

## Preschool Curriculum

### Physical Well-Being and Motor Development



# Physical Well-Being and Motor Development

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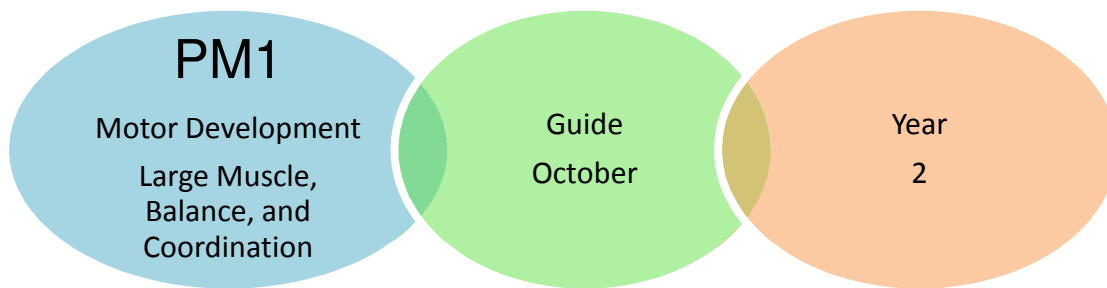
### MOTOR DEVELOPMENT .....

- PM1-4      *Large Muscle, Balance, and Coordination*
- PM5-6      *Small Muscle: Touch Grasp, Reach, Manipulate*
- PM7          *Oral-Motor*
- PM8          *Sensory Motor*

### PHYSICAL WELL BEING.....

- PM9          *Body Awareness*
- PM10-11      *Physical Activity*
- PM12-13      *Nutrition*
- PM14-15      *Self-Help*
- PM16-20      *Safety Practices*

## Physical Well-Being and Motor Development



PM1 Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, and skipping).

### **What will Children be able to do...**

Participate in gross motor songs & games, negotiate playground equipment, run without falling.

### **ACTIVITIES**

- Utilize gym materials (scooters, balls, balance beams)
- Sing along movement songs
- Games,
- Nature walks on uneven surfaces
- Tricycles
- Animals walks

### **ENRICHMENT/SUPPORT**

- Obstacle course,
- Organized sport games (soccer, yoga)
  
- Visuals
- Physical Assistance
- Adaptive Equipment

### **ASSESSMENT**

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM2 Demonstrate coordination using objects during active play (e.g. throwing, catching, kicking balls, riding tricycle).

### What will Children be able to do...

Catch with two hands, kick, stationary /rolling ball, throw underhand, ride tricycle

### ACTIVITIES

- Playground
- Gym
- Ball play on floor
- Throw/Catch
- Basketball
- Kickball
- Ride tricycles outside

### ENRICHMENT/SUPPORT

- Throw/Catch with one hand; -increase distance and/or decrease size of ball
- Training wheels off
- Balloons
- Scarves
- Bubbles
- Scooters
- Demonstration /Modeling

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 3 Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting)

### **What will Children be able to do...**

Participate in class movement games /songs

### **ACTIVITIES**

- Yoga
- Sing along
- Gym
- Playground
- Circle-“Brain break”

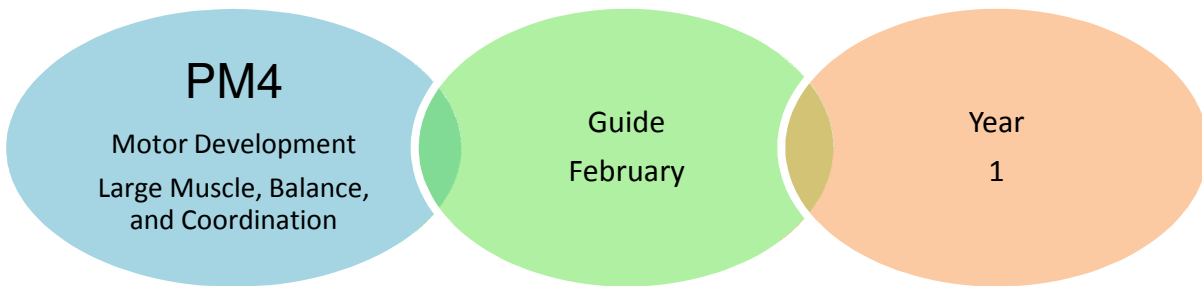
### **ENRICHMENT/SUPPORT**

- Increased difficulty / time period
- Modeling
- Visuals
- Physical stability support

### **ASSESSMENT**

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 4 Demonstrate spatial awareness in physical activity or movement.

### **What will Children be able to do...**

Navigate classroom without bumping people / things, personal space, appropriate speed

### ACTIVITIES

- Songs /Movement
- Games
- Circle
- Line up and navigate hallway
- Playground
- Gym
- Parachute

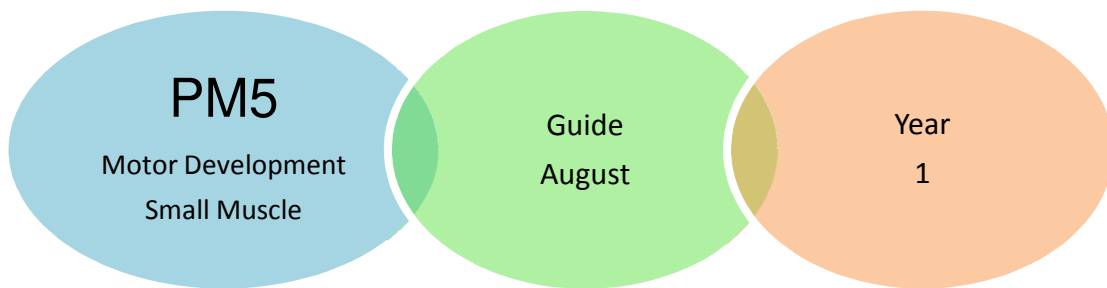
### ENRICHMENT/SUPPORT

- Obstacle course,
- move to rhythm /tempo
  
- Visuals
- Physical Assistance
- Demonstrate adaptive equipment

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM5 Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.

### **What will Children be able to do...**

Participate in classroom activities with fine motor practice and manipulatives

### ACTIVITIES

- Beads
- Blocks
- Twiddle thumbs
- Geo boards
- Tweezers
- Clothes pins
- Eye droppers
- Puzzles
- Legos
- Painting

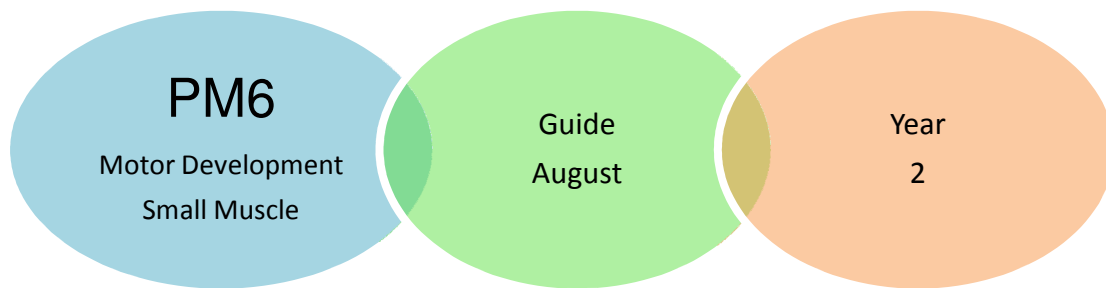
### ENRICHMENT/SUPPORT

- Smaller manipulatives
- Create desired outcome (blocks for castle and beads for necklace)
  
- Larger manipulatives
- Modeling
- Visual cues
- Hand-over-hand
- Adaptive

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 6 Use classroom and household tools independently with eye-hand coordination to carry out activities.

### **What will Children be able to do...**

Use writing utensils for a purpose, scissors, paint brush, spoon, pitcher, cups, etc.

## ACTIVITIES

- Sign in
- Writing centers
- Art centers
- Snack
- Structured art projects
- Cooking

## ENRICHMENT/SUPPORT

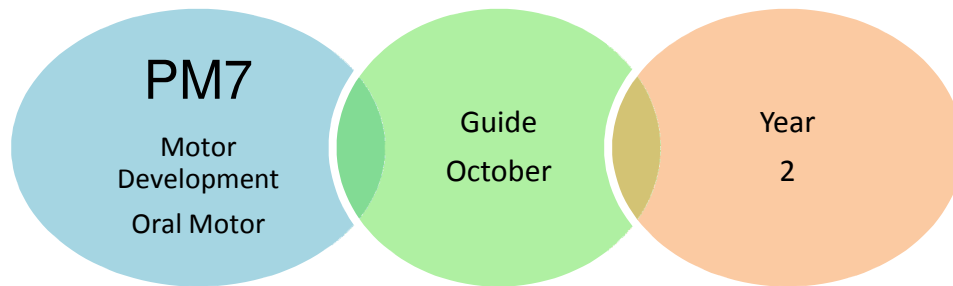
- Cut out more complex shapes
- Drawing more detailed pictures
- Writing words /sentences
- Visuals
- Physical Assistance
- Adaptive Equipment

## ASSESSMENT

- Observation
- Teacher-made standards-based assessment



## Physical Well-Being and Motor Development



PM 7 Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles, or repeating a tongue twister.

### **What will Children be able to do...**

Participate in oral motor activities

### ACTIVITIES

- Sing alongs,
- Nursery rhymes,
- Exploring sounds by mouth
- Straws
- Whistles,
- Pin wheels
- Kazoos

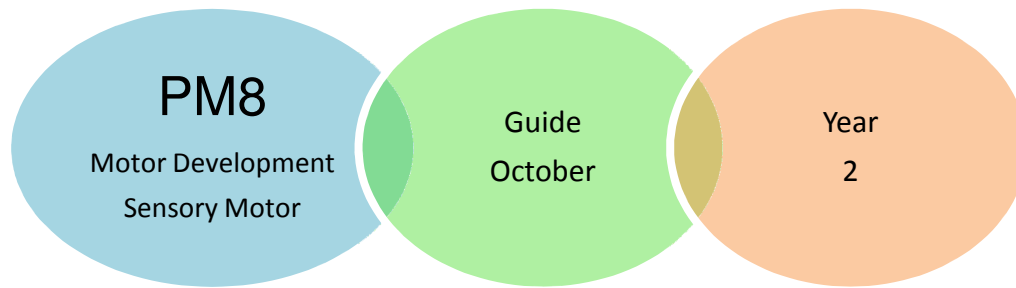
### ENRICHMENT/SUPPORT

- Whistling
- Modeling
- Adapted tools
- Make sounds

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 8 Regulate reactions to external stimuli in order to focus on complex tasks or activities.

### **What will Children be able to do...**

Listen, complete tasks, maintain attention, and respond appropriately.

### ACTIVITIES

- Circle
- Centers
- Work tasks
- Games
- Stories

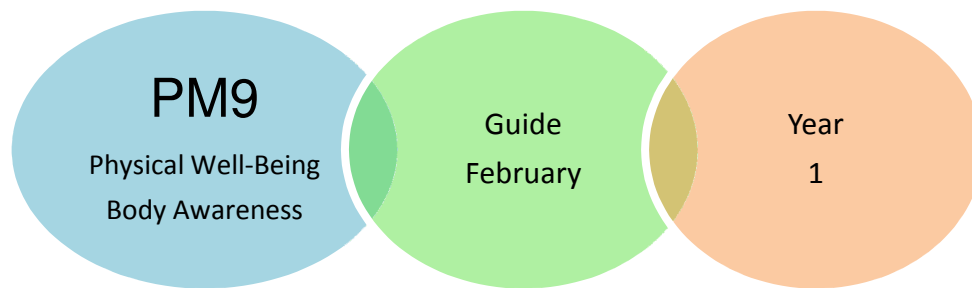
### ENRICHMENT/SUPPORT

- Increase length of activity
- More complex tasks
- Less complex tasks
- Reduce distraction
- Wiggle seats
- Brain breaks
- Reduce length of activity

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM9 Identify and describe the function of body parts.

### **What will Children be able to do...**

Label body parts (ex: eyes, ears, mouth, nose, hands /arms, feet /legs) and tell what body parts do (ears=hear, eyes=see, etc)

### ACTIVITIES

- Songs
- Games
- Gross motor activities (gym)
- Sensory (multi)

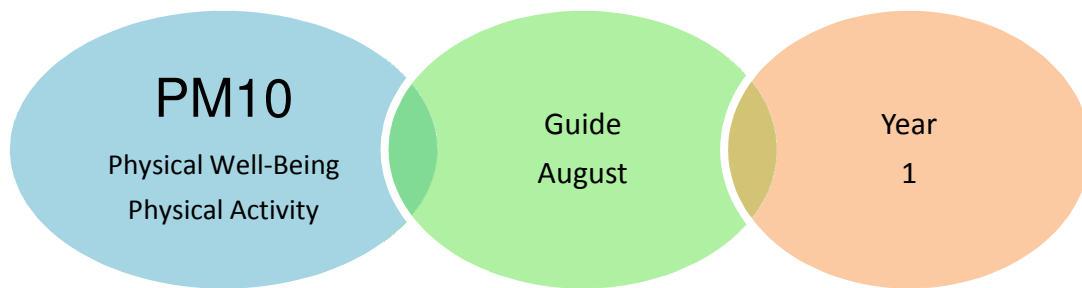
### ENRICHMENT/SUPPORT

- Label more complex parts
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 10 Participate in structured and unstructured active physical play exhibiting strength and stamina

### **What will Children be able to do...**

Active play activities with peers, engage in a variety of physical activities.

### ACTIVITIES

- Gym
- Recess
- Dance
- Gross motor
- Experiences
- Yoga
- Movement games

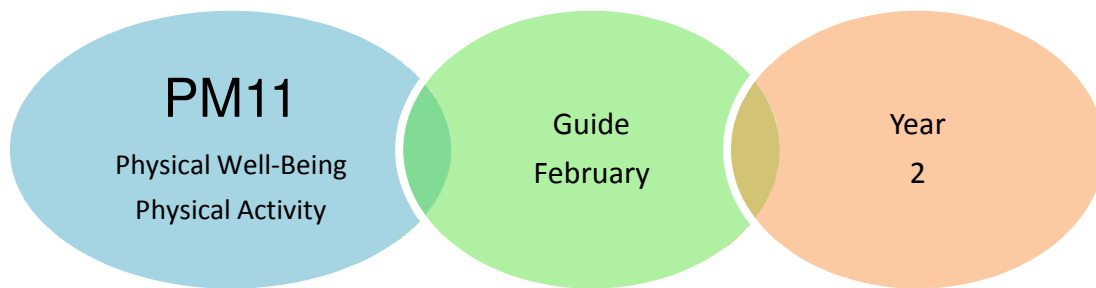
### ENRICHMENT/SUPPORT

- Increase duration & intensity
- Decrease duration & intensity
- Physical adaptation
- Modeling

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 11 Demonstrate basic understanding that physical activity helps the body grow and be healthy.

### **What will Children be able to do...**

Briefly explain why exercise is important and what exercise is.

### ACTIVITIES

- Fitness challenge
- Books
- Answering why questions

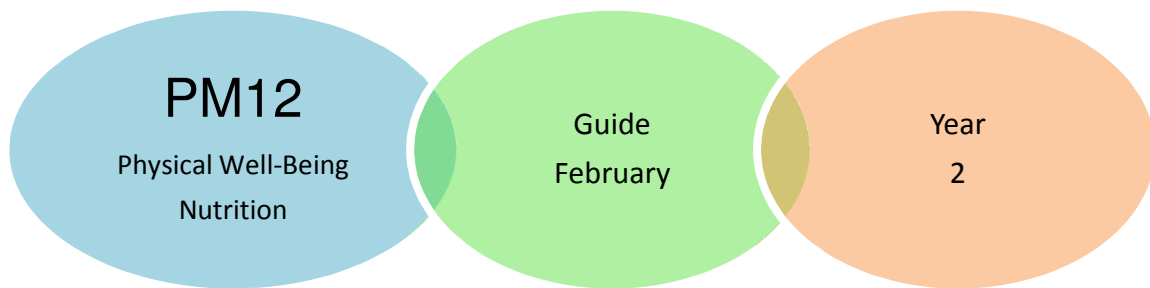
### ENRICHMENT/SUPPORT

- Share with peer parent, or others
- Make book
  
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 12 Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

### **What will Children be able to do...**

Tell why food is important

### ACTIVITIES

- Sorting
- Cooking
- Literature

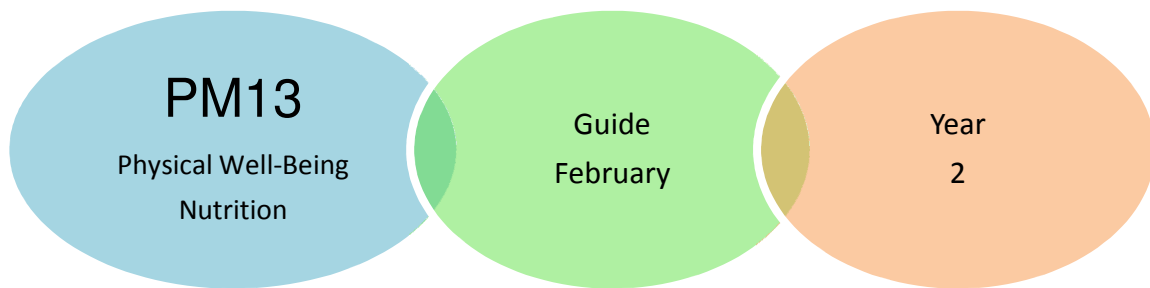
### ENRICHMENT/SUPPORT

- Grow a garden
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM13 Distinguish nutritious from non-nutritious foods.

### **What will Children be able to do...**

Tell what healthy vs. non-healthy foods (oranges versus candy)

### ACTIVITIES

- Sort foods into categories
- Discuss foods and healthy choices
- Books
- Cooking
- Kitchen area

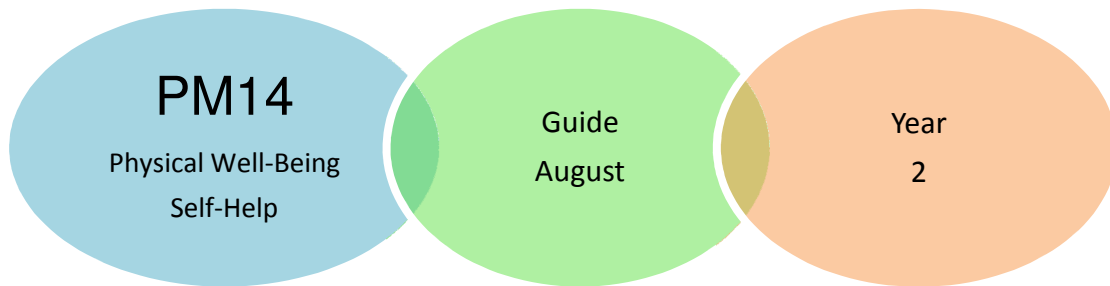
### ENRICHMENT/SUPPORT

- Create a healthy Menu
- Follow a healthy recipe at home
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 14 Independently complete personal care tasks (e.g., toileting, teeth brushing, hand washing, dressing, etc).

### **What will Children be able to do...**

Independently follow arrival, departure, toileting, and snack routine

### ACTIVITIES

- Books
- Songs
- Dramatic play
- Snack

### ENRICHMENT/SUPPORT

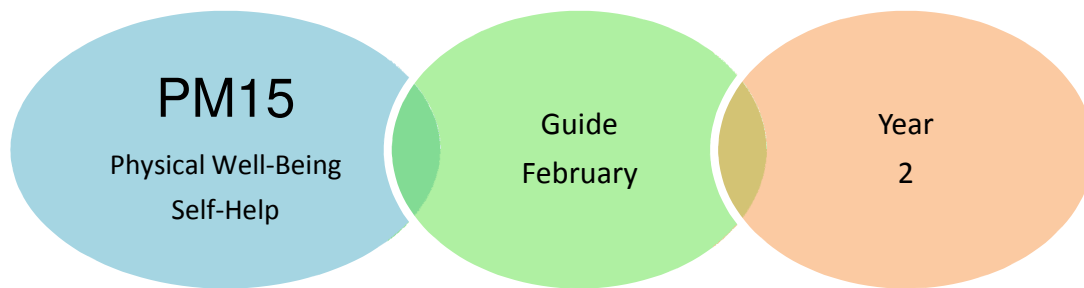
- Help peers
- Visuals
- Adaptive equipment

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment



## Physical Well-Being and Motor Development



PM 15 Follow basic health practices.

### **What will Children be able to do...**

Independently follow arrival, departure, toileting, and snack routine, wash hands, use tissues, cover mouth when sneezing/coughing

### ACTIVITIES

- Sort healthy vs. non-healthy choices
- Literature
- Songs
- Snack
- Germ awareness
- "Scrubby Bear" school nurse presentation

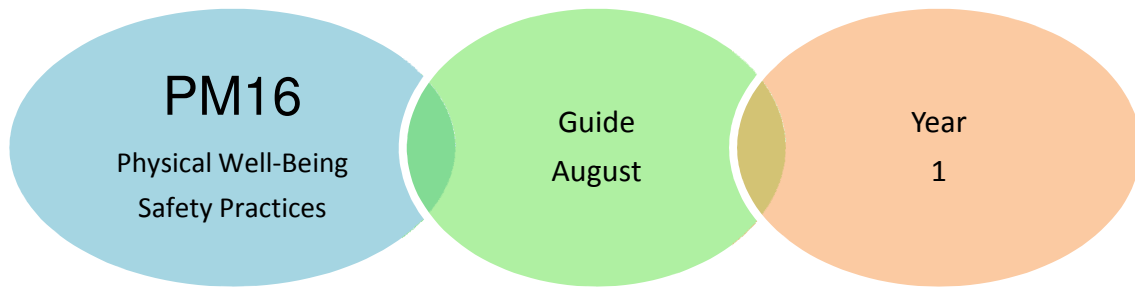
### ENRICHMENT/SUPPORT

- Help others
- Make a book
  
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 16 With modeling and support, identify and follow basic safety rules.

### **What will Children be able to do...**

Discuss rules of school and bus and good vs. bad choices

### ACTIVITIES

- Literature
- Programs-Bus Safety
- Sort
- Drills
- Class rules

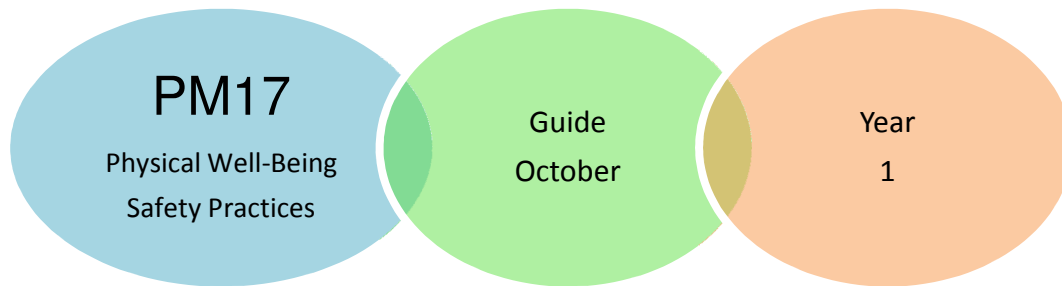
### ENRICHMENT/SUPPORT

- Help write class rules,
- Bring in community members
  
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM17 Identify ways adults help to keep us safe.

### **What will Children be able to do...**

Identify community members who help us and understand how rules keep us safe

### ACTIVITIES

- Dramatic play (community helpers, costumes, fire fighter, doctor, policeman, etc.)
- Writing class rules together
- Class discussions
- Books
- Bus Safety
- Safety Drills
- 

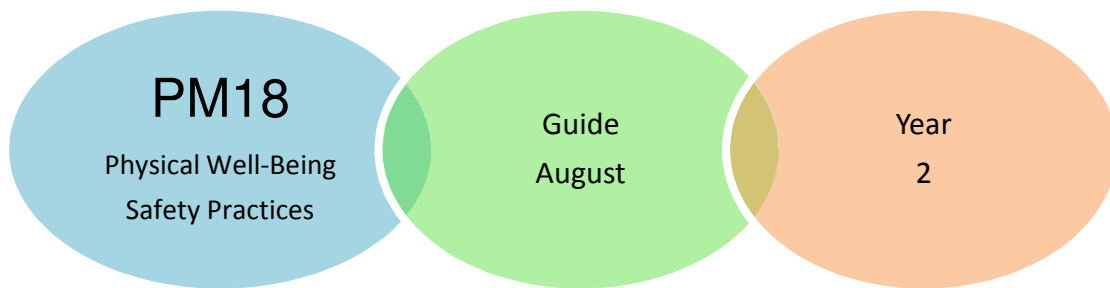
### ENRICHMENT/SUPPORT

- Reminding others of rules
- Picture Clues

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM 18 With modeling and support, identify the consequences of unsafe behavior.

### **What will Children be able to do...**

Answer questions about unsafe scenarios (ex. What would happen if...)

### ACTIVITIES

- Books
- Class Discussion
- Role Play

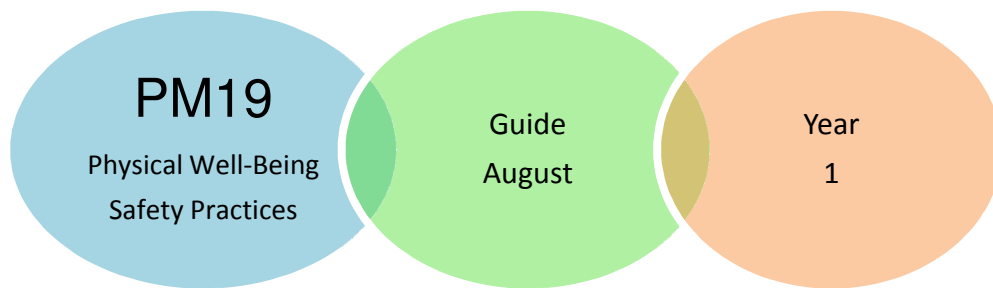
### ENRICHMENT/SUPPORT

- Provide a safe behavior or better solution
- Understand difference between safe and unsafe – label safe and unsafe behaviors

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM19 With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).

### **What will Children be able to do...**

Discuss rules of school and bus; follow fire, stay put (ALICE) and tornado drills.

### ACTIVITIES

- Literature
- Programs-Bus Safety
- Sort
- Safety drills
- Class rules

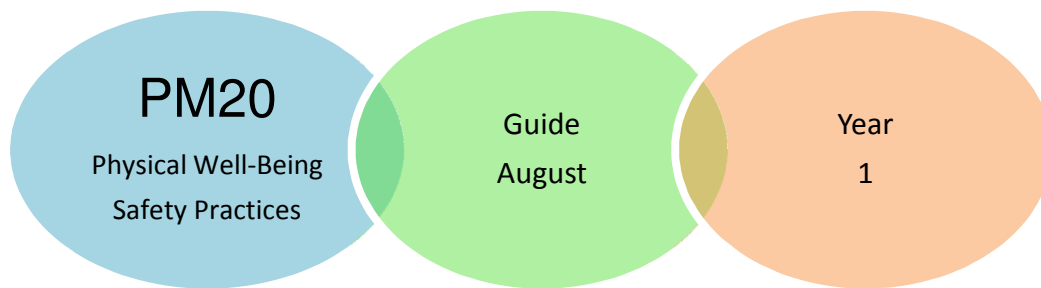
### ENRICHMENT/SUPPORT

- Help write class rules,
- Bring in community members
  
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment

## Physical Well-Being and Motor Development



PM20 With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.

### **What will Children be able to do...**

Follow rules in walking hallways, playground, and to/from the bus, car, or daycare van.

### ACTIVITIES

- Literature
- Programs-Bus Safety
- Sort
- Drills
- Class rules

### ENRICHMENT/SUPPORT

- Help write class rules,
- Bring in community members
  
- Visuals

### ASSESSMENT

- Observation
- Teacher-made standards-based assessment