Physical Development

Fundamental Movement Skills

Balance

1.1 Balancing While Still

Early (3 to 4½ years)

1. Maintain balance while holding still; sometimes may need assistance. 1.1

Later (4 to 5½ years)

1. Show increased balance and control when holding still. 1.1

1.2 Balancing in Motion

Early (3 to 4½ years)

2. Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable. 1.2

Later (4 to 5½ years)

2. Show increased balance control while moving in different directions and when transitioning from one movement or position to another. 1.2

Locomotor Skills

1.3 Walking with Balance

Early (3 to 4½ years)

3. Walk with balance, not always stable. Sometimes swing their arms opposite their legs while walking (for example, step with the right foot, swing their left arm forward). 1.3

Later (4 to 5½ years)

3. Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking. 1.3

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1.4 Running

Early (3 to 4½ years)

4. Run with a short stride length and feet off the ground for a short period of time. May have difficulty stopping on time. Show inconsistent swinging of the opposite arm and leg together while running. 1.4

Later (4 to 5½ years)

4. Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently. 1.4

1.5 Jumping

Early (3 to 4½ years)

5. Jump on two feet for height and distance, including jumping up from the ground or down off a raised surface. 1.5

Later (4 to 5½ years)

5. Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping. 1.5

1.6 Varied Locomotor Skills

Early (3 to 4½ years)

6. Demonstrate a variety of new locomotor skills in a basic way that build on (and go beyond) walking and running, such as hopping, galloping, skipping, side-sliding, and leaping. 1.6

Later (4 to 5½ years)

6. Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping. 1.6

Manipulative Skills

1.7 Gross Motor Manipulative Skills

Early (3 to 4½ years)

7. Show gross motor manipulative skills that involve using arms, hands, and feet to interact with objects. 1.7

Later (4 to 5½ years)

7. Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects. 1.7

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1.8 Fine Motor Manipulative Skills

Early (3 to 4½ years)

8. Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life. 1.8

Later (4 to 5½ years)

8. Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life. 1.8

1.9 Hand Preference

Early (3 to 4½ years)

9. Tend to show a preference for using one hand more than the other within a task and sometimes across multiple tasks. 1.9

Later (4 to 5½ years)

9. Demonstrate a consistent preference for using one hand more often than the other within and across different tasks. 1.9

Perceptual–Motor Skills and Movement Concepts

Body Awareness

2.1 Knowledge of Body Parts

Early (3 to 4½ years)

1. Demonstrate knowledge of the names of basic body parts. 2.1

Later (4 to 5½ years)

1. Demonstrate knowledge of more and a greater variety of body parts. 2.1

Spatial Awareness

2.2 Spatial Awareness

Early (3 to 4½ years)

2. Use their own body as a reference point when locating or relating to other people or objects in their immediate environment. 2.2

Later (4 to 5½ years)

2. Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment. 2.2

Directional Awareness

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2.3 Directional Understanding

Early (3 to 4½ years)

3. Distinguish the direction of movements that are up and down and to the side of the body. 2.3

Later (4 to 5½ years)

3. Understand and distinguish between the sides of the body (without necessarily understanding right and left). 2.3

2.4 Directional Movement

Early (3 to 4½ years)

4. Move forward and backward or up and down easily. 2.4

Later (4 to 5½ years)

4. Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy. 2.4

2.5 Object Locations

Early (3 to 4½ years)

5. Demonstrate an ability to place an object on top of or under something with some accuracy. 2.5

Later (4 to 5½ years)

5. Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy. 2.5

Active Physical Play

Active Participation

3.1 Physical Activity

Early (3 to 4½ years)

1. Initiate or engage in simple physical activities for a short to moderate period of time. 3.1

Later (4 to 5½ years)

1. Initiate more complex physical activities for a sustained period of time. 3.1

Cardiovascular Endurance

3.2 Cardiovascular Endurance

Early (3 to 4½ years)

2. Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system. 3.2

Later (4 to 5½ years)

2. Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system. 3.2

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Muscular Strength, Muscular Endurance, and Flexibility

3.3 Strength, Endurance, and Flexibility

Early (3 to 4½ years)

3. Engage in active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility. 3.3

Later (4 to 5½ years)

3. Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility. 3.3