

## Physical Development and Health Education

Physical development and health are essential to children's overall well-being. For young students to be prepared for basic independent functioning both at school and home, they need to continue developing gross and fine motor skills as well as acquiring healthy habits and safety practices.

**Goal: Students will develop knowledge of their bodies and acquire basic physical skills to keep themselves healthy and safe.**

### **Physical Development Objectives – The student will demonstrate gross motor development to:**

- a. Move with balance and control (WSS VII 4 1) by:
  - Maintaining balance on a beam that is close to the ground
  - Moving around the classroom on narrow paths between furniture without bumping into things (WSS)
  - Developing running skills such as quick stops, full circle turns, short 180 degree turns, speeding up and slowing down (WSS)
  - Hopping several times on each foot (WSS)
  - Walking upstairs and downstairs alternating feet without holding onto the rail or wall(WSS)
  - Climbing a slide ladder or using arms and feet together on the jungle gym.
- b. Coordinates movements to perform simple tasks (WSS VII A 2) by:
  - Hitting a stationary target with an overhand throw (WSS)
  - Catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling
  - Negotiating play equipment
  - Starting and stopping movement as well as moving quickly and slowly during a game
  - Riding a tricycle on a path (WSS)
  - Kicking a large ball with a two-step start (WSS).

### **Physical Development Objectives – The student will demonstrate fine motor development to:**

- a. Use strength and control to perform simple tasks (WSS VII B 1) by:
  - Pushing cookie cutter into dough (WSS)
  - Using clothespins to hang paintings or pretend laundry (WSS)
  - Using a paper punch to make holes (WSS)
  - Using paste and glue
  - Using a glue stick (WSS)
- b. Use eye-hand coordination to perform tasks (WSS VII B 2) by:
  - Manipulating Playdough or clay
  - Constructing or copying buildings and roads with the table blocks (WSS)
  - Putting together large floor puzzles (WSS)

- Stringing beads or pasta with holes onto a length of yarn (WSS)
- Lacing a sewing card (WSS)
- Cutting on a line or around a large picture (WSS)
- c. Show beginning control of writing, drawing, and art tools (WSS VII B 3) by:
  - Drawing with crayons and markers (WSS)
  - Painting with a brush at the easel
  - Using chalk on the chalkboard (WSS)
  - Holding a pencil in a pincer grasp (WSS)
  - Drawing simple shapes
  - Pretending to write letters and numbers (WSS)
  - Drawing a picture and labeling it (WSS).

**Health Education Objectives** – The student will develop body awareness and an appreciation of the importance of physical well-being to:

- a. Perform some self-care tasks independently (WSS VII V 1)by:
  - Washing and drying hands with only occasional reminders (WSS)
  - Using the toilet independently (WSS)
  - Using eating utensils
  - Managing dressing tasks independently (putting on coat, pants, boots) (WSS)
  - Pouring juice or milk from a small pitcher without spilling (WSS)
  - Using tissues to wipe nose and throwing tissues in the wastebasket (WSS)
  - Using appropriate body terms to communicate about needs (e.g., “I need a band aid for my ankle.”)
- b. Follows basic health and safety rules (WSS VII C 2)by:
  - Washing hands after using the toilet or before snack and lunch (WSS)
  - Trying different foods that are introduced by the teacher as being nutritious (WSS)
  - Identifying and categorizing healthy foods
  - Discussing with classmates what “nutritious” means (WSS)
  - Discussing roles of dentist, doctor, and nurse in keeping people healthy (WSS)
  - Carrying scissors and pencils with point down (WSS)
  - Describing safe practices in the home, school, and on the bus and playground, and explaining what makes practices either safe or unsafe.