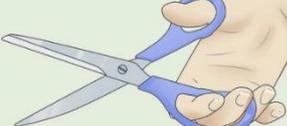


(Sheet 4-5.1) Assessment Support for age 4-5 years

Have a special, colourful, organised box for each assessment group. Keep it apart as something that the children will look forward to "playing with" each term. It should ideally NOT be used for other activities. Keep it "ready for use" at all times. Include the following:

1. "Assessment Support for ages 4-5 years" sheet
2. A medium-sized ball (bigger than a tennis ball, but smaller than a soccer ball)
3. A "medium" thick crayon
4. Scrap paper with a shape about the size of a R5 coin drawn on it for tearing around
5. A shape about the size of a child's palm for them to cut around
6. Blunt-nosed left hand and right hand scissors
7. 7 clothes pegs and a clean recycled tin from any tinned food
8. About 5 pieces of macaroni and a small bowl (can use the same tin as for the pegs)
9. Sheet 4-5.2 "Animal Names 4-5 yrs" chart
10. Sheet 4-5.3 Template "Picture of a person" for the child to draw themselves on
11. Coloured objects: red, green, yellow, purple, orange blue, pink, white
12. Sheet 4-5.4 "Shapes 4-5yrs" chart
13. Sheet 4-5.5 "Circle to face" template
14. Sheet 4-5.6 "Copying shapes" form to complete
15. 6 objects that the child will know easily and a thick cloth to cover them so that they are completely hidden

Task	Description		
Skip for 2 metres	The children should ideally have bare feet. Skipping, simplified is "right foot step, hop, left foot step, hop, etc". Demonstrate what you ask them to do. Know how far 2m is.		
Balance: 1 leg for 7 seconds	The children should ideally have bare feet. Instruct them to stand steadily, hold their arms out on either side of their bodies, lift one of their legs, and then you count to 7: 1 and 2 and 3 and 4 and 5 and 6 and 7.		
Balance: eyes closed for 3 seconds	The children should ideally have bare feet. Let them balance as above on one leg. Once they are steady ask them to close their eyes. Count 1 and 2 and 3		
Throw & catch medium sized ball (the ball should be larger than a tennis ball but smaller than a soccer ball)	<p>Show them to stand with elbows bent, relaxed, hands stretched out and spaced apart a little more than the size of the ball. Tell them you will throw on "3". Count to 3 and throw to the child 3 times. They must not use their bodies to catch the ball but only their hands. They must throw the ball upwards and not "underhand".</p> 		
Handle crayons with correct grip	<p>Give the child a dark-colour medium crayon. Ask them to draw a picture of themselves. The picture IS for the assessment (Further down – read the instruction for drawing a picture of a person/ themselves).</p> <p>WATCH HOW THE CHILD HOLDS THE CRAYON.</p>	<p style="text-align: center;">Tripod Grip</p>  <p style="text-align: center;">1 - Tall Finger (side) 2 - Thumb (pad) 3 - Pointing Finger (tip) All fingers are slightly be</p>	<p style="text-align: center;">Don't do this!</p> <p>Pressure on the pointing finger.</p>  <p>All fingers pulled into a fist.</p> 
Tear paper into pieces the size of a R5 coin		the child should be able to tear the paper into a recognisable shape	
Use scissors to cut large shapes		The child must hold the scissors correctly and should use them skilfully. The way they cut and the time they take is important – not only what the "cut out" looks like in the end	

Peg 7 clothes pegs onto edge of tin	 The child must use the dominant hand and only the thumb and index fingers
Pick up macaroni pieces using thumb and index finger	 Let the child pick up 5 pieces of macaroni and put them in a bowl (Use the tin from the pegs)
Gives name & surname	Ask the child to tell you their name. If they cannot respond to "surname" ask them for their mom's name: Mrs? And dad's name: Mr ?, so you are "first name" "who"?
Know animal names (sheep, horse, pig, cow, dog, chicken)	Know the names of ALL the animals pictured on the sheet 4-5.2. You may ask them to point at the dog, etc but they ideally need to GIVE the names of the animals themselves.
Know animal sounds (cow, dog, chicken)	Ask what SOUNDS the animals make (Cow, dog, chicken. The names and sounds they make are written below each picture)
Pronunciation & Vocabulary	Does the child speak clearly and readily in the mother tongue? Does the child speak clearly and readily in English?
Ability to recite 4-item sequence	1. green, yellow, blue, pink 2. paper, card, crayon, paint 2. shoe, sock, pants, hat
Ability to follow simple instructions	1. Please put the pencil on the table(there must be a pencil and a table available) 2. Sit down on the floor(DO NOT DEMONSTRATE) 3. Stick out your tongue as far as you can (DO NOT DEMONSTRATE)
Draw a picture of a person	Ask the child to draw a picture of themselves on sheet 4-5.3. Remind them to draw all the parts of their body from the top of their heads to their feet. Do not help them or remind them of any body part that is missing. Keep this in the child;s portfolio to show the parents how they improve through the year
Confidence during tasks	As you go through the assessment, does the child begin and complete the tasks readily? Or do they hesitate and look to you for guidance or encouragement?
Identification of 8 colours [red, green, yellow, purple, orange blue, pink, white]	Have 8 items (crayons/lego blocks or similar items that the child is familiar with) in the required colours. Ask the child to tell you what colours the items are. You may ask the child to give you the yellow one (for example), but ideally the child should be able to provide the name of the colours themselves.
Counting to 13	Do not count 13 OBJECTS – the child should be able to count as you clap or tap: 1-2-3-4-5-6-7-8-9-10-11-12-13
Count 10 objects	Put 8 objects from your colour identification activity plus 2 more items in a row in front of the child, and ask them to count the objects starting from the left: 1-2-3-4-5-6-7-8-9-10
Count on from 3...6...4...	What number comes after 3? Count on 3 numbers after 3: "3 -4 -5-6" What number comes after 6? Count on 3 numbers after 6: "6 -7 -8 -9" What number comes after 4? Count on 3 numbers after 4: "4 -5-6-7" Do not help the child in any way.
Identification of 5 shapes (square, circle, triangle, rectangle, star)	Use the shape card, sheet 4-5.4. Point to the shapes and ask the child to tell you what they are – this is IDENTIFYING the shapes. (If you ask the child to point to the circle there is a difference – in identifying they are remembering the name)
Conversion of circle to face	Give the child the sheet4-5.5 and ask them to turn the circle into a face – remind them of all the parts of THEIR face, then ask them to draw their face in the circle but do not help them any more than that
Copy complex shapes	Give the child the sheet 4-5.6 with the shapes on the left-hand side, ask them to copy the shape in the block on the right hand side.
Set out a row of 6 objects, cover them, how many can you remember?	Choose objects that the child will easily be able to name. Have a dark cloth that will easily cover them all (the child must not be able to make out the shape of the object)
compare 2 pictures, find 4 things that are different	Compare the 2 monkeys (Sheet 4-5.7) Do not assist the child, besides telling him/her that they are not exactly the same. Ask her/him to point at four things on the 2 pictures that are different.

