

P-MELDS

Domain: Physical Development & Health

This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.

Goal Topic	Element	Code	Indicators- 34-48 Months	My Planning	Indicators- 46-60 Months	My Planning
Wellness	Health Knowledge and Practices	10a	Completes personal care tasks with increasing independence.		Identifies specific practices that support body development and function.	
			Participates in structured and unstructured physical activities.		Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette.	
			Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness.		Combines and uses different senses depending on the activity.	
			Transitions from high-energy to low-energy activities with support.		Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health.	
			Follows health routines with support (versus independently).		Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used.	
			Cooperates during doctor and dentist visits and health and developmental screenings.		Identifies which school and community health helpers are needed in a given situation.	



Wellness	Physical Health Status	10b	Cooperates during developmental screenings.		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.	
			Regulates own emotions and behaviors.		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.	
			Maintains physical growth and well being.		Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire.	
			Demonstrates body spatial awareness in relationship to stationary objects.		Develops an awareness of personal health and fitness.	
			Participates in games, outdoor play, and other forms of physical activity.		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.).	
			Engages in adaptive physical activities, as appropriate.		Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.	
Wellness	Nutrition	10c	Makes nutritional needs/ interests known. (e.g., when thirsty, asks for water, verbalizes when hungry, etc.).		With support, child recognizes a variety of health foods that come from other cultures.	
			Assists with set-up and clean-up at meal time as appropriate to the setting, is responsible for own area, and gathers needed materials for snack and meal time.		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.	
			Child serves self to include but not limited to taking food from one container to another, opening packages accordingly, and serving bowl to plate.		Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating.	
			With support, participates in nutrition related activities.		Engages in food preparation when possible.	
Wellness	Safety	10d	Recognizes and names people who keep them safe in dangerous situations.		Identifies how people help keep them safe in dangerous situations.	
			Has an awareness of strangers.		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.	
			Develops awareness of and the ability to follow basic safety rules and practices.		Demonstrates behaviors to reduce personal health risk. (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.).	
			Avoids hazardous chemicals and unsafe materials.		Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.	
			Seeks adult approval before approaching unknown pets.		Follows emergency routines after adult instruction.	
Motor Skills and Movement Pattern	Fine Motor	11a	Holds drawing, writing, and painting tools with fingers and thumb, creating more recognizable drawings (letter like symbols, shapes), but may hold the instrument too close to one end.		Holds drawing, writing, and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features.	
			Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers, and wrists to manipulate objects.		Can write letters, basic shapes and lines and can draw more recognizable facial features.	
			Cuts paper in straight line.		Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food	

Motor Skills and Movement Pattern	Gross Motor	11b			with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice.	
			Completes interlocking puzzles.		Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.	
			Develops ability to have increased dexterity with utensils.		Practice self-help skills including buttoning, zipping, fastening, tying etc.	
			Uses increased skill in self-serving with little spilling during meals, including pouring and using tongs.		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).	
			Moves purposefully from place to place with control.		Coordinates complex movements in play and games.	
			Moves with an awareness of personal space in relationship to others.		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.	
			Hops on one foot one time without losing balance or falling.		Demonstrates progressive locomotive skills, successive hopping, and forward jumping.	

Jumps down from a step and forward ten inches.		Has control over speed and direction and balance such as: running, sliding, galloping forward, back, right, left.	
Walks forward and backward along a line or a beam using normal stride.		Demonstrates body awareness skills while participating in group physical activities.	
Walks up and down stairs, alternating feet.		Manipulates objects with a full range of motion.	
Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing.		Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature[1]based exploration (i.e. balancing on a log).	
Combines large motor movements with the use of equipment.		Shows enthusiasm for mastery of gross motor movements through repetitive practice.	

