Utah Early Learning

Physical Education — Ages 3–5

Age 3

MOTOR SKILLS AND MOVEMENT Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

GROSS MOTOR

1. Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). PE 3 YR.1.1
2. Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). PE 3 YR.1.2
3. Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). PE 3 YR.1.3

FINE MOTOR

1. Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks. PE 3 YR.1.4
2. With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools). PE 3 YR.1.5

EFFICIENT MOVEMENT AND PERFORMANCE Efficient Movement and Performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

1. Begin to demonstrate awareness that personal boundaries exist. PE 3 YR.2.1

PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

1. Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys). PE 3 YR.3.1

Skip to main content

Age 4

MOTOR SKILLS AND MOVEMENT Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

GROSS MOTOR

1. Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). PE 4 YR.1.1
2. Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). PE 4 YR.1.2
3. Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). PE 4 YR.1.3

FINE MOTOR

1. Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art). PE 4 YR.1.4
2. Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp). PE 4 YR.1.5
3. Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object). PE 4 YR.1.6
4. Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools. PE 4 YR.1.7

EFFICIENT MOVEMENT AND PERFORMANCE Efficient Movement and Performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

1. Begin to maintain personal boundaries while participating in movement activities. PE 4 YR.2.1

PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

1. Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys). PE 4 YR.3.1