

Family and Child Education (FACE)

Preschool Standards

Physical Development



How a young child's body grows contributes to development in all domains. As physical growth progresses, children gain coordination, stamina, strength and flexibility. Children need opportunities for movement and exercise in both large and small ways. Plan daily experiences for children that allow them to stretch their abilities to use and control their gross and fine motor movements in fun and meaningful ways.

Learning to live healthy begins very early in life. Children grow into healthy adults when they see and experience healthy habits in their environments at school and at home. Provide opportunities for children to practice healthy habits in routine ways every day. Model healthy living routines for children and share information with parents.

Knowing how to be safe at home, at school, and in the community is important for very young children. Children, by nature, are trusting

individuals. The environments children live in are sometimes not so safe. Help children to recognize ways to protect themselves personally, and to help others, from unsafe situations.

Good food choices contribute to children's overall physical growth and healthy living. Studies show that adults, who grow up to be obese, or have medical conditions such as diabetes, often acquire poor nutrition habits in their childhood. Model good nutrition practices every day and help young children make good food choices.

Plan experiences for children that revolve around physical development, health, safety and nutrition within the context of children's everyday routines and experiences. These kinds of experiences include:

- Walking, skipping, and hopping on the playground.
- Moving in rhythm during a large group activity.
- Using utensils properly when eating.
- Squeezing glue.
- Locating objects in the room.

Family and Child Education (FACE) Preschool Standards Physical Development

- Participating in playground activities.
- Identifying healthy snacks.

Get parents in on the act, too. Because of their busy lives, adults often forget that it is just as important for them to eat healthy and exercise, as it is their children. Do movement activities at PACT Time that parents can participate in. Plan a Parent Time on nutrition and the benefits of a heart-healthy diet. Plant and maintain a garden with families input and help. Serve nutritious snacks every day!

The Physical Development, Health, Nutrition and Safety Standards are organized as follows:

- Gross Motor
- Fine Motor
- Sensory
- Personal Health and Nutrition
- Safety and Injury Protection

Family and Child Education (FACE) Preschool Standards

Physical Development

Gross Motor

Standard 1. Uses gross motor skills with purpose and coordination.

Indicator	Examples
1.1 Moves with balance and control.	<p>The child</p> <ul style="list-style-type: none"> • Moves around the classroom without bumping into furniture. • Walks, runs, jumps, skips, gallops, and hops (locomotor). • Bends, stretches and twists (nonlocomotor). • Alternates feet on stairs or ladders. • Slows and accelerates as needed.
1.2 Actively participates in games and outdoor play.	<p>The child</p> <ul style="list-style-type: none"> • Plays group games involving movement and direction (e.g., Duck, Duck, Goose; Tag; Red Light, Green Light). • Kicks, throws, and catches a ball. • Uses outdoor gross motor equipment (e.g., swing, slide, tunnels, tricycle). • Demonstrates purpose of movement for task (e.g., kick a rolling ball, throws beanbag at target).
1.3 Coordinates movements to perform simple tasks.	<p>The child</p> <ul style="list-style-type: none"> • Moves with objects (e.g., carries lunch tray, runs with ball). • Moves in sequence (e.g., climbs stairs or ladder). • Moves body to a rhythm (e.g., clapping, marching).

**Family and Child Education (FACE)
Preschool Standards
Physical Development**

Fine Motor

Standard 2. Uses fine motor skills with purpose and control.

Indicator	Examples
2.1 Uses fingers and hands to manipulate toys, tools, materials, and devices.	<p>The child</p> <ul style="list-style-type: none"> • Holds writing utensils with a pincer grasp. • Uses pencils, crayons, markers, etc. • Uses scissors, stapler, hole punch, etc • Uses eating and cooking utensils. • Manipulates play dough and clay. • Uses keyboard and mouse.
2.2 Grows in eye-hand coordination to perform tasks.	<p>The child</p> <ul style="list-style-type: none"> • Cuts on a line or around a picture. • Strings beads and laces cards. • Manipulates pegs and woodworking tools. • Completes simple puzzles. • Uses block to build. • Dress self using buttons, snaps, and zippers.
2.3 Uses strength and control to perform simple tasks.	<p>The child</p> <ul style="list-style-type: none"> • Removes and replaces marker caps. • Squeezes glue bottle. • Uses paper punch.

**Family and Child Education (FACE)
Preschool Standards
Physical Development**

	<ul style="list-style-type: none"> • Puts together and takes apart Lego's, links cubes, etc. • Works a clothes pin. • Writes or colors with appropriate pressure.
2.4 Exhibits coordination of facial muscles.	<p>The child</p> <ul style="list-style-type: none"> • Attempts to wink. • Blows bubbles or blow out candles. • Puckers lips. • Imitates or makes silly faces. • Speaks clearly.

Sensory

Standard 3. Processes and responds to sensory input in environment and daily routine.

Indicator	Examples
3.1 Exhibits sensory awareness.	<p>The child</p> <p><i>Touch</i></p> <ul style="list-style-type: none"> • Participates in messy play activities. • Identifies objects by feel. <p><i>Hearing</i></p> <ul style="list-style-type: none"> • Follows verbal directions. • Responds to environmental sounds. <p><i>Sight</i></p> <ul style="list-style-type: none"> • Finds details. • Arranges objects by color, size, texture or shape.

**Family and Child Education (FACE)
Preschool Standards
Physical Development**

	<p><i>Smell</i></p> <ul style="list-style-type: none"> • Says, “This marker smells like grapes” • Says, “I smell popcorn. <p><i>Taste</i></p> <ul style="list-style-type: none"> • Licks ice cream on a cone. • Remarks that a food tastes good.
3.2 Exhibits body awareness.	<p>The child</p> <ul style="list-style-type: none"> • Identifies body parts. • Creates different body shapes with body (e.g. diamond with fingers, bridge with another child). • Imitates movements of others.
3.3 Exhibits spatial awareness.	<p>The child</p> <ul style="list-style-type: none"> • Locates objects in the classroom. • Puts objects together and takes them apart (e.g., blocks, puzzles). • Rearranges and reshapes objects. • Describes things from different viewpoints (“How does it look from this side?”). • Describes position, direction and distance of things.

Personal Health and Nutrition

Standard 4. Practices healthy behaviors.

Indicator	Examples

Family and Child Education (FACE) Preschool Standards

Physical Development

4.1 Understands personal health practices and routines.	<p>The child</p> <ul style="list-style-type: none"> • Understands importance of regular visits to doctors, dentists, health clinics, etc. • Participates in playground activities. • Understands that healthy bodies require exercise, rest and good nutrition.
4.2 Grows in ability to perform self-care tasks independently.	<p>The child</p> <ul style="list-style-type: none"> • Manages toileting. • Washes and dries hands. • Covers nose and mouth when sneezing. • Uses a tissue. • Brushes teeth. • Feeds self. • Dresses self.
4.3 Shows growing independence in making good food choices.	<p>The child</p> <ul style="list-style-type: none"> • Tries different foods that are introduced. • Makes appropriate food and portion choices. • Actively participates in mealtimes and snacks. • Is aware of food groups.

Safety and Injury Protection

Standard 5. Practices safe behaviors.

Indicator	Examples

Family and Child Education (FACE) Preschool Standards

Physical Development

<p>5.1 Shows knowledge of safety rules and routines.</p>	<p>The child</p> <ul style="list-style-type: none"> • Is cautious around fire, water, heights, animals, etc. • Understands good touch vs. bad touch. • Is wary of strangers. • Knows objects such as weapons, syringes, matches, medications, etc, can be dangerous and should not be touched. • Dresses appropriately for the weather. • Stands far enough away from playground equipment not to be hurt. • Carries scissors, pencils and sharp objects with point down. • Washes hands after using the toilet.
<p>5.2 Listens to and follows adult direction during emergencies.</p>	<p>The child</p> <ul style="list-style-type: none"> • Participates in emergency drills at home and school.
<p>5.3 Knows how and when to seek help.</p>	<p>The child</p> <ul style="list-style-type: none"> • Calls for help in emergency (e.g., shouts, 9-1-1). • Recognizes trusted adults.
<p>5.4 Navigates home, school, and community environments safely.</p>	<p>The child</p> <ul style="list-style-type: none"> • Follows classroom and school rules. • Uses car seats and seatbelts. • Crosses streets with an n adult and looks both ways. • Is aware of household dangers (e.g., cleaning supplies, medications, alcohol). • Knows home address and phone number.