

# Domain 1: Physical well-being, health and motor development

## Goal 1: Children engage in a variety of physical activities



### BABIES MAY

- ⊗ Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.
- ⊗ Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).
- ⊗ Use new skills in different ways. For example, learns the pincer grasp and uses it on many materials.



### MOBILE BABIES MAY

- ⊗ Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).
- ⊗ Show excitement when new toys and objects are used in play.



### TODDLERS MAY

- ⊗ Try new activities that require physical movement, such as climbing on a chair, without adult assistance.
- ⊗ Participate actively in games, dance, outdoor play, and other forms of exercise.
- ⊗ Participate in playful and careful rough and tumble with close family or friends.
- ⊗ Begin to participate in active games such as hide and seek and tag.



### PRESCHOOLERS MAY

- ⊗ Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).
- ⊗ Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).
- ⊗ Play actively with other children.
- ⊗ Spend most of the day moving and choosing activities and playmates.
- ⊗ Regularly participate in physical activity (walks, dances, plays organized or informal sports).
- ⊗ Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).
- ⊗ Participate in cooperative games with peers.
- ⊗ Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.

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## Goal 2: Children demonstrate strength and coordination of gross motor skills



### BABIES MAY

- ⊗ Open and close fingers.
- ⊗ Gain control of arm and leg movements.
- ⊗ Kick legs and bat at dangling objects with hands.
- ⊗ Reach for feet and bring them to mouth.
- ⊗ Transfer objects from hand to hand.
- ⊗ Clap hands.
- ⊗ Roll over.
- ⊗ Once able to roll over, lift head and chest while on tummy.
- ⊗ Move into sitting position.
- ⊗ Sit with support and later, sit without support.
- ⊗ Rock back and forth on hands and knees and later, crawl.



### MOBILE BABIES MAY

- ⊗ Pull up self to standing, holding on to something or someone; later stand independently.
- ⊗ Walk holding on to furniture, then later as the primary means of moving around.
- ⊗ Enjoy pushing and pulling objects.
- ⊗ Throw objects while maintaining balance.
- ⊗ Stoop over to explore things on the ground.
- ⊗ Squat and stand back up again while maintaining balance.
- ⊗ Crawl or climb stairs, with assistance.



### TODDLERS MAY

- ⊗ Primarily walk heel to toe, not tip toe.
- ⊗ Carry toys or objects while walking.
- ⊗ Walk and run, changing both speed and direction; avoid obstacles.
- ⊗ Walk backwards.
- ⊗ Climb in and out of bed or onto a steady adult chair.
- ⊗ Enjoy pounding objects (hammers peg with accuracy).
- ⊗ Kick and throw a ball, but with little control of direction or speed.
- ⊗ Jump in place.
- ⊗ Balance on one foot briefly.
- ⊗ Bend over easily at the waist, without falling.
- ⊗ Walk in a straight line.
- ⊗ Walk up and down stairs, not alternating feet, without assistance.
- ⊗ Swing a small stick, bat or paddle.
- ⊗ Enjoy riding toys they can move by pushing their feet on the ground



### PRESCHOOLERS MAY

- ⊗ Walk and run in circular paths (around obstacles and corners).
- ⊗ Crawl through a play tunnel or under tables.
- ⊗ Climb on play equipment.
- ⊗ Throw beanbags or large lightweight ball with progressively more accuracy.
- ⊗ Catches large balls with two hands, with progressively more skill for smaller balls.
- ⊗ Kick ball forward.
- ⊗ Balance on one foot.
- ⊗ Hop forward on one foot without losing balance.
- ⊗ Jump on two feet and over small objects with balance and control.
- ⊗ Gallop comfortably.
- ⊗ Pedal steadily when riding tricycle.
- ⊗ Walk up and down stairs, using alternating feet, with less and less assistance.
- ⊗ Jump sideways.
- ⊗ Run with an even gait.
- ⊗ Maintain balance while bending or twisting.
- ⊗ Begin to use a racquet, paddle, bat, stick or club, or balls.
- ⊗ Hop with one foot at a time briefly.
- ⊗ Mount and pump a swing with no assistance.

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## Goal 2: Children demonstrate strength and coordination of gross motor skills, continued



- ⊗ Skip.
- ⊗ Run with an even gait and with few falls.
- ⊗ Hops on each foot separately without support.
- ⊗ Maintain balance while bending, twisting, or stretching.
- ⊗ Move body into position to catch a ball, then throw the ball in the right direction.
- ⊗ Kick a large with some accuracy.
- ⊗ Alternate weight and feet while skipping or using stairs.
- ⊗ Throw a medium-size ball with some accuracy.
- ⊗ Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.

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## Goal 3: Children demonstrate stamina and energy in daily activities



### BABIES MAY

- ⊗ Show alertness during waking periods, which increases with age.
- ⊗ Cry persistently until needs are met.
- ⊗ Lift head, make facial expressions.
- ⊗ Initiate active play, exploring and interacting with environment.
- ⊗ Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).
- ⊗ Sustain strength for increased periods of time as child ages.



### MOBILE BABIES MAY

- ⊗ Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.
- ⊗ Be eager to pull up and stand.
- ⊗ Enjoy walking with support such as cruising along furniture or holding on to fingers.
- ⊗ Be eager to climb up and down on furniture.
- ⊗ May climb out of crib.
- ⊗ Show persistence when crawling, walking or running.
- ⊗ Run with increasing speed and over greater distances.
- ⊗ Be on the move for longer periods of time.



### TODDLERS MAY

- ⊗ Participate actively in games, outdoor play, and other forms of physical movement.
- ⊗ Run spontaneously across the room or yard.
- ⊗ Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.
- ⊗ Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.
- ⊗ Sleep well, awakening rested and ready for daily activities.
- ⊗ Ride trikes or toys by pushing themselves along with their feet on the ground.
- ⊗ Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.



### PRESCHOOLERS MAY

- ⊗ Carry light objects, bags, or backpack for a short distance.
- ⊗ Repetitively practice new skills.
- ⊗ Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).
- ⊗ Follow along with guided movement activities, such as music and movement or child yoga/ Zumba.
- ⊗ Ride a trike by pedaling for extended periods of time and distance.
- ⊗ Run 50 to 75 yards without stopping.
- ⊗ Engage in physical activities for at least one hour throughout each day.
- ⊗ Complete extended activities such as short hikes or bike rides with supportive adults.
- ⊗ Initiate physical activities (movement games with other children, dancing to music).
- ⊗ Pump on a swing for several minutes.
- ⊗ Skip for 2 minutes.
- ⊗ Jump and hop with increasing persistence.

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## Goal 4: Children demonstrate strength and coordination of fine motor skills



### BABIES MAY

- ☉ Track objects with eyes.
- ☉ Grasp caregivers' fingers.
- ☉ Consistently reach for toys, objects, and bottles with both hands.
- ☉ Grasp objects with fingers and palm.
- ☉ Transfer small objects from hand to hand.
- ☉ Pick up object with thumb and forefinger.



### MOBILE BABIES MAY

- ☉ Mimic hand clapping or a good-bye wave
- ☉ Point with one finger
- ☉ Empty objects with containers
- ☉ Turn pages of large books, often turning pages at the same time.
- ☉ Stack 2-3 small square blocks
- ☉ Make marks on paper with large writing/drawing implements (thick pencil, crayon, marker.)



### TODDLERS MAY

- ☉ Turn book pages one page at a time, most of the time.
- ☉ Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.
- ☉ Fold blanket, cloth diaper, or paper, with assistance.
- ☉ Pour liquid from small pitcher or cup.
- ☉ Attempt to stack small wooden blocks into a tower 4-6 blocks high.
- ☉ Open doors, with assistance, by turning and pulling doorknobs.
- ☉ Use spoons and forks (sometimes) appropriately.
- ☉ Work simple "insert" puzzles (completes simple puzzle, uses shape sorter box).
- ☉ String large beads.



### PRESCHOOLERS MAY

- ☉ Eat with utensils.
- ☉ Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).
- ☉ Copy shapes and geometric designs.
- ☉ Open and closes blunt scissors with one hand.
- ☉ Cut paper on a straight line and on a curve but without precision.
- ☉ Manipulate small objects with ease (strings beads, fits small objects into holes).
- ☉ Fasten large buttons.
- ☉ Use large zippers.
- ☉ Increase strength in fingers with age, progressing to using a stapler or hole punch.
- ☉ Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).
- ☉ Write some recognizable letters or numbers.
- ☉ Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).
- ☉ Remove and replaces easy-to-open container lids.
- ☉ Fold paper and makes paper objects (airplanes, origami), with assistance.

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## Goal 4: Children demonstrate strength and coordination of fine motor skills, continued



- ✿ Cut, draw, glue with materials provided.
- ✿ Tie knots and shoe laces, with assistance.
- ✿ Print some letters in own name.
- ✿ Button large buttons on clothing.
- ✿ Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.
- ✿ Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.
- ✿ Fit jigsaw puzzles with smaller pieces together.

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## Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)



### BABIES MAY

- ⊗ Respond by turning toward lights, sound, movement, and touch.
- ⊗ Focus eyes on near and far objects.
- ⊗ Enjoy gentle swinging and rocking.
- ⊗ Enjoy seeing themselves in the mirror.
- ⊗ Calm with caregiver assistance.
- ⊗ Explore the environment with mouth and hands.
- ⊗ Listen to music, nature and animal sounds.
- ⊗ Move objects from one hand to the other.



### MOBILE BABIES MAY

- ⊗ Coordinate eye and hand movements (puts objects into large container).
- ⊗ Explore and responds to different surface textures (hard top tables, soft cushions).
- ⊗ Accept new flavors and textures in food.
- ⊗ Explore making sounds with instruments such as pianos/ keyboards, horns, drums.
- ⊗ Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).



### TODDLERS MAY

- ⊗ Respond to music with body movements.
- ⊗ Imitate animal sounds and movements.
- ⊗ Enjoy sensory activities such as playing in the tub or making mud pies.
- ⊗ Eat food with a variety of textures.
- ⊗ Explore and gather materials of different textures (rocks, sticks, shells, leaves).



### PRESCHOOLERS MAY

- ⊗ Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).
- ⊗ Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).
- ⊗ Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.
- ⊗ Move their body in response to sound, marching or dancing with rhythm.
- ⊗ Explore new foods through sight, smell and touch, eventually tasting.
- ⊗ Enjoy watching their own image in photo albums, videos and their motions in the mirror.
- ⊗ Match pairs of colors and patterns.
- ⊗ Match pairs of similar sounds.
- ⊗ Correctly identify high tones and low tones on a music instrument.
- ⊗ Identify a variety of smells.
- ⊗ Echo back a rhythm of hand clapping or drumming.
- ⊗ Be willing to touch the unknown in a "feely bag".
- ⊗ Match textures by feel such as plastic, furs, woods.
- ⊗ Experiment with music instruments.
- ⊗ Use materials to create mosaic patterns.

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## Goal 6: Children practice health skills and routines



### BABIES MAY

- ⊗ Relax during bathing routines.
- ⊗ Respond to talking during diaper changing routines.
- ⊗ Allow you to wipe their gums after feeding.
- ⊗ Indicate anticipation of feeding on seeing breast, bottle, or food.
- ⊗ Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.
- ⊗ Demonstrate increasing ability to self-soothe and fall asleep.



### MOBILE BABIES MAY

- ⊗ Wash and dry hands, with assistance.
- ⊗ Begin to brush gums and teeth with assistance.
- ⊗ Indicate needs and wants such as hunger or a dirty diaper.
- ⊗ Start to wean off pacifier (if used).
- ⊗ Go to bed without a bottle.
- ⊗ Remove loose clothing (socks, hats, mittens).
- ⊗ Assist with undressing, dressing, and diapering.
- ⊗ Start to drink out of a cup.
- ⊗ Retrieve and put own shoes/coat away upon request.
- ⊗ Begin to clean up after meals with assistance.



### TODDLERS MAY

- ⊗ Use tissue to wipe nose, with assistance.
- ⊗ Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- ⊗ Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).
- ⊗ Drink from an open cup independently.
- ⊗ Communicate with caregiver when he/she is not feeling well.
- ⊗ Wean from pacifier (if used).
- ⊗ Start brushing own hair with assistance.
- ⊗ Drink water from a cup before bed; no longer uses a bottle.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Feed self with spoon.
- ⊗ Help put on their shoes and socks.
- ⊗ Show interest in toilet training and can use toilet regularly by 36 months, with assistance.
- ⊗ Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.
- ⊗ Clean up after a meal with little assistance.



### PRESCHOOLERS MAY

- ⊗ Use tissue to wipe own nose and throws tissue in wastebaskets.
- ⊗ Take care of own toileting needs.
- ⊗ Wash and dry hands before eating and after toileting, without assistance.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Identify health products (shampoo, toothpaste, soap).
- ⊗ Cover mouth when coughing.
- ⊗ Recognize and communicate when experiencing symptoms of illness.
- ⊗ Feed self with fork and spoon, without assistance.
- ⊗ Clean up spills.
- ⊗ Get a drink of water without assistance.
- ⊗ Dress and undress with minimal help.
- ⊗ Choose own clothes to wear, when asked.
- ⊗ Put shoes on, without assistance.
- ⊗ Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).
- ⊗ Choose to rest when he/she is tired.
- ⊗ Participate in helping younger siblings with personal care routines.



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## Goal 6: Children practice health skills and routines, continued



- ⊗ Get own snack out of the cabinet.
- ⊗ Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.
- ⊗ Wash face, without assistance.
- ⊗ Cover mouth and nose when coughing and sneezing with elbow or tissue.
- ⊗ Use fork, spoon, and (sometimes) a blunt table knife.
- ⊗ Pour milk or juice easily and with minimal spills.
- ⊗ Dress and undresses in easy pull-on clothes, without assistance.
- ⊗ Brush and comb hair, with assistance.
- ⊗ Help select clothes appropriate for the weather.

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## Goal 7: Children Eat a Variety of Nutritious Foods



### BABIES MAY

- ⊗ Breast feed or bottle feed, (family preference).
- ⊗ Regulate when, how much, and how fast they eat.
- ⊗ Begin to try a variety of nutritious foods from all food groups, after 6 months of age.
- ⊗ Explore food with fingers, after 6 months.
- ⊗ Show interest in new foods.



### MOBILE BABIES MAY

- ⊗ Begin to scoop food onto their plates with assistance.
- ⊗ Begin to eat finger foods.
- ⊗ Feed self with a spoon.
- ⊗ Grasp and drink from a cup.
- ⊗ Control how much, how fast, and what foods they eat.



### TODDLERS MAY

- ⊗ Begin to recognize and eat a variety of nutritious foods.
- ⊗ Tell the difference between food and non-food items.
- ⊗ Make personal food choices among several nutritious options.
- ⊗ Try new foods when offered.
- ⊗ Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).
- ⊗ Scoop foods onto their plates with assistance.
- ⊗ Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife).



### PRESCHOOLERS MAY

- ⊗ Participate in preparing nutritious snacks and meals.
- ⊗ Choose to eat foods that are healthy for the body, with assistance.
- ⊗ Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.
- ⊗ Be able to explain the primary function of certain foods (milk helps build strong bones).
- ⊗ Recognize foods from different food groups, with assistance.
- ⊗ Provide simple explanations for own and others' food allergies.

# Domain 1: Physical well-being, health and motor development

## Goal 8: Children are kept safe, and learn safety rules



### BABIES MAY

- ⊗ Respond to danger cues from caregivers.
- ⊗ Understand difference between primary caregivers and strangers.



### MOBILE BABIES MAY

- ⊗ React when caregiver says “no” but may need assistance to stop unsafe behavior.
- ⊗ Look to adults before starting an unsafe behavior.
- ⊗ Be able to tell who are his or her main caregivers, and who are strangers.



### TODDLERS MAY

- ⊗ Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.
- ⊗ Know to hold caregiver's hand when walking in public places.
- ⊗ Begin to identify safe adults.
- ⊗ Be mostly willing to wear appropriate clothing for current conditions.
- ⊗ Tell an adult when someone hurts him/her or makes him/her feel bad.



### PRESCHOOLERS MAY

- ⊗ Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).
- ⊗ Use and ask to use helmets when riding on movable toys.
- ⊗ Carry scissors and pencils with points down to avoid accidents.
- ⊗ Begin to look both ways before crossing street or road, and know to cross with adult assistance.
- ⊗ Recognize danger and poison symbols and avoid those objects or areas.
- ⊗ Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.
- ⊗ Understand the difference between “safe touch” and “unsafe touch”.
- ⊗ Follow emergency drill instruction (fire, earthquake, tsunami).
- ⊗ Begin to try to help getting buckled into car seat.
- ⊗ Know not to accept rides, food, or money from strangers.
- ⊗ Know to not talk with strangers unless trusted adult is present and gives permission.
- ⊗ Understand that some practices may be personally dangerous

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## Goal 8: Children are kept safe, and learn safety rules, continued



(smoking, drinking alcohol, playing with matches, contact with germs and blood).

- ⊗ Identify local hazards (thin ice, wildlife, dogs, moving water, guns).
- ⊗ Identify adults who can assist in dangerous situations (parent, teacher, police officer).
- ⊗ Consistently follow safety rules.
- ⊗ Understand why emergency drills are important.
- ⊗ Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).
- ⊗ Demonstrate safety rules as engages in dramatic play (“Tell your doll to keep his/her fingers away from the hot stove.”).