



## Unit 3 – Physical Development:

### Key Topic 1: Organization and Rationale of the Physical Development Domain

#### Focus of Unit 3 – Key Topic 1

Students explore the rationale for including the physical development domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Growth, and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

#### Instructional Methodologies

- Note-taking outline
- Pairs work and discussion in pairs
- Class presentation
- Development of a resource tool
- Class discussion
- Creation of a visual representation
- Peer review and feedback
- Reflection—individual



- Reflective discussion—large group
- Small group work
- Video observation
- Short paper

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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism



## Unit 3 – Physical Development:

### Key Topic 1: Organization and Rationale of the Physical Development Domain

#### Before You Start

This key topic, like its counterparts in Units 2 and 4 of this instructional guide, has three main content areas or subtopics: rationale for the domain, organization of the domain, and key principles for the domain. Each subtopic has a set of active learning experiences that will guide students in becoming familiar with the main elements of the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* and where to locate these elements in the framework. More detailed exploration of these main elements is covered in the four other key topics of this domain.

If students already understand the organizational structure of a domain, instructors may choose to omit Subtopic 2, the organization of the domain. Instructors omitting Subtopic 2 may then work primarily with Subtopics 1 and 3, the rationale and guiding principles of the domain. Each subtopic can also be covered during separate class sessions.

The “Questions for Reflection” at the end of each strand in the *California Preschool Curriculum Framework, Volume 2* prompt students to consider their practices as preschool teachers as related to the content of the strand. The reflective questions found in the active learning and reflection sections throughout this instructional guide provide opportunities for students to reflect on (1) the content of the active learning experiences in the key topics and (2) how they might apply this knowledge in their work.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Rationale for the Physical Development Domain.** The active learning experiences involve groups of students developing presentations about some of the content. Instructors may want to consider doing this subtopic over more than one class session so that students have ample time to review the content and work on their presentations. One suggestion is to ask students to do the reading, initial discussion, and preliminary preparations for their presentations in one or part of one class session. Students could then finalize their presentations outside of class and make their presentation at a second class session. An alternative is to ask students to do the reading prior to class and then allocate the entire class session to the small group discussion and preparation followed by the actual presentations.
- **Subtopic 2: Organization of the Physical Development Domain.** Handout 1, “Organization of the Physical Development Domain,” is meant for student completion. Handout 2, a completed version of Handout 1, is designed for instructor reference. Handout 3 is a copy of pages 108-110 from the Appendix in



the *California Preschool Learning Foundations, Volume 2*; all handouts are provided at the end of this key topic. Electronic versions of these handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

- **Subtopic 3: Guiding Principles for the Physical Development Domain.** For this subtopic, students are asked to make posters of the guiding principles. If students work on the posters in class, materials for the posters such as large paper, markers, scissors, tape, and glue will be needed. Ask students to view clips of children engaging in active physical play.

### Information Delivery

Students are encouraged to review the physical development foundations in the *California Preschool Learning Foundations, Volume 2*. There may be many new or relatively unfamiliar terms for students in the physical development domain, so the glossary is also suggested reading.

#### ***California Preschool Learning Foundations, Volume 2:***

- Introduction to the chapter (pp. 37–45)
- Bibliographic Notes (pp. 58–60)
- Glossary for physical development domain (pp. 61–63)

Information from the following sections will be used in the first subtopic.



Slides 2-6

#### ***California Preschool Curriculum Framework, Volume 2:***

- Introduction (p. 132)
- Research highlights (pp. 133, 137, 148, 170, 198, 204)
- Overview of Fundamental Movement Skills strand and substrands (pp. 139, 140, 147–148, 156–157)
- Overview of Perceptual-Motor Skills and Movement Concepts strand and substrands (pp. 176–177, 178, 181, 186)
- Overview of Active Physical Play strand and substrands (pp. 192, 193, 199, 202)
- Glossary for physical development in the (pp. 288–290)

The 12 guiding principles of the physical development domain in the *California Preschool Curriculum Framework, Volume 2* will be reviewed in the third subtopic:

- Guiding Principles (pp. 133–135)



## Active Learning

### Subtopic 1: Rationale for the Physical Development Domain

#### Getting it started

Begin this subtopic by asking students to read the content from the *California Preschool Curriculum Framework, Volume 2* identified in the “Information Delivery” section. Remind students that new words or concepts may be found in the glossaries of both the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2*. Ask students to list major themes of the physical development domain and key points from their reading that define or illustrate the major themes.

#### Keeping it going

Instructors could divide the class into pairs or small groups of no more than three or four students wherein students could then discuss their themes and key points and look for similarities and differences.

#### Online Options

Subtopic 1: Students could post the major themes and key points from their reading online prior to the small group discussions in class. Students would be responsible for reading these and comparing them to their own.

#### Taking it further

Students could benefit from developing a presentation of one major theme and its key points. Encourage students to be creative in how they present their information. They can create a visual representation such as a chart, drawing, large puzzle, mock Web page, blog, pamphlet, brochure, or fact sheet. Other ideas include a short game, panel discussion, simulated podcast, list of Tweets, or students could role-play a teacher’s explanation to parents how their children’s physical development impacts other developmental areas.

If a group chooses to create a visual representation, one or more members of the group should also plan to describe it to the class. Before students begin to develop their presentations, clarify how much time is allotted for each one.

#### Putting it together

Each group presents its materials; allow time for the other students to ask questions and provide feedback on the presentation. Encourage the students to comment on how the presentation helped them understand the content, any aspects of the presentation that were particularly compelling, and a few ideas for strengthening the presentation.



Slides 7-12



Instructors may also wish to provide feedback on the key points of the presentation to ensure that students have identified and shared the important concepts explained in the physical development domain of the *California Preschool Curriculum Framework, Volume 2*. These could include the following themes:

- Importance of minimizing children's waiting and watching and maximizing their active participation and doing, which is how most children learn best
- Role of physical play in all areas of children's development—cognitive, emotional, social, and physical
- Role of physical play in children's physical and mental health, as well as physical fitness
- Importance of the preschool years for children's physical development
- Role of preschool programs in "providing well-designed, regular, and frequent opportunities for physical play," as described on page 132 in the *California Preschool Curriculum Framework, Volume 2*
- Need for balance between children's self-initiated and self-directed physical activities and teacher guidance and encouragement to help children learn new skills
- Value of teachers as role models
- Need for teachers to provide to children developmentally appropriate instruction, feedback, and encouragement as well as time for children to practice and progress in their physical development
- Importance of collaborating with families and community members in fostering children's physical development
- Benefits of children's developing active lifestyles for their entire lives
- Individual developmental differences, experiences, learning styles, languages, communication methods, cultures, and special needs among children that impact their physical development and learning new skills
- Developmental nature of movement skills and concepts



- Importance and benefits of providing opportunities for children to do active physical play in the natural world
- Influence of the environment on children's physical development
- Research findings regarding crucial levels of physical activity that children should meet to fully develop and be healthy

### **Subtopic 2: Organization of the Physical Development Domain**

#### **Getting it started**

Begin this subtopic by asking students to read pages 9-11, an overview of the organizational structure of the *California Preschool Curriculum Framework, Volume, 2*. Students could focus especially on the section of the domain chapter's components on pages 10–11, and familiarize themselves with the main elements of each domain chapter.

#### **Keeping it going**

Next, provide students Handout 1, "Organization of the Physical Development Domain." Review the handout with them, and ask them to note the similarities between the handout and their understanding of the domain chapter's structure.

**Note:** Handout 2, a completed version of Handout 1, is designed for instructor reference.

Explain that the students' task is to complete the handout so that it can serve as an expanded table of contents and reference for them in their continuing work with the physical development domain of the curriculum framework. Students could review Chapter 3, "Physical Development" (pp. 131-224) as well as the glossary (pp. 288-290) of the *California Preschool Curriculum Framework, Volume, 2*. Students could then indicate on Handout 1 the page number(s) of each component. Suggest that adding notes in the far right column may help them remember more detailed information about that component.



Slides 13-16

#### **Taking it further**

After the students have completed Handout 1, ask them if they have any comments or observations. Suggest that as students learn more about the content of the domain, such as the specific interactions and strategies, they may want to add more notes about a strategy they want to try.

If students are familiar with any of the other domains in Volumes 1 or 2 of the *California Preschool Curriculum Framework*, they may have noticed that "planning learning opportunities" is sometimes used instead of or in addition to "teachable



moments” after a vignette. Discuss with students what they see as differences between these two elements.

**Note:** Instructors may review page 11 of the *California Preschool Curriculum Framework, Volume, 2* for more details regarding these strategic elements.

If no students comment regarding the sample developmental sequences in this domain of the *California Preschool Curriculum Framework, Volume, 2*, instructors may want to point them out:

- Developmental Sequence of Hopping (p. 147)
- Developmental Sequence of Throwing (p. 159)
- Developmental Sequence of Cutting (p. 166)
- Developmental Sequence of Spatial Awareness (p. 181)
- Developmental Sequence of Directional Awareness (p. 186)
- Sample Developmental Sequence of Running (p. 212)
- Sample Developmental Sequence of Jumping (p. 212)
- Sample Developmental Sequence of Hopping (p. 213)
- Sample Developmental Sequence of Skipping (p. 213)
- Sample Developmental Sequence of Catching (p. 214)
- Sample Developmental Sequence of Throwing (p. 214)
- Sample Developmental Sequence of Kicking (p. 215)
- Sample Developmental Sequence of Striking (p. 215)

Students who are not as familiar with physical development may find these helpful.

Then ask students to review the Appendix on pages 108–110 of the *California Preschool Learning Foundations, Volume 2*. The Appendix is a summary of the strands, substrands, and foundations of the physical development domain. This summary can also be found at the end of this key topic as Handout 3.

Ask the students what they notice when comparing their completed Handout 1 with Handout 3, the summary of the physical development foundations. Ensure students understand the parallel organization between the learning foundations and the curriculum framework. It will be important to point out that





the foundations are the **what** and the curriculum framework is the **how**. The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support. The curriculum framework is the **how**: provides guidance for **how** teachers can intentionally support this learning and development. While discussing the relationship of the two publications, it would also be a good time to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.



Slide 17

### Putting it together

The following questions are provided as discussion points for concluding the work on this subtopic:

- Which components or elements of the physical development chapter caught your attention?
- Which other components might you want to learn more about?
- Why are these components interesting to you?
- What is a next step you will take to learn more about one or more components from Handout 1?

#### Online Options

Subtopic 2: Students complete the handout and post their responses to the reflective questions for this subtopic online.

### Subtopic 3: Guiding Principles for the Physical Development Domain



Slides 18-20

#### Getting it started

Begin this subtopic by asking students to read the 12 guiding principles for the physical development domain on pages 133–135 of the *California Preschool Curriculum Framework, Volume 2*. Ask students to list any new concepts or vocabulary terms.

#### Keeping it going

Then spend a few minutes discussing each principle to ensure that students have a beginning understanding of each one. If there are no examples for a principle, ask students if they can think of examples. Encourage students who have experience in preschool programs to share ways their programs have implemented a principle. Also ask students to define any unfamiliar vocabulary terms through a search of the glossary and/or additional class discussion.

#### Taking it further

Ask students to plan for a family night at an early care and



Slide 21

education program on the topic of children's physical development. The program director wants to have some posters around the room that illustrate the guiding principles. Ask each student to choose a principle and create a simple poster. Instructors may let students self-select their principles or may put the numbers 1–12 in a hat and ask students to choose a number. Depending on the size of the class, instructors may opt to have students work in pairs or small groups to create the posters.

### Putting it together

Provide time for students to move around the class to view all the posters.

Conclude this subtopic with a class discussion of these questions:

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- Which principle do you think would be most challenging for you to apply? Why?
- What is a first step you could take in finding supports or resources to help you better understand this principle and implement it?

### Another approach

If instructors have video clips of children's active physical play in different preschool programs, show them to the students and ask them to find examples of the physical development domain's guiding principles in action. Because students may not be thoroughly familiar with all the principles, instructors may ask specific students to

focus on identifying examples of just a few principles.

Depending on the number of students in your class, one or more students may be assigned a specific number of principles.

After viewing each clip, ask the students to point out any examples of the principles they observed.

### Online Options

Subtopic 3: If instructors have video clips, post the clips online and ask students to view the clips and list the domain principles they observe being implemented. Students could then post their lists for instructor review or for class discussion.



## Reflection



Slides 22-23

Two sets of reflective questions are offered for this key topic. The first set provides students with an opportunity to think about all three subtopics of the physical development domain:

- As you think about the rationale, organizational structure, and guiding principles of the physical development domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for children's physical development?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

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## Deeper Understanding



Slides 24-25

Pages 216 and 217 of the *California Preschool Curriculum Framework, Volume 2* list these teacher resources:

- *Appropriate Practices in Movement Programs for Young Children Ages 3–5: A Position Statement of the National Association for Sport and Physical Education*. This document has a copyright date of 2000, and there is an updated 3rd edition published in 2009.



- *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, Second Edition*, published in 2009 by the National Association for Sport and Physical Education.

Ask students to review the position statement and *Active Start* to compare the guidelines in those publications with the guiding principles in the physical development domain of the *California Preschool Curriculum Framework, Volume, 2*. Ask students to summarize the similarities and differences between the guidelines and principles and describe how each can inform their curriculum planning for physical development and active physical play.

Students could present their individual reviews and summaries through a class discussion or individually written papers.



## Organization of the Physical Development Domain

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Component	Page(s)	Notes
Guiding Principles		
Environmental Factors		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
<b>Fundamental Movement Skills (strand)</b>		
<i>1.0 Balance (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Locomotor Skills (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Manipulative Skills (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		

Physical Development Domain: Key Topic 1 –  
Organization and Rationale of the Physical Development Domain  
Handout 1 – Organization of the Physical Development Domain

Component	Page(s)	Notes
Engaging Families		
Questions for Reflection		
Other		
<b>Perceptual-Motor Skills and Movement Concepts (strand)</b>		
<i>1.0 Body Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Spatial Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Directional Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

<b>Active Physical Play (strand)</b>		
<i>1.0 Active Participation (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Cardiovascular Endurance (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		



# Organization of the Physical Development Domain

## *Instructor Reference*

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Component	Page(s)	Notes
Guiding Principles	133–135	12 guiding principles
Environmental Factors	136–137	This component in the other Volume 2 domains is called “Environments and Materials.”
Summary of the Strands and Substrands	138	
Teacher Resources	278–279	
Glossary	288–290	
Other	133, 137, 212–215	<ul style="list-style-type: none"> <li>• Research Highlight: Physical Activities Enhance Young Children’s Brain Development</li> <li>• Research Highlight: Must Young Children Sit Still in Order to Learn?</li> <li>• Selected Developmental Sequences</li> </ul>





Component	Page(s)	Notes
<b>Fundamental Movement Skills (strand)</b>	139	
<i>1.0 Balance (substrand)</i>	140	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	140–141, 144–145	2 vignettes
Interactions and Strategies	142–144, 146	11 interactions and strategies
<i>2.0 Locomotor Skills (substrand)</i>	147–148	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	148–149	1 vignette
Interactions and Strategies	150–155	13 interactions and strategies
<i>3.0 Manipulative Skills (substrand)</i>	156–157	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	157–158, 163, 164	3 vignettes
Interactions and Strategies	159–163, 165–170	28 interactions and strategies
Research Highlight(s)	148, 170, 172	<ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Development of Handedness in Children</li> <li>• Beyond the Five Senses</li> </ul>
Engaging Families	173–174	11 suggestions
Questions for Reflection	175	6 questions
Other	147, 150, 159, 166	<ul style="list-style-type: none"> <li>• Figure 3.1 Developmental Sequence of Hopping</li> <li>• Figure 3.1 Locomotor Movement Patterns</li> <li>• Figure 3.3 Developmental Sequence of Throwing</li> <li>• Figure 3.4 Developmental Sequence of Cutting</li> </ul>



Component	Page(s)	Notes
<b>Perceptual-Motor Skills and Movement Concepts (strand)</b>	176–177	
<i>1.0 Body Awareness (substrand)</i>	178	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	178	1 vignette
Interactions and Strategies	179–180	11 interactions and strategies
<i>2.0 Spatial Awareness (substrand)</i>	181	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	181–182	2 vignettes
Interactions and Strategies	183–185	17 interactions and strategies
<i>3.0 Directional Awareness (substrand)</i>	186	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	186–187	1 vignette
Interactions and Strategies	187–189	12 interactions and strategies
Research Highlight(s)		None
Engaging Families	190–191	5 suggestions
Questions for Reflection	191	7 questions
Other	181, 186	<ul style="list-style-type: none"> <li>• Developmental Sequence of Spatial Awareness</li> <li>• Developmental Sequence of Directional Awareness</li> </ul>



Component	Page(s)	Notes
<b>Active Physical Play (strand)</b>	192	
<i>1.0 Active Participation (substrand)</i>	193	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	193–195	2 vignettes
Interactions and Strategies	196–198	9 interactions and strategies
<i>2.0 Cardiovascular Endurance (substrand)</i>	199	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	199	1 vignette
Interactions and Strategies	200–201	8 interactions and strategies
<i>3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)</i>	202	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	202	1 vignette
Interactions and Strategies	204–205	7 interactions and strategies
Research Highlight(s)	198, 204	<ul style="list-style-type: none"> <li>Does Increasing Children's Physical Activity Really Make a Difference?</li> <li>Strength Training for Young Children: Is It Okay?</li> </ul>
Engaging Families	207–209	8 suggestions
Questions for Reflection	209	7 questions
Other	204	Figure 3.5 (illustration of the safety grip)



# Physical Development

## Fundamental Movement Skills

### 1.0 Balance

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

### 2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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### 3.0 Manipulative Skills

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

## Perceptual-Motor Skills and Movement Concepts

### 1.0 Body Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

### 2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.
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### 3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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### 3.0 Directional Awareness (Continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

## Active Physical Play

### 1.0 Active Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

### 2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.
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### 3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.
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