Physical Development and Health

Early learning experiences will support children to develop gross motor skills.

1 **Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators**

1 Show head control when in any position and during transitional movement PH.6.1

2 Roll over, usually from both directions PH.6.2

3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back PH.6.3

4 Push up and support weight on forearms when on stomach PH.6.4

5 Sit with support PH.6.5

6 Get into sitting position on own and play while in this position PH.12.1

7 Move when on the floor by rolling, creeping, crawling with purpose PH.12.2

8 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help PH.12.3

9 Use walking as main means of mobility and pull toy when walking PH.18.1

10 Stand from a squat position using arms to push off floor PH.18.2

11 Creep up and down stairs PH.18.3

12 Walk with legs closer together and able to change directions smoothly and carry objects PH.24.1

13 Begin to run PH.24.2

14 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time PH.24.3

15 Walk and run on various surfaces and level changes with balance and control of speed PH.36.1

16 Walk up and down stairs alternating feet on steps with railing held PH.36.2

17 Walk up and down stairs alternating feet while carrying an object PH.48.1

18 Alternate direction while running and stop easily without losing balance PH.60.1

2 **Large Muscle Movement and Coordination**

1 Throw ball in forward direction PH.18.4

Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys PH.24.4

Skip to main content

3 Catch a large ball tossed from a short distance against their body using both arms PH.24.5

4 Catch and throw a playground ball with an adult short distance away PH.36.3

5 Jump with two feet PH.36.4

6 Kick a ball in forward direction PH.36.5

7 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives PH.48.2

8 Hop on one foot PH.48.3

9 Kick ball at target a short distance away with accuracy and speed PH.48.4

10 Throw small ball overhand at target a short distance away with accuracy PH.48.5

11 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle) PH.60.2

Early learning experiences will support children to develop fine motor skills.

1 Visual Motor Integration

1 Locate an object using vision or sound, reach and grasp the object PH.6.6

2 Follow an object with eyes across body, crossing the middle PH.6.7

3 Reach into containers or reach to activate a simple cause and effect toy PH.12.4

4 Combine and separate toys (e.g., replace and remove large rings from post in any order) PH.12.5

5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base PH.18.5

6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter PH.24.6

7 Use common tools that require eyehand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato) PH.36.6

8 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) PH.48.6

9 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) PH.60.3

2 Small Muscle Movement and Coordination

1 Use voluntary and purposeful movements to bring hands to mouth PH.6.8

2 Bring hands together while lying on back PH.6.9

Skip to main content

Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together) PH.12.6

4 Use index finger to poke and point and grasp small objects between thumb and fingertips PH.12.7

5 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand) PH.18.6

6 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fisted grasp PH.24.7

7 Use writing tools or paint objects with some control and purpose PH.36.7

8 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft PH.48.7

9 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) PH.60.4

10 Use a mature pencil grasp with 3 fingers on writing implement PH.60.5

Early learning experiences will support children to acquire adaptive skills.

1 Feeding Routines/ Nutrition

1 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon PH.6.10

2 Participate in feeding routines by holding cups or bottles, using fingers for selffeeding and/ or using eating utensils PH.12.8

3 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common PH.18.7

4 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance PH.24.8

5 Feed self with minimal spilling PH.36.8

6 Pour liquid from a small pitcher PH.48.8

7 Use butter knife to spread and cut. Open most containers to remove food PH.60.6

2 Safety and Responsibility

1 Typically respond to adult requests to stop unsafe behavior PH.18.8

2 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter) PH.24.9

3 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults PH.36.9

4 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults PH.48.9

Skip to main content

5 Understand the reason for most basic safety rules at home, in familiar settings and in the community PH.60.7

3 Dressing and Hygiene

1 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc. PH.12.9

2 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes PH.18.9

3 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands PH.24.10

4 Attempt to complete basic selfcare routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance PH.36.10

5 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support PH.48.10

6 Typically manage own dressing, toileting and basic hygiene PH.60.8

Early learning experiences will support children to maintain physical health status and well-being.

1 Physical Health Status

Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).

2 Physical Activity

1 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills PH.6.11

2 Interact with caregivers in daily physical activities that involve exploration and movement PH.12.10

3 Interact with caregivers in a variety of physical activity experiences PH.18.10

4 Engage in physical activity in both indoor and outdoor environments that require use of large muscles PH.24.11

5 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day PH.36.11

6 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day PH.48.11

7 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day PH.60.9

Skip to main content

Healthy Behaviors

Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition

1 Discuss healthy practices including hygiene, nutrition and sleep PH.36.12

2 Name examples of healthy practice including hygiene, nutrition and sleep PH.48.12

3 Identify healthy practices including hygiene, nutrition and sleep PH.60.10