as rolling, crawling, hopping, skipping, galloping, running and leaping.

In the early stages children should be involved in activities where they are almost completely grounded, or close to the floor. The following activities all require the child to use the skills of weight transference, balance, spatial awareness, visual perception and proprioceptive♦ awareness.

#### Possible Activities

##### Crocodile or commando crawl (on the spot)

The children lie on their stomachs on the floor. The head is tilted to one side. One arm is bent at the elbow and is placed above the head. The leg on the same side is bent at the knee. Straighten this arm and leg and bend the leg and arm on the other side. Then try this cross-laterally, i.e. right arm, left arm.

##### Angels in the snow

Have the children lie on their backs, arms at sides and legs together. Ask them to slide both arms along the ground upwards until they meet on the floor above their heads, then slide their arms back down ... then slide legs apart, and together. Variations include moving one arm up and down; moving one leg up and down, and moving arms and legs together.

##### Playground activities

- children walk through a maze of objects without touching anything, step over, crawl under, walk round objects etc.
- children crawl through tunnels with eyes open, eyes shut
- children find a small space to hide in/a big space to hide in

##### Using ladders

- Place the ladder flat on the floor. Have the children step between the rungs, jump between the rungs and crawl on top of the rungs.
- Place the ladder horizontally at a low level. Have the children step in and out of the rungs. The children go under the ladder, then climb up through a hole and over a rung.
- Place the ladder horizontally at a low level. Ask children to lie on their backs under the ladder and pull themselves along the ladder using their arms.
- Place the ladder on its side and get the children to crawl in and out of the rungs.

##### Boards and trestles

Set up two trestles with two narrow boards between them, sitting at different levels. Have the children crawl under/over and between the boards. Challenge the children, *Can you do this on your back?*

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♦ Defined further in the Glossary

**Climbing activities**

- climbing on bales of hay, tyre walls, trees, playground equipment
- various levels of platforms, tunnels, boards, boxes, etc.

**Marker GM 4**

**Jumps from a step or box or similar (40cm high) and lands on two feet with bent knees.**

**Possible Activities**

- the children jump over and across lines/ropes; over or into hoops
- the children jump to rhymes/songs, e.g.
  - Let's go jumping, jumping, jumping.*
  - Let's go jumping, far, far away.*
  - Let's jump back again, back again, back again.*
  - Lets jump back again in the same day.*
  - Jump, jump, jump if you feel you want to – OoOo;*
  - Jump, jump, jump if you feel you can;*
  - Jump, jump, jump, if you feel you want to – OoOo*
  - Jump, jump, jump if you feel you can.*

**Note:** If necessary, hold child around torso to help establish the jumping movement.

**Using trampettes**

- the children march or jog on the trampette
- the children jump to rhymes or songs (see above).

**Sawing game**

One person stands on the trampette and their partner stands on the floor. They join hands and, while jumping, 'saw' arms backwards and forwards.

**Note:** If trampette is too firm, remove some springs evenly around the trampette.

**Marker GM 5**

**Walks along a narrow line, one foot in front of the other (toe to heel) along the ground.**

**Marker GM 6/7**

**Balances on left/right leg for 3 – 5 seconds.**

Balance is dependent on the integration of visual, kinaesthetic and vestibular information. Emphasis on vestibular activities has been shown to improve balance and movement awareness.

**Possible Activities**

- swinging/spinning on swings, tyre seats
- sliding down slides frontwards, backwards, head first
- rolling along the ground, down slopes, straight arms and legs
- riding on a scooter board, on stomach
- lying, sitting, rolling on a large barrel or ball

- playing somersaults down foam wedges, hills or mats
- walking up and down an inclined board
- walking on stilts
- walking along a rope/line on the ground, crossing over legs/jumping from side to side
- balancing at different levels, on different body parts, e.g. Twister
- playing animal walks
- playing statues

### Balance beams

Balance boards need to be fairly narrow, i.e. 15 – 20 cm, to ensure that children do not shuffle along the board with feet together but move by swinging one foot in front of the other so that the point of balance is constantly changing. It is important to provide a visual focus for children as they move along the board, e.g. the teacher standing at the end of the board. This ensures that the children keep their heads up rather than looking down at their feet.

- children walk along the board forwards/backwards
- children walk along the board, stop and point the toe over the edge of the board
- children tip toe along the board

## Marker GM 8

**Hops forward on preferred foot for 3 to 5 metres.**

### Possible Activities

The teacher holds hands with a child as he/she hops to help develop the movement patterns.

## Marker GM 9

**Throws a beanbag underarm in a stipulated direction using one hand.**

## Marker GM 10

**Uses two hands to catch a beanbag that has been thrown from at least a metre.**

### Possible Activities

#### Tracking

If the child continually shuts their eyes or turns their head away when catching, try using a balloon to develop confidence in tracking and catching activities before moving to beanbags.

Using a range of soft balls, balloons and beanbags, try the following activities pairing the child with an adult or older child.

- sit down on the floor and roll the ball to each other
- pass ball/beanbag around the body, knees, ankles using fingertips
- grabbing and passing beanbags/balls games/rhymes, e.g.
  - Pass, pass, pass the beanbag.*
  - Pass, pass, pass the beanbag.*
  - Pass, pass and it stops right here. (Repeat)*
- the children practise watching the ball/beanbag come towards them and deflecting it away, e.g. hit a balloon with a fly swat

- suspend a balloon or a ball inside a stocking from the ceiling or monkey bars and ask the children to try to hit it.

### **Manipulating beanbags and balls**

- ask children to hold the beanbag or the ball:
  - in front of them
  - behind them
  - up high/down low
  - on left/right side
  - between elbows, knees, ankles, wrists
  - in one hand.
- balance beanbag/ball on various body parts
- pass beanbag or ball around body parts
- pass from one hand to the other
- roll ball along the ground with hand, fingertips, feet
- stand over hoop or bucket and drop in ball/beanbag
- hold ball/beanbag above head and let it drop – try this with a partner
- drop and run: the children stand in a circle and pass the ball or beanbag around. On a signal, the child with the beanbag or ball drops it and runs round the circle
- tunnel ball

## **Marker GM 11**

**Kicks a stationary ball in a stipulated direction.**

### **Possible Activities**

- the children sit on a high chair and swing legs pointing the toes
- the children sing and dance using songs and dances which require putting one leg forward, e.g. *Hokey Pokey, Heel Toe Polka*
- suspend a ball or balloon in a stocking and ask the child to hit it with the foot
- the children hold a ball or balloon between their feet and walk around without losing it
- the children move ball/balloon backwards and forwards between feet
- the children move a ball or balloon using inside or outside of feet
- the children stop a ball coming toward them with hands or feet
- set up some skittles or pieces of foam on the floor and have the children kick them over

# Fine Motor

## Indicators

### **Observe carefully the child who**

- uses much more of his/her body to complete an activity than the activity requires
- still produces a lot of scribble, makes extremely heavy marks on paper when drawing and writing
- leans closely over the table when concentrating on fine motor activity
- when doing wheelbarrows, keeps pulling the knees and feet under the body, or thrusts bottom up in the air

### **Observe carefully the child who**

- has a reasonable amount of experience in the fine motor area but who doesn't show a reasonable level of improvement
- avoids activities involving fine motor skills whenever possible
- consistently shows no logic in attempting puzzles and jigsaws

## Marker FM 2

Cuts along straight lines with scissors.

## Marker FM 3

Cuts along curved lines with scissors.

### Possible Activities

- insert jigsaw puzzles
- pegboards
- mosaic boards
- screwing nuts and bolts, using clothes pegs
- nesting and stacking materials, e.g. cups, dolls, barrels, eggs
- Theraputty, play dough and clay – use a variety of tools, cutters, rolling pins, etc. as well as just manipulating with fingers
- stress balls – squeeze and release
- finger plays
- puppets
- play musical instruments

Other relevant guidelines and activities are contained in the Department of Education publication *Fundamental Motor Skills*, Hobart, Tasmania 1997.

# Personal and Social Behaviour

## Indicators

### Observe carefully the child who

- does not seem to recognise self as a separate person, or does not refer to self as 'I' or 'me'
- is anxious, tense, restless, compulsive, cannot get dirty, has many fears, engages in excessive self-stimulation
- seems preoccupied with own inner world – conversations do not make sense
- does not engage in role-play or dramatic play and prefers to play alone
- shows little or no impulse control; hits or bites as first response
- cannot follow a classroom routine
- expresses emotions inappropriately; facial expressions do not match emotions
- moves quickly from activity to activity without completing activities and has a short attention span
- relates only to adults
- consistently sets up power struggle with adults
- consistently withdraws from people; no depth in relationships; does not seek or accept affection or touching
- treats people as objects; has no empathy with other children; cannot play on another child's terms
- is aggressive consistently and frequently hurts others deliberately; shows no remorse, or consistently attempts to hurt others when assumes to be unobserved
- is passive and may be using passivity and withdrawal as a response to confronting situations

## Marker PS 2

**Completes everyday tasks independently.**

### Possible Activities

#### Photo sequence of activities

Take a sequence of three or four photos demonstrating the key steps required to perform an activity or routine. For example, to demonstrate the procedure for children when they arrive at school, a photo sequence may be ...

Hang bag on hook

Remove reading book  
from bag

Place reading book in  
reading tray

Ask the children to place the photos in order and to perform the sequence of actions.

#### Social stories

Take a series of photos to make into a book with text about social events and routines in the classroom, home or community. Social stories may also emphasise appropriate social behaviours and skills such as friendship, working cooperatively and anger management. Commercially produced pictures and language communication symbols such as Compic can also be used. Read the stories with the class and discuss the appropriate behaviours described.

## Marker PS 4

**Uses words rather than physical aggression to solve problems.**

### Possible Activities

- Set up class meetings where problem -solving procedures can be put into place in order to create a safe, secure environment.
- Model the 'I' message, e.g. *I feel sad when you throw the sand because it gets in my eyes and my eyes get sore.*
- Set up role-playing with the whole class, e.g. people have the right to say; *Stop! I don't like it when you ... because ...*, and be respected by others.
- Involve the children in role-play, drama and puppetry.

## Marker PS 5

**Takes turns and shares with others.**

### Possible Activities

- With parents to help, put children into different groupings to play games or take part in any indoor/outdoor activities.

## Marker PS 10

**Separates comfortably from parent/carer.**

### Possible Activities

- Use a clock to monitor parent/carer departure times.
- Suggest another appropriate adult brings the child to school.

## Marker PS 11

### Demonstrates cooperation with adult directions.

- Use incentive or reward systems.

### Additional Activities to Develop Self-Esteem

- Have children share work and things they are proud of, e.g. news, drawings, constructions, artwork.
- Play circle discussions and games, e.g. *pass the mirror around*. Say, *Have a look in the mirror and tell me about the person you can see*.
- Play magic circles, e.g. discussing feelings, thoughts, things that make you happy, sad. Set up special 'rules' to help each child feel safe to share.
- Play the 'feeling' dice game. Children roll the dice, identify the feeling shown on the dice and share when they felt that way or when they could make others feel that way.
- Have children play partner games with a friend. They take turns in telling why that person is a good friend.
- Put children into different groups with parent help, to play games, any indoor/outdoor activities.
- Discuss and establish routines and expectations, e.g. putting up hands to speak in whole groups, listening to others speak without interrupting, waiting patiently to make a contribution. Initially situations will need to be specifically set up and monitored, e.g. limit the amount of equipment or number of children at a given activity.
- Plan questions that involve higher levels of thinking – predicting, hypothesising, reasoning, etc. For example *What will happen to the macaroni while it is boiling in the water? Why do some leaves change colour in Autumn? Why did the mother in the story have a smile on her face?*
- Encourage the children to do the following types of activities without assistance – unpack a bag, put on a hat, put away items of clothing and material and equipment, peg up paintings, etc.

# Listening, Speaking and Understanding

## Indicators

### Observe carefully the child who

- has difficulty putting sounds and words in proper sequence
- cannot be prompted to produce age appropriate sounds
- has a history of ear infections or middle ear disorders

**Note.** Most children develop the following sounds correctly by the age shown:

2 years all vowels

3 years p, b, m, w, h

4 years t, d, n, k, h, ng and most consonant blends

5 years f, j, sh, ch (the child may still be developing consonant blends which include 'th' or 'r', e.g. using bw for br, fw for thr, etc.)

### Observe carefully the child who

- shows excessive repetition of sounds and words (cccc)
- shows prolongation of sounds (mmmmmmmm)
- shows long blocks of hesitations during speech
- puts in extra words (um, uh, well)
- consistently exhibits two or more of the following behaviours while speaking: hand clenching, body tension, blinking, lack of eye contact, swaying, shaking, rise in pitch of voice, obvious frustration, or avoiding talking.

### Observe carefully the child who speaks

- extremely quickly or slowly
- with breathy or hoarse voice; a very loud or soft voice; a very high or low voice
- with a very nasal voice.

**Referral to a general practitioner, an ear, nose and throat specialist as well as a speech and language pathologist may be necessary.**

### Observe carefully the child who

- does not appear to understand when others speak, even though hearing is normal\*
- appears to understand the daily routine, and is cooperative in most activities, except story telling and singing\*
- is slow to respond to speech or directions when unable to see the speaker's face\*
- communicates by pointing or gesturing\*
- does not respond to soft or distant sounds\*
- relies on intonation and not correct grammatical structure to ask a question, or uses a restricted variety of pronouns, e.g. *Go out now? Me go to toilet. Her hit me!*\*
- has limited vocabulary for age\*
- has difficulty speaking in sentences\*
- echoes back what others say
- has word retrieval difficulties
- has difficulties understanding explanations about what causes things to happen
- is reticent to speak with familiar adults

- when questioning only asks *who* or *what*
  - \* These may be direct indicators of speech delay or hearing impairment, and a careful judgement should be made about prompt referral.

**Observe carefully the child who**

- does not speak to adults or other children and has a Language Background Other than English (LBOTE).\*\*
  - \*\* It is important to check that children with LBOTE use their own language fluently with their parents, siblings and relatives. If they do not, they may have a hearing impairment or a language delay in their own language. It is important to have the opinion of a bilingual speaker.  
  
If the teacher is concerned, they can ask for the assistance of the school English as a Second Language teacher (ESL) or contact the Principal Project Officer ESL. The assistance of a translator service will be arranged as appropriate.

### Marker LSU 3

Uses grammatically conventional spoken language, including correct pronouns, third person and regular past tenses/plurals (errors may persist with irregular forms, e.g. caught, mouses).

### Marker LSU 4

Speech is usually phonetically correct (excluding s, r, and th).

### Marker LSU 5

Responds to questions, e.g. *Who? What's that for? Where?* (Receptive language).

### Marker LSU 6

Asks questions, e.g. *Who? What's that for? When? Why? How?* (Expressive language).

### Marker LSU 7

Understands most classroom instructions (at least three-stage instructions).

### Marker LSU 8

Can use language to state needs and feelings.

### Marker LSU 9

Speaks in a manner that can be easily understood by adults.

### Marker LSU 12

Listens to stories read and told, and demonstrates understanding when questioned.

### Marker LSU 13

Recounts a personal experience in logical sequence.

### Possible Activities

**Rhyme, verbal absurdities, alliteration**

Provide time for and encourage children to play with words and sounds, anticipating rhyming words, or to 'close' a sentence. Encourage children to develop and share a repertoire of rhymes and chants.

## Discussions

- Provide plenty of opportunities for one-to-one, small group and whole class discussions about shared experiences, e.g. talking about an excursion, an event, an activity, a drawing, a story, a construction. Model and encourage use of past, present and future tense. Correct errors in tenses indirectly by repeating back the child's utterance including the correct form.  
e.g. Child: *I goed to the park.*  
Adult: *Oh, you went to the park. What did you do there?*
- Encourage children to share opinions and feelings and ideas.
- Role-play asking and answering questions. Encourage children to 'play the game'.
- Ask children to provide information about a statement, helping them to relate their thoughts coherently, Child: *There is something outside!*  
Adult: *What did you see? What did it look like?*
- Supply models of speech by giving a running account of an activity, e.g. *We're going to add the milk to the mixture so that it will turn into a batter.*
- Problem solve aloud describing the mental process in words as a model for the children. Ask the children to have a try.
- Recount an event or experience together with the child, to someone who was not present, e.g. get the child to tell the parent how the class made the scones. Act as a facilitator, asking questions or providing prompts.
- Share a textless book with the child to encourage sequencing and story-telling skills.
- Encourage children to share books and stories with an adult in small groups or individually. The focus will be engaging in verbal interaction relating to the story, asking children to respond to questions such as *Who can you see in the picture? What are they doing? What might happen next?*
- Encourage speech development by asking children's opinions and listening to their answers.
- Value children's pretend play; become involved by playing a part. Listen to their responses and watch their reactions.
- Encourage children to solve simple riddles and to make up their own, e.g. *I have horns, I say moo, what am I?*
- Model and promote active listening. Describe what children should do to be active listeners (i.e. body should be still, eyes looking at the person etc.).

# Cognitive Development

## Indicators

### Observe carefully the child who

- has confusion matching and identifying colours following participation in many colour-related activities; for example, with red/green discrimination, boys, who are more prone to colour blindness, may have particular difficulty
- moves quickly from one activity to the next displaying a short attention span
- fails to persist with and complete a task
- does not display some progress with particular activities after repetition/practice over a period of time, e.g. still only counts 1:1 correspondence to 2
- portrays an inconsistent learning pattern, i.e. he/she continually forgets information learned the previous day
- consistently cannot comprehend and follow simple instructions
- has problems with visual discrimination, e.g. cannot identify shape differences, has difficulty completing puzzles
- has problems with the concept of patterning, e.g. sequencing, following set routines, continuing patterns, clapping patterns,
- is not able to draw a person with 2 – 3 facial features and limbs
- has difficulty with memory processing, i.e. cannot remember songs, rhymes, instructions
- cannot choose or make decisions
- has difficulty transferring learning from one situation to another
- cannot observe and identify similarities and differences between objects
- avoids activities which require cognitive challenge.

## Marker C 1

Recognises and names four (4) colours.

### Possible Activities

- Provide a range of activities to practise naming colours, e.g. painting activities, collage, sorting anything and everything, 'I Spy' colour games, computer games.
- Singing games and songs, e.g. *Mary Wore a Red Dress*, *The Rainbow Song*.
- Dismissing/organising children with colour themes, e.g. *everyone wearing brown shoes can move to an activity, matching colour cards to find pairs*, etc.
- Board games such as 'Snail Pace Game', 'Coloured Lotto'.
- Stories, e.g. *Brown Bear, Brown Bear, I Went Walking*.

## Marker C 2

Gives name and age (first name and surname).

### Possible Activities

- Introduce children to group with name and age details, children repeat.
- Use birthday celebrations to reinforce information, e.g. Who is four? Who is five? Write and read news about birthdays.
- Offer opportunities for children to practise giving their name and age, e.g. during circle games – 'B B Bumble Bee', 'Cookie Jar' and 'Cut the Cake' – introducing themselves to the group etc.

## Marker C 3

Counts to five with 1:1 correspondence.

### Possible Activities

- Counting rhymes, finger plays and songs.
- Make use of counting opportunities during normal activities by asking numbers of boys, girls, adults, toys, fruit brought for morning tea, scones cooked, how many candles to light for birthday cake etc.
- Learning centres, e.g. post box with objects to count and place in the slot, sorting and counting objects.
- Computer games.

## Marker C 4

Recognises name in print.

### Possible Activities

- Model name writing on children's work, children trace and copy name.
- Use name cards for organising children, playing games, lockers.
- Set up rosters for feeding pets, helpers.
- Create birthday charts.
- Label children's finished work or make signs for work on display.

## Marker C 5

**Sequences three pictures, using a familiar context.**

### Possible Activities

- Use commercial or homemade sequencing cards – begin with two card sets and build up to more complex sets.
- Use oral language activities – refer to C 12.

## Marker C 6

**Can copy and continue a pattern using two items.**

### Possible Activities

- Provide children with a large variety of objects, natural and constructed, e.g. shells, nuts, cones, paddle pop sticks, plastic lids, beads etc., to continue and create patterns.
- Make cards from which children copy and continue patterns.

## Marker C 7

**Can complete an 8 – 12 piece jigsaw.**

### Possible Activities

- Present opportunities for children to put together all types of inset boards, jigsaw puzzles etc.

## Marker C 8

**Builds three steps with cubes after demonstration.**

### Possible Activities

- Play pairs or memory games.
- Engage children with pattern blocks, jigsaw and shape puzzles.
- Discuss puzzles in picture books where children look at a picture and search for specific or hidden objects, e.g. use the books *Each Pear Each Plum* (Ahlberg), *I Spy*, *Animalia* (Base).
- Play *Can you build what I build?* Teacher and children take turns to build a model for others to copy.

## Marker C 9

**Repeats orally a sequence of three numbers between 1 and 10.**

### Possible Activities

- Include memory processing activities in the program such as songs, rhymes, clapping patterns, instructions, etc.
- Play memory games, e.g. place a small number of objects on view for two minutes, remove the articles and see how many of them children can remember, or replace the articles with one missing for children to identify.

### Marker C 10

Sustains attention to complete a variety of tasks.

#### Possible Activities

- Encourage children to stay on task for gradually extended periods of time.

### Marker C 11

Draws a person with head (including two or three facial features), arms and legs.

#### Possible Activities

- Sing, songs and rhymes, e.g. *Heads, shoulders, knees, toes, Simon Says*.
- Liaise with the PE teacher who may be able to assist with activities.
- Provide many opportunities to draw, paint, paste etc.

### Marker C 12

Predicts and understands; *What do you think will happen next? What will happen if?*

#### Possible Activities

- Try oral close activities and pause when reading poems or stories for children to complete the sentence.
- Discuss pictures with individuals or small groups.



# Section D

**Glossary**

**Select Bibliography**

**Support Personnel**

**Photocopy Masters**

# Glossary

|                       |   |
|-----------------------|---|
| bilaterality          | both sides of the body working together, e.g. star jumps  |
| balance               | is dependent on the interaction between muscle tone and strength of body parts, vestibular development and awareness of the body in movement. The major part in the middle brain for the coding of movement is the cerebellum. The child at four begins to exhibit signs that the neural pathways from the vestibular mechanism, located in the inner ear, are sufficiently developed to link with the cerebellum allowing the child to maintain equilibrium in static positions, e.g. maintaining balance when standing with both feet together and eyes closed. |
| critical core markers | A set of 21 essential markers to assist in the identification of kindergarten students not achieving expected developmental outcomes (derived from the original 56 markers).  |
| cross-lateral         | movement in which the opposite hand and foot are moved together (also called contra-lateral)  |
| directionality        | the ability to work out how to get from one point to another, including making judgments about distances between objects. This requires knowledge of spatial concepts such as left, right, up, down, in, out, forward and back.   |
| dominance             | the preferred hand or foot used for throwing, hopping, etc.   |
| gross motor skills    | large body movements such as walking and running  |
| kinaesthesia          | awareness of the body in motion; the sense of movement and position, including tension, direction and speed etc. – knowing what the body is doing without looking   |
| laterality            | awareness of sidedness, of having a left and right side and identifying left and right. It involves the ability to control the two sides of the body together or separately and is the motor basis for spatial concepts.  |
| opposition            | the use of the opposite hand and foot, for example when throwing or when left foot and right hand move together when walking.   |
| perception            | the ability to interpret and gain meaning from the information being received through the senses.   |
| proprioceptors        | the sensory receptors that are within the body in muscles, nerves, tendons and joints.  |
| rhythm                | movement in a pattern which involves an awareness of timing.  |
| spatial awareness     | the ability to reference objects in the immediate environment to ‘the self’, or the ‘body reference map’.   |
| unilateral            | using arm and leg on the same side of the body in unison.   |
| vestibular            | see in ‘balance’.   |
| visual perception     | the ability to see and make sense of what we see. Visual perception helps us make judgments about distances, speed of moving objects, heights and angles of objects, as well as sorting out foreground from background.   |

# Support Personnel

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**Barrington District**  
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**Bowen District**  
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**Derwent District**  
Phone: 03 62 735137  
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**Esk District**  
Phone: 03 63 392262  
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## District Literacy Officers

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**Bowen District**  
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Phone: 03 62 710507  
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**Hartz District**  
Phone: 03 62 248671  
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**Esk District**  
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**Early Learning Tasmania**  
State Co-ordinator  
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**Business Support Service (SAM)**  
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## Photocopy Masters

- Individual  
and
- Class

# Photocopy master

## Revised Kindergarten Development Check – Individual

|                     |                                    |
|---------------------|------------------------------------|
| Name: .....         | Date of Birth: .....               |
| School: .....       | Teacher's Name: .....              |
| Date Check 1: ..... | Date Check 2 (if necessary): ..... |

Note: The Critical Core Markers are an early check for appropriate development and must be used in conjunction with the support materials.

| Marker | Description   | Check 1 |    | Check 2 |    |
|--------|---|---------|----|---------|----|
|        |   | Yes     | No | Yes     | No |
| 01     | Gross Motor Development<br>(Use the 13 original markers to inform a global judgement.)  |         |    |         |    |
| 02     | Counts to 5 with 1:1 correspondence.  |         |    |         |    |
| 03     | Recognises name in print.   |         |    |         |    |
| 04     | Can copy and continue pattern using two items.  |         |    |         |    |
| 05     | Can complete an 8-12 piece jigsaw puzzle.   |         |    |         |    |
| 06     | Sustains attention to complete a variety of tasks.                                      |         |    |         |    |
| 07     | Draws a person with head (including 2 or 3 facial features) and arms and legs.          |         |    |         |    |
| 08     | Predicts and understands (eg What do you think will happen next? What will happen if?). |         |    |         |    |
| 09     | Constructs a model with 4-8 interlocking pieces (eg Duplo, Lego).                       |         |    |         |    |
| 10     | Copies a cross within a circle.   |         |    |         |    |
| 11     | Responds to questions (eg Who? What's that for? When? How?).                            |         |    |         |    |
| 12     | Asks questions (eg Why? Who? What's that for? How?).                                    |         |    |         |    |
| 13     | Understands most classroom instructions (at least 3-stage instructions).                |         |    |         |    |
| 14     | Speaks in a manner which can be easily understood by adults.                            |         |    |         |    |
| 15     | Recounts a personal experience in a logical sequence.                                   |         |    |         |    |
| 16     | Is independent in their toilet routine.   |         |    |         |    |
| 17     | Engages in imaginative play.  |         |    |         |    |
| 18     | Increasingly co-operates with other children in extended play situations.               |         |    |         |    |
| 19     | Separates comfortably from parent/carer.  |         |    |         |    |
| S&L 1  | Talks fluently without stuttering.  |         |    |         |    |
| S&L 2  | Uses normal voice and pitch.  |         |    |         |    |

|  |   |
|--|---|
| <b>Additional Comments/Referrals:</b><br>.....<br>.....<br>..... | The child has been referred to:<br>Guidance <input type="checkbox"/><br>Speech <input type="checkbox"/><br>Other <input type="checkbox"/> |
|--|---|





