South Carolina Early Learning Standards

# Health and Physical Development (HPD)

**Physical Health and Growth**

1 **Children develop healthy eating habits.** HPD-1

Infants Birth to 12 months

a Show interest in feeding routines. HPD-1A

b Help with feeding themselves (eat finger foods, hold bottle). HPD-1B

c Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1C

d Indicate foods they like and do not like. HPD-1D

e Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1E

f Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1F

Younger Toddlers 8 to 21 months

g Try new foods. HPD-1G

h Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). HPD-1H

i Ask for or accept food when hungry. HPD-1I

j Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1J

k Eat a variety of small pieces of ageappropriate table foods. HPD-1K

Older Toddlers 18 to 36 months

l Try new foods. HPD-1L

m Feed themselves using utensils and hands. HPD-1M

n Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1N

o Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1O

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Younger Preschoolers 36 to 48 months

p Try new foods. HPD-1P

q Feed themselves independently with utensils. HPD-1Q

r Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1R

Older Preschoolers 48 to 60+ months

s Try new foods. HPD-1S

t Feed themselves independently with utensils. HPD-1T

u Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1U

v Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1V

w Name foods and beverages that help to build healthy bodies. HPD-1W

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2 **Children engage in and sustain various forms of physical play indoors and out.** HPD-2

Infants Birth to 12 months

a Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2A

b Move their bodies to explore the indoor and outdoor environment. HPD-2B

c Develop strength by continuing movements over short periods of time. HPD-2C

Younger Toddlers 8 to 21 months

d Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2D

e Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2E

f Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2F

g Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2G

Older Toddlers 18 to 36 months

h Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2H

i Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2I

j With guidance and support, transition from active to quiet activities. HPD-2J

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Younger Preschoolers 36 to 48 months

k Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2K

l Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2L

m Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2M

n Transition from active to quiet activities with limited guidance and support. HPD-2N

Older Preschoolers 48 to 60+ months

o Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2O

p Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2P

q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2Q

r Transition independently from active to quiet activities most of the time. HPD-2R

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**3 Children develop healthy sleeping habits.** HPD-3

Infants Birth to 12 months

a Sleep for longer periods at a time (more at night, and less during the day). HPD-3A

b Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3B

c Develop a personal sleep routine or pattern. HPD-3C

Younger Toddlers 8 to 21 months

d Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3D

e Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3E

Older Toddlers 18 to 36 months

f Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3F

g With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3G

h Learning to fall asleep on their own. HPD-3H

Younger Preschoolers 36 to 48 months

i Recognize and communicate signs of being tired. HPD-3I

j With increasing independence, start and participate in sleep routines. HPD-3J

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Older Preschoolers 48 to 60+ months

k Communicate ways sleep keeps us healthy and makes us feel good. HPD-3K

l Independently start and participate in sleep routines most of the time. HPD-3L

**Motor Development**

**4 Children develop the large muscle control and abilities needed to move through and explore their environment.** HPD-4

Infants Birth to 12 months

a Gain control of arm and leg movements. HPD-4A

b Develop upright posture when sitting and standing. HPD-4B

c Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4C

d Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4D

Younger Toddlers 8 to 21 months

e Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4E

f Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4F

g Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4G

Older Toddlers 18 to 36 months

h Move arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4H

i Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4I

j Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4J

k Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4K

Younger Preschoolers 36 to 48 months

l Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4L

m Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4M

n Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4N

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o Move in space with good coordination (running, hopping in place, galloping). HPD-4O

Older Preschoolers 48 to 60+ months

p Coordinate movement of upper and lower body. HPD-4P

q Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4Q

r Move quickly through the environment and stop (run fast, pedal fast). HPD-4R

s Show awareness of own body in relation to other people and objects while moving through space. HPD-4S

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**5 Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.** HPD-5

Infants Birth to 12 months

a Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5A

b Transfer objects from one hand to the other. HPD-5B

c Use a pincer grasp to pick up an object with finger and thumb. HPD-5C

Younger Toddlers 8 to 21 months

d Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5D

e Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5E

f Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. HPD-5F

Older Toddlers 18 to 36 months

g Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5G

h Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5H

i Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5I

Younger Preschoolers 36 to 48 months

j Draw simple shapes and figures (square for block, circles). HPD-5J

k Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5K

l Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5L

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Older Preschoolers 48 to 60+ months

m Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5M

n Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5N

o Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5O

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**Self-Care**

6 **Children develop awareness of their needs and the ability to communicate their needs.** HPD-6

Infants Birth to 12 months

a Use different sounds to let caregivers know they need attention. HPD-6A

b Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6B

Younger Toddlers 8 to 21 months

c Use gestures, words, signs, or sign language to communicate what they need. HPD-6C

d Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6D

Older Toddlers 18 to 36 months

e Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6E

f Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6F

Younger Preschoolers 36 to 48 months

g Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6G

h Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6H

Older Preschoolers 48 to 60+ months

i Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6I

j Consistently use strategies to calm themselves when needed. HPD-6J

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7 **Children develop independence in caring for themselves and their environment.** HPD-7

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Infants Birth to 12 months

a Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7A

b Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7B

Younger Toddlers 8 to 21 months

c Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). HPD-7C

d Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. HPD-7D

Older Toddlers 18 to 36 months

e Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7E

f Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7F

g Feed themselves with a spoon. HPD-7G

h Help with meal and snack routines. HPD-7H

i Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7I

Younger Preschoolers 36 to 48 months

j Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7J

k Dress and undress themselves with occasional assistance. HPD-7K

l Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7L

m Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7M

n Serve food for themselves. HPD-7N

o Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7O

p Name people who help children stay healthy. HPD-7P

Older Preschoolers 48 to 60+ months

q Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7Q

r Dress and undress themselves independently. HPD-7R

s Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7S

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t Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7T

**Safety Awareness**

**8 Children develop awareness of basic safety rules and begin to follow them.** HPD-8

Infants Birth to 12 months

a Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8A

b Notice and imitate adults' reactions to new people and situations. HPD-8B

Younger Toddlers 8 to 21 months

c Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8C

d Show some caution about unfamiliar and/ or unsafe situations. HPD-8D

e Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8E

Older Toddlers 18 to 36 months

f Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8F

g Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8G

h With guidance, recognize and avoid situations that might cause harm. HPD-8H

Younger Preschoolers 36 to 48 months

i Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8I

j Usually recognize and avoid objects and situations that might cause harm. HPD-8J

k Usually follow established safety rules. HPD-8K

l Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8L

Older Preschoolers 48 to 60+ months

m Avoid potentially dangerous behaviors. HPD-8M

n Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8N

o Independently follow established safety rules. HPD-8O

p Identify people who can help them in the community (police, firefighter, nurse). HPD-8P