

**Ohio Early Learning and Development Standards
Physical Well-Being and Motor Development**

Strand: Motor Development			
Topic: Large Muscle, Balance and Coordination			
Infants (Birth - 8 months)	Young Toddlers (6 - 18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Move with increasing coordination and balance, with or without adult support and/or assistive device.	<p>Use locomotor skills with increasing coordination and balance.</p> <p>Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.</p>	<p>Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p> <p>Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</p> <p>Demonstrate spatial awareness in physical activity or movement.</p>
Strand: Motor Development			
Topic: Small Muscle: Touch Grasp, Reach, Manipulate			
Transfer a toy from one hand to another by reaching, grasping and releasing.	Use both hands together to accomplish a task.	Coordinate the use of arms, hands and fingers to accomplish tasks.	<p>Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>Use classroom and household tools independently with eye-hand coordination to carry out activities.</p>

Topic: Oral-Motor			
Use mouth and tongue to explore objects. Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	Take and chew small bites/pieces of finger food.	Take bites from whole foods and coordinate chewing and swallowing.	Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.
Topic: Sensory Motor			
Use senses and movement to explore immediate surroundings.	Coordinate senses with movement.	Use sensory information to guide movement to accomplish tasks.	Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.
Strand: Physical Well-Being			
Topic: Body Awareness			
Show awareness of own body.	Point to basic body parts when asked.	Name, point to and move body parts when asked.	Identify and describe the function of body parts.
Topic: Physical Activity			
Interact with adults in physical activities.	Using simple movement skills, participate in active physical play.	Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Topic: Nutrition			
Express when hungry or full.	Follow a regular eating routine.	Make simple food choices, has food preferences and demonstrate willingness to try new foods.	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. Distinguish nutritious from non-nutritious foods.
Topic: Self-Help			
Demonstrate emerging participation in dressing.	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices.
Topic: Safety Practices			
	Follow adult intervention/guidance regarding safety.	Cooperate and/or stop a behavior in response to a direction regarding safety. Use adults as resources when needing help in potentially unsafe or dangerous situations.	With modeling and support, identify and follow basic safety rules. Identify ways adults help to keep us safe. With modeling and support, identify the consequences of unsafe behavior. With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.