

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

Foundation Domain: Health and Physical Development • Subdomain: Physical Health and Growth

<p>Goal(s): Goal HPD-2: Children engage in active physical play indoors and outdoors. Developmental Indicator(s): 18 developmental indicators</p>	
<p>Infants (3 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-2a: Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). • HPD-2b: Move their bodies to explore the indoor and outdoor environment. • HPD-2c: Develop strength and stamina by continuing movements over short periods of time.
<p>Younger Toddlers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-2d: Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). • HPD-2e: Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). • HPD-2f: Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). • HPD-2g: Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.
<p>Older Toddlers (3 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-2h: Develop strength and stamina by spending moderate periods of time playing vigorously. • HPD-2i: Show satisfaction with new active skills and strengths (ask others to watch them say, “I’m big and strong!”). • HPD-2j: With guidance and support, transition from active to quiet activities.
<p>Younger Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-2k: Develop strength and stamina by spending moderate periods of time playing vigorously. • HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors. • HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). • HPD-2n: Transition from active to quiet activities with limited guidance and support.
<p>Older Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-2o: Develop strength and stamina by spending extended periods of time playing vigorously. • HPD-2p: Communicate ways exercise keeps us healthy and makes us feel good. • HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). • HPD-2r: Transition independently from active to quiet activities most of the time.

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (Page 71). Raleigh: Author.

Physical Health and Growth Strategies:

Infants & Toddlers: (11) Some infants and toddlers are highly sensitive to light, noise, and the way they are touched. Provide spaces that offer less stimulation so they can feel calm and comfortable. Work with families and specialists to offer appropriate physical activity for these children. (1 of 14 strategies for infants and toddlers)

Preschoolers: (6) Invite and encourage children to participate in physical activity and free play every day. Schedule several periods of active physical play each day, with each period lasting thirty to sixty minutes. Include time for child-directed play and adult-directed activities, and participate with children in the activities. (7) Share information about programs or activities in the community that encourage physical activity for families, including children with special needs: parks, greenways, playgrounds, swimming pools, lakes, and gyms. (8) Take children outside often and regularly in all seasons. Dress them appropriately for the weather (raincoats, sweaters, boots, mittens, coats, hats). Show children you enjoy being outdoors and encourage them to explore the outdoor environment. (9) Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health. (4 of 11 strategies for preschoolers)

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

Foundation Domain: Health and Physical Development • Subdomain: Motor Development

<p>Goal(s): Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p> <p>Developmental Indicator(s): (18 developmental indicators)</p>	
<p>Infants (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4a: Gain control of arm and leg movements. • HPD-4b: Maintain upright posture when sitting and standing. • HPD-4c: Move in and out of various positions by rolling, pushing up, and pulling to stand. • HPD-4d: Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).
<p>Younger Toddlers (3 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4e: Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). • HPD-4f: Move their arms and legs together to climb, push and pull (push a stroller, use riding toys, crawl up steps). • HPD-4g: Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).
<p>Older Toddlers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4h: Move their arms and legs to complete a task (kick, jump, step, pedal, push away). • HPD-4i: Move through the world with a variety of movements and with increasing independence (run, jump, pedal). • HPD-4j: Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). • HPD-4k: Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).
<p>Younger Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4l: Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. • HPD-4m: Refine movements and show generally good coordination (e.g., throwing and catching). • HPD-4n: Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). • HPD-4o: Move their bodies in space with good coordination (running, hopping in place, galloping).
<p>Older Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4p: Coordinate movement of upper and lower body. • HPD-4q: Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). • HPD-4r: Move quickly through the environment and be able to stop (run fast, pedal fast). • HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (pp. 75-76). Raleigh: Author.

Physical Health and Growth Strategies:

Infants & Toddlers: (1) Play with infants and toddlers both indoors and outdoors. Make sure the environment is safe. Include play on a variety of surfaces and provide open spaces for free movement. (2) Play with infants on their tummies frequently throughout the day. Place interesting toys in front of them and use a rolled towel to support a baby’s chest and arms if needed. For babies who do not like being on their stomachs, try a few minutes of tummy time several times a day rather than for one long period. (3) Give young children brightly colored and interesting toys to reach for or move toward (balls, mobiles, soft toys). Encourage them to bring their hands together as they play with objects. (8) Use diapering time to do baby exercises and to play (bicycling legs, arm lifts, kicking, reaching). (9) Provide pillows, small mounds, balance beams, stepping-stones, and other low barriers for children to climb on and over. This develops balance, builds strength, and improves coordination. (10) Run, jump, skip, hop, and throw balls with children, both indoors and outside. Encourage them to move their bodies indoors and outdoors with movement games, music, and

dancing from different cultures (e.g., “I’m a Little Tea Pot,” “Little Sally Walker,” “De Colores,” “All Fish Swimming in the Water”). (11) Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up). (12) Create mazes and obstacle courses that are age appropriate. For example, invite children to move through tunnels, under chairs, around tree trunks, and over low hills. (13) Provide push and pull toys, riding toys (with and without pedals), balls, tools, slides, and other materials that give children chances to exercise large muscles and practice skills. (14) Create activities to encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group. (10 of 14 strategies for infants and toddlers)

Preschoolers: (8) Provide many opportunities for and actively participate in children’s outdoor play. (9) Change materials routinely to encourage discovery, engagement, and participation. (10) Create an environment that includes materials and equipment that can be used by children with varying physical abilities. (11) Encourage children to take part in active play every day, such as climbing, running, hopping, rhythmic movement, dance, and movement to music and games. (12) Supervise and participate in daily outdoor play. Provide adequate space and age-appropriate equipment and materials, with adaptations as needed. (13) Plan daily physical activities that are vigorous as well as developmentally and individually appropriate. (14) Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up). (15) Create activities to encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group. (8 of 15 strategies for preschoolers)