



# MARIST BROTHERS LINMEYER

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A Pre-School skills guide for  
parents/guardians

There are certain skills  
your child needs to confidently  
make the transition into Grade PR.



### GROSS MOTOR SKILLS

Gross motor skills involve movements of the large muscles of the arms, legs and torso. Children rely on gross motor skills for everyday activities at school, at home and in the community. Children who struggle with gross motor skills have trouble performing whole-body movements like climbing and jumping jacks.



### FINE MOTOR SKILLS

Fine motor skills include the ability to perform movements using the small muscles in our hands and wrists. Children use fine motor skills to complete many school-related tasks. There are activities you can do at home to help improve your child's fine motor skills.



### PERCEPTUAL SKILLS

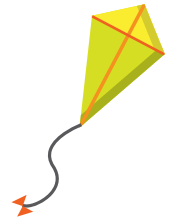
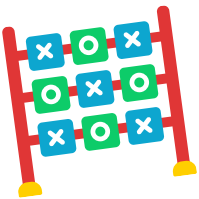
Perceptual skills that involve the five senses.

**The list on the following pages will provide you with guidance for developing these skills:**

## 3 to 4 YEARS

### GROSS MOTOR SKILLS

- Playing outdoor games such as climbing, swinging, jumping and running
- Free jungle gym play
- Swinging
- Playing with gardening accessories
- Using cleaning equipment such as brooms, vacuums, and dusters
- Walking up and down stairs
- Balancing on one leg (left and right)
- Jumping forwards and landing with both feet together
- Galloping one foot in front of the other
- Skipping up to five steps
- Throwing a ball underhand
- Catching a soccer ball with stiff arms into the chest
- Pulling and pushing heavy objects
- Sliding
- Scooter/tricycle or go-cart riding
- Playing in the sandpit
- Paddling in a pool
- Walking heel toe
- Walking on toes
- Standing on one spot and jumping up and down using a few arm movements for balance
- Hopping on one foot ( left and right)
- Throwing a soccer ball at a big target
- Throwing a tennis ball, letting it bounce once before hitting the wall
- Kicking a soccer ball in a straight line
- Running and kicking a stationary ball towards a big target



## 3 to 4 YEARS

### FINE MOTOR SKILLS

- Turning a large key in different size locks
- Cutting with scissors
- Pasting/gluing paper together
- Threading beads for hand-eye coordination
- Loosening and reassembling screw toys facilitates finger movements
- Drawing a person: head, legs, arms, and eyes
- Building a nine-block tower
- Trying to tie shoelaces
- Writing on a chalkboard
- Fastening own seat belt
- Clicking together and building objects
- Manipulating play dough
- Drawing to stimulate writing skills
- Sticking stickers in a book
- Tracing on lines for hand-eye coordination
- Pouring water from one container to another with minimal spillage
- Buttoning and unbuttoning shirts or jackets
- Holding scissors in one hand, cutting out a sided square or a circle of diameter 9cm
- Playing with clay assists with hand function
- Stringing six large beads onto a shoelace

## 3 to 4 YEARS

### PERCEPTUAL SKILLS

- Playing memory games
- Playing musical instruments
- Listening to stories assists with listening skills
- Playing dress-up
- Learning left from right develops the ability to identify left and right on self and others
- Drawing horizontal and vertical lines, circles and a plus sign (+)
- Remembering three objects to stimulate the visual memory
- Drawing a person: head, legs, eyes and arms
- Building a nine-block tower
- Counting at least three objects
- Singing songs assists with language development
- Reading picture stories
- Sorting objects according to colour, size and shape
- Matching and sorting games
- Differentiating thick and thin, long and short, big and small
- Knowing prepositions such as behind, in front of, next to, on top of and underneath
- Naming basic body parts
- Performing prepositions in relation to an object - on top of the chair, inside, next to and behind
- Counting to five
- Showing own age on fingers and telling their age

# 4 to 4 YEARS 6 MONTHS

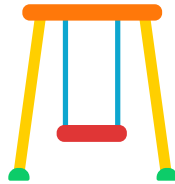
## GROSS MOTOR SKILLS

- Balancing on one foot
- Walking on a straight line
- Jumping forwards landing with feet together
- Skipping forwards
- Catching a bean bag
- Catching a ball, still catching the ball against the body sometimes
- Learning to bounce a ball using both hands
- Walking on toes, forwards and backwards
- Standing heel-toe on a straight line
- Hopping forwards on one foot ( left and right)
- Galloping
- Throwing a ball without changing direction too much
- Running and kicking a ball
- Catching a ball that is bounced straight to them

# 4 to 4 YEARS 6 MONTHS

## FINE MOTOR SKILLS

- Untying shoe laces facilitates bilateral integration and motor planning
- Cutting along a straight line
- Building a ten-block tower
- Rolling dough and using cookie cutters
- Folding a piece of paper in half
- Starting to facilitate a three-point grasp ( holding a pencil with the ends of the thumb, index finger and middle finger grasping it)
- Threading beads
- Drawing with pencils and crayons
- Threading twelve beads
- Starting to write their name



# 4 to 4 YEARS 6 MONTHS

## PERCEPTUAL SKILLS

- Allowing your child to dress and undress themselves
- Imaginary Play
- Encouraging your child to concentrate for 15 minutes involving him in interesting activities at first
- Pointing out most body parts
- Identifying six 2D shapes
- Sorting of basic colours
- Counting from one to ten
- Starting to withdraw when your child goes to the toilet and encouraging independence
- Your child will start to write predominantly with one hand, never force them to change hands
- Allowing your child help you lay the table
- Knowing most of the body part functions
- Naming four colours
- Building a fifteen or twenty-piece puzzle
- Counting out three to four objects

## SOME OTHER IDEAS



### OUTSIDE

- Encouraging your child to dig, build sandcastles and draw shapes and pictures in the sand
- Throwing, catching and kicking a ball with your child
- Doing wheelbarrow walks and crab walks with your child
- Lying on the grass and looking at the clouds with your child. Asking them what shapes or pictures they can see in the clouds
- Copying me game: placing your body into different postures or movements for your child to copy

### IN THE CAR

- Encouraging your child to rote count while driving. You can also recite days of the week
- Playing a game to look for and count cars of a certain colour
- Working on naming left and right. Allowing your child give directions to you as you drive a familiar route. Tying a ribbon on the right hand to give a visual cue



## INSIDE

- Playing games like “I spy” with your child. You can say “I spy something that is red” and they must guess the object. Or describing the object or even saying the first sound of the object
- Encouraging your child to build puzzles, increasing the number of pieces as your child improves
- Allowing your child to roll, pinch and cut playdough
- Encouraging your child to undress and dress themselves every day
- Playing matching games such as dominoes or snap
- Feely game: placing different small objects, toys or shapes into an empty pillowcase and allowing your child feel for the object you name
- Teaching your child to cut straight lines on paper. Teaching them how to manipulate the scissors and cut on a line
- Developing responsibility by encouraging your child to complete simple chores at home (e.g. setting or clearing the table, feeding the pet, making their bed or matching socks)



*It is our hope that each girl and boy uses their curiosity and creativity to express views and feelings with confidence.*

*Our focus will always be to create and develop a lifelong love of learning.*



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