

IDAHO EARLY LEARNING EGUIDELINES

GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Motor Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
SUB-DOMAIN: MOTOR DEVELOPMENT			
GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION			
GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Gain control of head, trunk, arms, and legs.	<ul style="list-style-type: none"> ▪ Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing). ▪ Holds head erect and steady when held on a shoulder. ▪ Lifts head and chest while lying on tummy. ▪ Extends legs and kicks when lying on tummy or back. ▪ Supports upper body with arms when lying on tummy. ▪ Sucks thumb or fingers. ▪ Gains control of arm and leg movements. ▪ Rolls from side to back, then from back to front. ▪ Pounds on things with hands and kicks legs. ▪ Reaches for feet and brings them to mouth. ▪ Sits with support. ▪ Moves from sitting position to crawling or prone position. 	<ul style="list-style-type: none"> ▪ Encourage supervised tummy time. ▪ Provide periods of supervised play when infant is awake using a variety of positions (back, tummy, side). ▪ Provide times of adult-child physical play, taking cues from the child to know when the child is eager for play, decreasing the level of play when the child signals overstimulation. ▪ Offer visual and auditory stimuli so the child turns head and body from side to side. ▪ Position objects so the child stretches and reaches toward the object. ▪ Provide stable, secure bedding, diapering, and feeding equipment because infant cannot efficiently control movements.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.	<ul style="list-style-type: none"> ▪ Sits in lap with head steady. ▪ Sits steady, without support. ▪ Moves to sitting position, without assistance. ▪ Rocks back and forth on hands and knees and, later, crawls, then creeps. ▪ Pulls self from sitting to standing while holding onto something or someone. ▪ Walks holding on to furniture or objects. ▪ Walks two or three steps, without support. ▪ Squats to explore items on the ground. ▪ Stoops over to explore things on the ground; first without, and then with balance. ▪ Carries toys or objects while walking. ▪ Tries to climb stairs, with assistance. 	<ul style="list-style-type: none"> ▪ Provide space and opportunities for child to move safely and freely during waking hours. ▪ Provide large motor challenges in environment (pillows, mats, foam risers, variety of surfaces/levels). ▪ Provide a safe environment and objects for physical activity. ▪ Provide a variety of push/pull toys. ▪ Play interactive games and sing songs from child's home cultures that involve child's hands, feet, and body. ▪ Offer flooring indoors, and level outdoor surfaces that support practicing early steps. ▪ Provide motor challenges to allow child to go to the next level of development by moving up, over, around, on top of, and through equipment (slides, tunnels, multilevel foam risers). ▪ Offer adaptive equipment to build strength, stamina, balance, and coordination when a child has a delay or disability (e.g. adaptive chair or scooter boards for exploring a room).

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16 to 38 Months	Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb).	<ul style="list-style-type: none"> ▪ Walks and runs with skill; changing both speed and direction. ▪ Climbs in and out of bed, or onto a steady adult chair. ▪ Pounds object with intent and precision (hammers peg with accuracy). ▪ Kicks and throws a ball, but with little control of direction or speed. ▪ Jumps in place. ▪ Balances on one foot briefly. ▪ Bends over easily at the waist without falling. ▪ Walks in a straight line. ▪ Walks backwards. ▪ Walks up and down stairs (not alternating feet), without assistance. 	<ul style="list-style-type: none"> ▪ Offer spaces that encourage play opportunities for child to run, throw, jump, kick, and climb. ▪ Roll balls on the ground to and from with the child, and later, gently bounce pliable balls for the child to catch. ▪ Provide a variety of materials and equipment (riding toys, low climbing structures). ▪ Offer low curbs and low soft balance beams for children to step on and off. ▪ Draw lines on sidewalks with chalk or in the dirt for children to walk along. ▪ Play music and drums for marching, swaying, and hopping. ▪ Engage child in physical activities that promote balance (rocking, swinging, rolling, and spinning). ▪ Play simple repetitive games where the child stands up, sits down, stands up, sits down. ▪ Provide opportunities for child to try different body positions (bending, twisting). ▪ Modify activities to ensure individual participation of each child (provide ramps or low steps to ensure access to climbing equipment).

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36 to 60 Months	Coordinate whole body to move in complex ways with strength, agility, and balance.	<ul style="list-style-type: none"> ▪ Walks and runs following circular paths (around obstacles and corners). ▪ Runs, pivots to change direction, and stops as appropriate. ▪ Crawls through a play tunnel or under tables. ▪ Climbs on play equipment. ▪ Throws large beanbags or ball with some accuracy. ▪ Catches large balls with two hands. ▪ Kicks ball forward. ▪ Balances on one foot; hops forward on two feet, then on one foot. ▪ Jumps on two feet and jumps over small objects with balance and control. ▪ Jumps from a height. ▪ Jumps for distance. ▪ Gallops. ▪ Pedals consistently when riding a tricycle. ▪ Starts and stops a tricycle intentionally. ▪ Walks up and down stairs using alternating feet. 	<ul style="list-style-type: none"> ▪ Provide safe equipment and environments that vary in skill levels (tricycles, scooters, tires, hoops, balls, balance beam, climbing equipment). ▪ Teach child new skills (e.g. dance moves, bounce and kick ball activities, swimming, skiing, and tumbling). ▪ Provide activities in which only one side of the body is used at a time (hopping, standing on one foot). ▪ Provide opportunities for dance and other movement activities that use both sides of the body (bending, twisting, stretching, and balancing). ▪ Provide safe inside and outside environments that offer variation in elevation, so children can jump to and from a height and practice balancing. ▪ Play games where children meet imagined or real obstacles to go under, over, through, and up or down.

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60 Months through Kindergarten	Coordinate multiple movements with accuracy and purpose.	<ul style="list-style-type: none"> ▪ Runs with an even gait and with few falls. ▪ Hops on each foot separately, without support and with balance. ▪ Maintains balance while bending, twisting, or stretching. ▪ Walks up and down stairs while holding an object in one or both hands. ▪ Moves body into position to catch a ball; then throws the ball in the right direction. ▪ Kicks large ball to a given point, with some accuracy. ▪ Throws a medium-size ball, with some accuracy. ▪ Alternates weight and feet while galloping or using stairs. ▪ Moves to a rhythm (marching). ▪ Runs forward, backward, slides to the side, and pivots while changing direction without pausing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to participate in activities that develops large muscles (gymnastics, soccer, dance, swimming, basketball, freeform play with balls, bicycle riding). ▪ Include child in simple physical chores (taking out trash, raking leaves, stacking chairs, wiping tables, washing trikes, carrying toys from storage to sand box). ▪ Offer inside and outside environments that include opportunities for climbing, jumping, throwing, catching, running, and using wheel toys. ▪ Offer opportunities to lift and carry toys and objects (e.g. big blocks, boxes, gardening utensils, buckets of sand, or a bag of toys).