



Excerpt - Standards: Physical Development and Health

This document is an excerpt of Early Learning and Development Standards from [CT ELDS Main: What Children Birth to 5 Should Know and Be Able To Do](#)

Connecticut Office of Early Childhood, 2014

Physical Development and Health

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>
Strand A: Early learning experiences will support children to develop gross motor skills.							
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	PH.6.1 Show head control when in any position and during transitional movement	PH.12.1 Get into sitting position on own and play while in this position PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PH.18.1 Use walking as main means of mobility and pull toy when walking PH.18.2 Stand from a squat position using arms to push off floor	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects PH.24.2 Begin to run	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed PH.36.2 Walk up and down stairs alternating feet on steps with railing held	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
	PH.6.2 Roll over, usually from both directions PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back PH.6.4 Push up and support weight on forearms when on stomach PH.6.5 Sit with support	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PH.18.3 Creep up and down stairs	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time			

Strand A: Early learning experiences will support children to develop gross motor skills (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Large Muscle Movement and Coordination			PH.18.4 Throw ball in forward direction	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	PH.36.3 Catch and throw a playground ball with an adult short distance away PH.36.4 Jump with two feet	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives PH.48.3 Hop on one foot	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)
				PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PH.36.5 Kick a ball in forward direction	PH.48.4 Kick ball at target a short distance away with accuracy and speed PH.48.5 Throw small ball overhand at target a short distance away with accuracy	

Strand B: Early learning experiences will support children to develop fine motor skills.

Visual Motor Integration	PH.6.6 Locate an object using vision or sound, reach and grasp the object	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)
	PH.6.7 Follow an object with eyes across body, crossing the middle	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)					

Strand B: Early learning experiences will support children to develop fine motor skills (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	
Small Muscle Movement and Coordination	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PH.24.7 Use a writing tool to scribe purposefully and imitate vertical and horizontal stroke. May use a fist grasp	PH.36.7 Use writing tools or paint objects with some control and purpose	PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	
	PH.6.9 Bring hands together while lying on back	PH.12.7 Use index finger to poke and grasp small objects between thumb and fingertips				PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	
Strand C: Early learning experiences will support children to acquire adaptive skills.							
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.							
Feeding Routines/ Nutrition	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/ or using eating utensils	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PH.36.8 Feed self with minimal spilling	PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
	Safety and Responsibility		PH.18.8 Typically respond to adult requests to stop unsafe behavior	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community

Strand C: Early learning experiences will support children to acquire adaptive skills (continued).						
0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Dressing and Hygiene	PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PH.60.8 Typically manage own dressing, toileting and basic hygiene
Strand D: Early learning experiences will support children to maintain physical health status and well-being.						
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.						
Physical Health Status	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).					
Physical Activity	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day
Healthy Behaviors	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PH.6.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep