Goal 1: Children engage in a variety of physical activities



#### **BABIES MAY**

- Demonstrate reflexes such as grasping a
- inger 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.



- 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.

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.



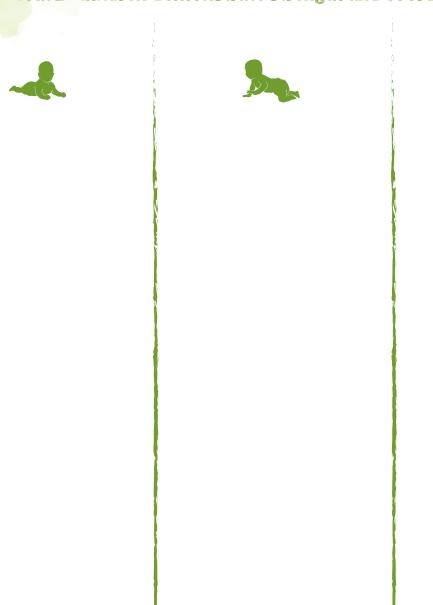
#### TODDLERS MAY

- 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



- 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.

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







- ⇔ Skip.
- Run with an even gait and with few
- 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.

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.



- 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 a 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.

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 goodbye 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.)



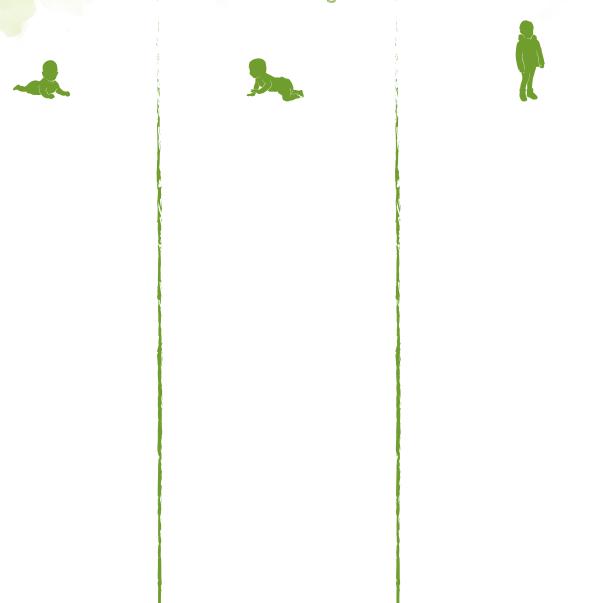
#### TODDLERS MAY

- 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.



- 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-toopen container lids.
- Fold paper and makes paper objects (airplanes, origami), with assistance.

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.

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).

- 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.

### 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.



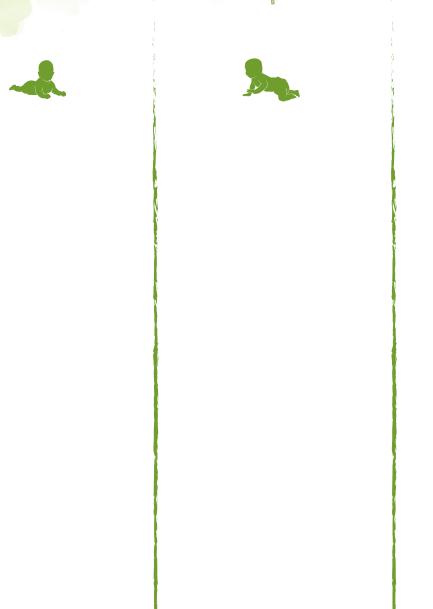
#### TODDLERS MAY

- 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.



- 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.

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 pullon clothes, without assistance.
- Brush and comb hair, with assistance.
- Help select clothes appropriate for the weather.

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.



- 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.

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.



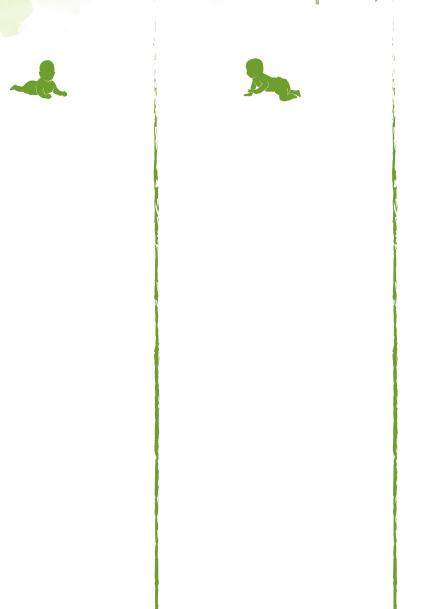
#### TODDLERS MAY

- 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.



- 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

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.").