

Physical Development and Health (Indicators for 46 - 60 months)

Wellness

a. Health Knowledge and Practices

- ☐ Identifies specific practices that support body development and function.
- ☐ Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette.
- ☐ Combines and uses different senses depending on the activity.
- ☐ Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health.
- ☐ Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used.
- ☐ Identifies which school and community health helpers are needed in a given situation.
- ☐ Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.
- ☐ Participates easily and knows what to do in routine activities.
- ☐ Observes basic hand and oral hygiene.
- ☐ Helps with routine care of the environment (e.g., composting, trash pick-up, etc.).
- ☐ Recognizes there are multiple components of health.
- ☐ Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.).
- ☐ Participates in sleep routines.

b. Physical Health Status

- ☐ Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire.
- ☐ Develops an awareness of personal health and fitness.
- ☐ Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when belly hurts, etc.).
- ☐ Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.

c. Nutrition

- ☐ With support, child recognizes a variety of health foods that come from other cultures.
- ☐ Identifies foods by their food group, where they come from (e.g., apples from trees, eggs from chickens, milk from cows or goats, etc.) and understands the difference between healthy and unhealthy food choices.
- ☐ Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating.



- ☐ Engages in food preparation when possible.

d. Safety

- ☐ Identifies how people help keep them safe in dangerous situations.
- ☐ Follows basic safety rules and practices. Can respond appropriately to harmful or unsafe situations, objects, substances, and environments, and can identify the consequences of unsafe behavior.
- ☐ Demonstrates behaviors to reduce personal health risk (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.).
- ☐ Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.
- ☐ Follows emergency routines after adult instruction.

Motor Skills and Movement Patterns

a. Fine Motor

- ☐ Holds drawing, writing, and painting tools by using three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features.
- ☐ Can write letters, basic shapes and lines and can draw more recognizable facial features.
- ☐ Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice.
- ☐ Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.
- ☐ Practice self-help skills including buttoning, zipping, fastening, typing, etc.
- ☐ Uses small, precise finger and hand movements (e.g., picking up small rocks and acorns or taking seeds out of sunflower heads).
- ☐ Uses fingers, hands, and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles).

b. Gross Motor:

- ☐ Coordinates complex movements in play and games.
- ☐ Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects.
- ☐ Demonstrates progressive locomotive skills, successive hopping, and forward jumping.
- ☐ Has control over speed and direction and balance such as: running, sliding, galloping forward, back, right left.
- ☐ Demonstrates body awareness skills while participating in group physical activities.
- ☐ Manipulates objects with a full range of motion.
- ☐ Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature-based exploration (ie. balancing on a log).



- ☐ Shows enthusiasm for mastery of gross motor repetitive practice.

