



C PHYSICAL EDUCATION

EARLY LEARNING

AGES 3 to 5





STRATEGIES AND ACTIVITIES

For Early Learning Utah
Core Standards Ages 3 to 5

**PHYSICAL
EDUCATION**



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PHYSICAL EDUCATION



INTRODUCTION

The goal of physical education is to develop healthy, responsible children who have the knowledge, skills, and dispositions to work together, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. Research tells us that children who are physically active for 60 minutes a day (24 hours), are healthier, have higher self-confidence, learn more effectively, and are less likely to be absent (National Association for Sport and Physical Education [NASPE], 2011). As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success. Children develop life skills through participation in cooperative and competitive activity.

Quality physical education utilizes developmentally appropriate experiences to develop competence and confidence in a variety of activities such as sports, dance, outdoor recreation, and physical fitness. The emphasis should be on providing success and enjoyment for all children. Children need well-rounded playtime with opportunities to develop both gross (large) and fine (small) motor control.

Definitions:

- Motor skills are defined as both small muscle and large muscle movements.
 - ▶ Gross (large) motor skills, including walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement.
 - ▶ Fine (small) motor skills, including the two-finger pincer grasp and manipulation of small objects, support the development of pre-writing skills.
- Locomotor skills include walking, hopping, running, jumping, galloping leaping, and sliding.
- Non-locomotor skills include balancing on one foot, moving body parts in isolation, bending, twisting, turning.

ADULTS SUPPORT LEARNING IN PHYSICAL EDUCATION WHEN THEY:

- Continually encourage, challenge, and strengthen children's gross and fine motor skills by teaching, modeling, and providing many opportunities to:
 - ▶ Run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move isolated parts of the body.
 - ▶ Practice building with large and small blocks, molding clay, using scissors or tongs, stringing beads, placing pegs in holes, assembling puzzles, using a computer mouse, and using a variety of writing utensils (pencils, crayons, markers) and art mediums (painting, printing, manipulating clay, stamping).
- Participate in fine and gross motor activities alongside the children.
- Teach, model, and maintain proper safety rules.
- Provide opportunities for both organized and spontaneous play.

Strategies & Activities for 3-YEAR-OLDS

Strand 1: **MOTOR SKILLS AND MOVEMENT**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

Substrand: **GROSS MOTOR**

GENERAL STRATEGIES AND ACTIVITIES FOR GROSS MOTOR SKILLS AND MOVEMENT:

- Create a simple obstacle course to practice several gross motor movements.
- While walking down the hall, have the student at the front of the line name an animal and demonstrate how they think that animal moves. The other students will follow those movements.
- Use a variety of balls to practice catching, throwing, kicking, etc.
- Use stationary and portable materials to develop large motor skills.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).</p>	<ul style="list-style-type: none"> ■ Play games where students move (run, jump, hop, etc.) from one place to another. ■ Use colored cones and model and direct what movement they need to perform from one colored cone to the next.
<p>PE 3 yr.1.2: Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).</p>	<ul style="list-style-type: none"> ■ Play games where students copy movements in large or small group teacher-directed or child initiated activities. ■ Provide opportunities to practice movements in isolation such as standing on one foot, bending at the waist, stretching for the sky on their tiptoes, etc.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p>	<ul style="list-style-type: none"> ■ Use music and add props such as streamers or scarfs to encourage big movements. ■ Use hoops or targets on the ground to try to drop a ball on the target. ■ Begin to develop and practice proper use of wheeled toys.



Substrand: **FINE MOTOR**

GENERAL STRATEGIES AND ACTIVITIES FOR FINE MOTOR SKILLS AND MOVEMENT:

- Provide fine motor manipulatives (stringing beads, stacking blocks, puzzles, large interlocking blocks, etc.) to allow students to develop their fine motor skills.
- Encourage students to put on their own clothing (jackets, boots, socks, gloves, hats, etc.)
- Provide a variety of writing tools (paint, paint brushes, crayons, markers, chalk, colored pencils, etc.) to experiment with.
- Provide opportunities to cross the center of their body (midline) through dance, play, writing, etc.

STANDARDS	STRATEGIES & ACTIVITIES
PE 3 yr.1.4: Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.	<ul style="list-style-type: none"> ■ Provide a variety of sizes and types of blocks for stacking and building with. ■ Encourage students to begin to practice zipping their own backpacks or jackets. ■ Provide scissors for students to begin to practice fringing paper, snipping straws or playdough.
PE 3 yr.1.5: With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).	<ul style="list-style-type: none"> ■ Provide different mediums such as sand, shaving cream, or finger paints for students to practice simple writing strokes with their finger. ■ Provide different tools to pour or dig with. ■ Provide tongs to practice picking up pom poms, seeds, beads, etc. to strengthen hands and fine motor movements.
PE 3 yr.1.6: Begins in 4-year-old standard.	NA
PE 3 yr.1.7: Begins in 4-year-old standard.	NA

Strand 2: **EFFICIENT MOVEMENT AND PERFORMANCE**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 3 yr.2.1: Begin to demonstrate awareness that personal boundaries exist.</p>	<ul style="list-style-type: none"> ■ Use a variety of activities to help students understand their own and other’s personal space such as hula hoops, stretching arms out to create their own space, etc. ■ Guide students’ interactions and discuss how those interactions and movements may influence others. ■ Use music and movement activities to encourage students to move in ways that maintain personal space in relation to others.

Strand 3: **PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**

Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 3 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</p>	<ul style="list-style-type: none"> ■ Encourage students to actively participate in vigorous play and draw students’ attention to physiological changes (such as heart rate) they experience before and after engaging in the activity. ■ Plan time for physical activity in the daily schedule and discuss why it is important. ■ Offer books and visuals about physical activities for students to explore and try. ■ Provide equipment for students to use to engage in age-appropriate exercise.

Strategies & Activities for 4-YEAR-OLDS

Strand 1: **MOTOR SKILLS AND MOVEMENT**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

GENERAL STRATEGIES AND ACTIVITIES FOR GROSS MOTOR SKILL DEVELOPMENT

- Create a simple obstacle course to practice several gross motor movements.
- While taking turns, have the students name an animal, show how the animal moves, and other students copy movements.
- Use a variety of balls to practice catching, throwing, kicking, etc.
- Use a stationary and portable materials to develop large motor skills

Substrand: **GROSS MOTOR**

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).</p>	<ul style="list-style-type: none"> ■ Play games where students move (run, jump, hop, etc.) from one place to another. ■ Use colored cones to mark pathways where students can use different motor skills to get to the next color. ■ Create a simple obstacle course where students can practice a variety of gross motor movements. ■ Play games where students copy movements of one another in large or small group teacher-directed activities. ■ Play simple relay races and games where students alternate using a variety of different movements and maneuvers.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.1.2: Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).</p>	<ul style="list-style-type: none"> ■ Provide opportunities to practice movements in isolation such as standing on one foot, bending at the waist, stretching for the sky on their tiptoes, etc. ■ Play games where students copy movement in large or small group teacher directed or child initiated activities.
<p>PE 4 yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p>	<ul style="list-style-type: none"> ■ Use music and add props such as streamers or scarfs to encourage big movements. ■ Use a variety of balls to practice catching, throwing, kicking, etc. ■ Use hoops or targets on the ground to try to drop a ball on the target. ■ Begin to practice the use of wheeled toys.

Substrand: **FINE MOTOR**

GENERAL STRATEGIES AND ACTIVITIES FOR FINE MOTOR SKILL DEVELOPMENT

Provide fine motor manipulatives (stringing beads, stacking blocks, puzzles, large interlocking blocks, etc.) to allow students to develop their fine motor skills.

- Encourage students to begin to practice putting their own clothing on, jackets, boots, socks etc.
- Provide a variety of writing tools (paint, paint brushes, crayons, markers, chalk, colored pencils, etc.) to experiment with.
- Provide opportunities to cross the center of their body (midline) through dance, play, writing, etc.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).</p>	<ul style="list-style-type: none"> ■ Provide fine motor manipulatives (stringing beads, stacking blocks, puzzles, small interlocking blocks, art supplies, etc.) to allow students to enhance their fine motor skills. ■ Encourage students to put on their own clothing. Encourage them to zip or button those items on their own, providing support as needed. ■ Provide art supplies such as scissors, paper, cardstock, straws, or playdough to practice cutting skills.
<p>PE 4 yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).</p>	<ul style="list-style-type: none"> ■ Create a writing center and provide a variety of writing tools (paint, paint brushes, crayons, markers, chalk, colored pencils, etc.) to experiment with writing. ■ Provide additional tools in a writing center such as tape, staplers, rulers, and stencils that require a variety of fine motor movements. ■ Provide tongs to practice picking up pom poms, seeds, beads, etc. to strengthen hands and fine motor movements. .

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).</p>	<ul style="list-style-type: none"> ■ Provide different mediums and a variety of shapes and sizes of containers to pour from one container to another in the sensory tables. ■ Encourage students to open their own milk or juice containers and pour the contents into a cup. ■ Provide opportunities to cross body (midline) through dance, play, writing, etc.
<p>PE 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.</p>	<ul style="list-style-type: none"> ■ Provide different mediums such as sand, shaving cream, or finger paints for students to practice simple writing strokes with their finger. ■ Provide a variety of space and writing tools to practice writing. Provide easels; allow students to lay on their stomachs to write on the floor; attach paper to the bottom of a table and allow them to practice writing, etc.

Strand 2: **EFFICIENT MOVEMENT AND PERFORMANCE**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.2.1: Begin to maintain personal boundaries while participating in movement activities.</p>	<ul style="list-style-type: none"> ■ Use a variety of activities to practice spatial awareness and coordinated movements with others such as using hula hoops, stretching arms out to create their own space, and play partner games. ■ Guide students' interactions and discuss how those interactions help teach awareness of how their movements may influence others. This can also build an understanding of respecting other people's personal space. ■ Use music and movement activities to encourage students to move in ways that maintain personal space in relation to others, and coordinate movements with others.



Strand 3: **PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**

Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

STANDARDS	STRATEGIES & ACTIVITIES
<p>PE 4 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</p>	<ul style="list-style-type: none"> ■ Encourage students to actively participate in vigorous play. Draw students’ attention to physiological changes (such as heart rate) that they experience before and after engaging in physical activity and play. ■ Plan time for physical activity in the daily schedule and discuss why it is important. ■ Offer books and visuals about physical activity for students to explore and try. ■ Provide equipment for students to engage in age-appropriate exercise. Discuss how this influences physical and emotional health.

REFERENCES

Clark, J. E., Clements, R. L., Guddemi, M., Morgan, D. W., Pica, R., Pivarnik, J. M., Rudisill, M., & Virgilio, S. J. (2002). *Active start: A statement of physical activity guidelines for children birth to five years*. AAHPERD Publications, PO Box 385, Oxon Hill, MD 20750-0385 Stock no. 304-10254.

