

HEALTH AND PHYSICAL DEVELOPMENT

Nebraska Early Learning Guidelines for Ages 3 to 5

HP.01 Fine (Small) Motor Skills

- * Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
 - + Uses eye-hand coordination to perform a variety of tasks
 - + Develops fine motor skills through participation in activities
 - + Use strength and control to perform single tasks
- * Child explores writing, drawing and painting materials

HP.02 Gross (Large) Motor Skills

- * Child develops gross motor skills
 - + Coordinates both hands to manipulate large objects
 - + Continues to develop body flexibility and coordination
- * Child uses indoor and outdoor gross motor equipment safely and appropriately
- * Child develops coordination, balance, spatial awareness and strength through gross (Large) motor activities

HP.03 Health Status and Practices

- * Child develops an awareness of health, nutrition, physical activity and safety
 - + Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
 - + Develops knowledge and skills about what to do in case of injury or emergency
 - + Identifies potentially harmful objects, substances or behaviors, knows to leave them alone and tell and adult
- * Child develops an understanding of the need for daily physical activity and rest

HP.04 Nutrition

- * Child shows knowledge of healthy eating and lifestyle habits
 - + Demonstrates knowledge that some foods are healthier than others
 - + Uses manners during meals/snacks, including asking for seconds
- * Child begins to develop interest in foods and eating styles of other cultures
- * Child understands that healthy foods help them to grow and give them energy to play and think
- * Child begins to understand where foods come from and how they are produced

PHYSICAL DEVELOPMENT

Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Traveling Skills	*Begins to move purposefully from place to place with control	*Begins to move purposefully from place to place with control	*Moves purposefully from place to place with control
Balancing Skills	Begins to sustain balance during simple movement experiences	Sustains balance during simple movement experiences	*Begins to sustain balance during complex movement experiences
Gross-Motor Manipulation Skills	*Begins to manipulate balls or similar objects with flexible body movements	*Begins to manipulate balls or similar objects with flexible body movements	*Manipulates balls or similar objects with flexible body movements
Fine-Motor Skills	*Begins to use refined wrist and finger movements *Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks	*Uses refined wrist and finger movements *Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks *Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end	*Begins to use small, precise finger and hand movement *Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end.

Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Traveling Skills	*Moves purposefully from place to place with control	*Begins to coordinate complex movements in play and games	*Coordinates complex movements in play and games
Balancing Skills	*Sustains balance during simple movement experiences	*Begins to sustain balance during complex movement experiences	*Sustains balance during complex movement experiences
Gross-Motor Manipulation Skills	*Manipulates balls or similar objects with flexible body movement	*Begins to manipulate balls or similar objects with a full range of motion	*Manipulates balls or similar objects with a full range of motion
Fine-Motor Skills	*Uses refined wrist and finger movements *Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	*Begins to use small, precise finger and hand movements *Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	*Uses small, precise finger and hand movements *Begins to use three-point finger grip and efficient hand placement when writing and drawing