New Hampshire Early Learning Standards

Physical Development and Health: Birth-5

Body Awareness and Control 1

1 Spatial awareness 1.1

1 Birth to Nine Months: Use many repetitions to move various body parts and gain increasing control over movements 1.1.1

2 Nine Months to Eighteen Months : Become more aware of where their body is in relation to other objects and people in the environment 1.1.2

3 Eighteen to Twenty-Four Months: Can negotiate moving around objects and people without bumping into them 1.1.3

4 Twenty-Four to Thirty Months: Show increased balance and coordination in play activities 1.1.4

5 Thirty Months to Three Years: Move their bodies through space with balance and control 1.1.5

6 Three Years: Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.) 1.1.6

7a Four- and Five-Year-Olds: Participate in a variety of physical activities to enhance personal health and physical fitness 1.1.7A

7b Four- and Five-Year-Olds: Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.) 1.1.7B

7c Four- and Five-Year-Olds: Increasingly use eye-hand coordination to perform a variety of tasks 1.1.7C

2 Development of the senses, orientation to stimuli, and sensory integration 1.2

1 Birth to Nine Months: Show awareness of and respond to sensory stimuli 1.2.1

2 Nine Months to Eighteen Months : Use senses to experience objects and the environment 1.2.2

3 Eighteen to Twenty-Four Months: Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.) 1.2.3

4 Twenty-Four to Thirty Months: Use the information received from their senses to change the way they interact with the environment 1.2.4

5 Thirty Months to Three Years: Begin to focus on important stimuli while ignoring extraneous stimuli 1.2.5

6 Three Years: Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.) 1.2.6

3 Physical state regulation 1.3

1 Birth to Nine Months: Begin to develop predictable patterns for sleeping, eating, and eliminating 1.3.1

2 Nine Months to Eighteen Months : By the end of this age range are eating three meals per day plus snacks 1.3.2

3 Eighteen to Twenty-Four Months: Can show tiredness or hunger through predictable behaviors 1.3.3

4 Twenty-Four to Thirty Months: May resist sleeping or napping even when tired 1.3.4

5 Thirty Months to Three Years: May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, “Too hot.”) 1.3.5

6 Three Years: May be able to identify the need to eliminate 1.3.6

Large Muscle Development and Coordination 2

1 Gross motor skills 2.1

1 Birth to Nine Months: Develop head and trunk stability and ability to change positions 2.1.1

2 Nine Months to Eighteen Months : Become mobile, progressing from crawling to walking, and show strong interest in climbing 2.1.2

3 Eighteen to Twenty-Four Months: Move from one place to another by walking and running with basic control and coordination 2.1.3

4 Twenty-Four to Thirty Months: Have more control with their arm and leg movements for walking, running, climbing, etc. 2.1.4

5 Thirty Months to Three Years: Purposefully explore with their whole body and use objects and equipment 2.1.5

6 Three Years: Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles 2.1.6

7a Four- and Five-Year-Olds: Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.) 2.1.7A

7b Four- and Five-Year-Olds: Increase their strength, balance, flexibility, and stamina 2.1.7B

7c Four- and Five-Year-Olds: Use a variety of materials and equipment in gross motor activities 2.1.7C

Small Muscle Development and Coordination 3

1 **Fine motor skills** 3.1

1 Birth to Nine Months: Move from awareness of hands to ability to reach and grasp objects of varying sizes 3.1.1

2 Nine Months to Eighteen Months : Coordinate eyes and hands while exploring or holding objects 3.1.2

3 Eighteen to Twenty-Four Months: Reach, grasp, and release objects with more control and experiment with using tools 3.1.3

4 Twenty-Four to Thirty Months: Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.) 3.1.4

5 Thirty Months to Three Years: Use smaller manipulatives with ease 3.1.5

6 Three Years: Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles 3.1.6

7a Four- and Five-Year-Olds: Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.) 3.1.7A

7b Four- and Five-Year-Olds: Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors 3.1.7B

Nutrition 4

1 **Nutrition** 4.1

1 Birth to Nine Months: Suck and swallow liquids and associate breast or bottle with being fed 4.1.1

2 Nine Months to Eighteen Months : Chew and bite and develop the ability to eat finger foods 4.1.2

3 Eighteen to Twenty-Four Months: Successfully chew and bite foods of varying textures 4.1.3

4 Twenty-Four to Thirty Months: Demonstrate a willingness to try new foods if offered on multiple occasions 4.1.4

5 Thirty Months to Three Years: Show some awareness that some foods are more nutritious than others (E.g. After Brian reads We Eat Food That's Fresh, Kara points to the fresh strawberries on her plate at snack time.) 4.1.5

6 Three Years: Try healthy foods from a variety of cultures when given the opportunity 4.1.6

7a Four- and Five-Year-Olds: Recognize and eat a variety of nutritious foods 4.1.7A

7b Four- and Five-Year-Olds: When asked, are able to name nutritious alternatives 4.1.7B

Basic Safety 5

1 **Basic Safety** 5.1

1 Birth to Nine Months: Cry to indicate stress and to seek help 5.1.1

2 Nine Months to Eighteen Months : Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with primary caregivers 5.1.2

3 Eighteen to Twenty-Four Months: Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults 5.1.3

4 Twenty-Four to Thirty Months: May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.) 5.1.4

5 Thirty Months to Three Years: Show increasing awareness of health and safety practices 5.1.5

6 Three Years: Can identify and explain familiar health and safety signs in the community 5.1.6

7 Four- and Five-Year-Olds: Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.) 5.1.7

Self-care 6

1 **Self-care** 6.1

1 Birth to Nine Months: Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-monthold Dana's hands after a diaper change.) 6.1.1

2 Nine Months to Eighteen Months : May be able to participate, with adult assistance, in selfcare tasks such as dressing and undressing, and feeding themselves, if culturally appropriate 6.1.2

3 Eighteen to Twenty-Four Months: Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.) 6.1.3

4 Twenty-Four to Thirty Months: Are able to participate in and occasionally initiate simple health routines, if culturally appropriate 6.1.4

5 Thirty Months to Three Years: Are more likely to willingly participate in self-care routines, if culturally appropriate 6.1.5

6 Three Years: Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate 6.1.6

7 Four- and Five-Year-Olds: Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.) 6.1.7