

IDAHO EARLY LEARNING EGUIDELINES

GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Physical Well-Being

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
SUB-DOMAIN: PHYSICAL WELL-BEING			
PHYSICAL FITNESS			
GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Move reflexively, then with increasing intentionality.	<ul style="list-style-type: none"> ▪ Child’s body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes). ▪ Bats at dangling objects. ▪ Bangs and claps. ▪ Reaches and kicks with intention. ▪ Responds to physical games such as peek-a-boo or pat-a-cake. ▪ Reaches across body (cross mid-line) to grasp an object. 	<ul style="list-style-type: none"> ▪ Provide a variety of materials and toys for child to play with and explore, especially those that stimulate hand and arm play such as objects for grasping and swatting back and forth. ▪ Rotate toys and materials on a regular basis. ▪ Make play a part of the child’s daily activities (during a diaper change, lift the baby’s legs and make marching movements as you chant). ▪ Avoid screen time for child younger than 2 years old (TV, videos, computer activities, DVDs). ▪ As the infant gains hand and arm control, play games with the child that are give-and-take in movements (e.g. put a blanket on your head and let the child pull it off).

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6 to 18 Months	Advance from mostly stationary activities to becoming mobile and active.	<ul style="list-style-type: none"> ▪ Rolls, crawls, cruises furniture, walks, squats, and climbs. ▪ Refines movements that allow play in simple play and simple games with other people. ▪ Tries new physical challenges such as pushing an unfamiliar wheel toy or going down a low slide. ▪ Sustains play with objects that require some hand, wrist, and arm control. ▪ Demonstrates ability to play with objects as wrist/forearm control improves. ▪ Smoothly moves from one position/action to another (sitting to crawling, standing to walking). 	<ul style="list-style-type: none"> ▪ Show enthusiasm and encouragement when child tries new motor activities. ▪ Share child's excitement about and enjoyment of physical activities. ▪ Encourage child to play both inside and outside, on a daily basis. ▪ Engage child in simple movement games (So Big, Pat-a-Cake, and Ring-Around-the-Rosie). ▪ Use words that describe the child's skills for actively playing (e.g. "You are rolling over and over." "You are walking all around the room." "You are a strong girl, who can pull yourself up on the chair.").

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16 to 38 Months	Engage in a variety of sequenced movements with increased balance.	<ul style="list-style-type: none"> ▪ Attempts new activities that require familiar and unfamiliar physical movement, with or without adult assistance. ▪ Participates actively in simple games, dance, and movement activities (e.g. catches and kicks a ball, plays chase). ▪ Uses tools to obtain a result. 	<ul style="list-style-type: none"> ▪ Talk with child about the positive effects of exercise. ▪ Model enthusiasm for a child's efforts and use words to describe physical activities. ▪ Watch for children's cues about when they are ready to attempt a new skill. Provide support as the child attempts an activity that is challenging, rather than forcing a child to try a new skill. ▪ Play a variety of active games with the child (e.g. simple and safe obstacle course or running with scarves as parachute play). ▪ Plan time and activities both indoors and outside, daily. ▪ Limit child's screen time (watching TV and videos, playing computer games) to no more than 2 hours of quality programming each day, including home and child care settings. ▪ Move to music or sing songs with the child that involves a variety of active physical play (e.g. finger plays, hand motions, crawling, marching, jumping, dancing, leaping, and mimicking movements such as swimming or rowing a boat).

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36 to 60 Months	Engage in complex physical movements embedded in play activities.	<ul style="list-style-type: none"> ▪ Engages in large motor physical challenges (jumping from heights, climbing, and rough and tumble play). ▪ Initiates structured and unstructured physical activities throughout the day. ▪ Incorporates various physical activities while transitioning from one place to another (e.g. marches between the kitchen and the bathroom, dodges pretend objects walking down a hallway, or walks backwards into the bathroom). ▪ Participates in simple cooperative games with peers. ▪ Uses a variety of complex movements to help with physical chores (e.g. putting away toys, independently dressing, setting the table, and picking up toys). 	<ul style="list-style-type: none"> ▪ Engage child in group exercise times/activities (e.g. bike rides, group activities using playground structures, group games such as exercising together to music, family walks). ▪ Provide opportunity for child to try many types of physical activities (e.g. throwing and catching different types of balls, using a variety of playground equipment and outside environmental challenges, helping with physical chores, dancing in different styles and to different tempos and styles of movement). ▪ Provide child the opportunity to play in a variety of physically challenging settings (e.g. a neighborhood park with outdoor play equipment, areas with steeper hills for running up and down, equipment for climbing up and over, and physically negotiating space for playing around and among other children).

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60 Months through Kindergarten	Engage independently and with peers in a wide variety of daily physical activities.	<ul style="list-style-type: none"> ▪ Participates regularly in physical activity (e.g. dance classes, and organized and informal sports). ▪ Helps with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys). ▪ Participates in cooperative games with peers. ▪ Engages in independent physical play (e.g. hopscotch, riding a bicycle, swinging independently). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play song games incorporating music, movement, and social interaction. ▪ Participate in regular physical activities with child (swimming, walking, skating, hiking, playing ball, drumming, skiing). ▪ Provide opportunities for child to participate in activities where the child can repetitively practice a new skill.