Active Physical Play

1.0 Active Participation

At around 48 months of age	*At around 60 months of age*
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	**1.1** Initiate more complex physical activities for a sustained period of time.
Examples	**Examples**
• Rides a tricycle on playground for a period of time alone or with another child who is also riding a tricycle. • Asks child in wheelchair, "Want to go for a walk? I can push you," and pushes child around the playground. • During outside play, engages a friend to race to the fence and back. • Communicates to another child, "Wanna swing on the swings with me?"	• Rides a tricycle for an extended period of time alone or in a made-up game with another child who is also riding a tricycle. • Sits on and bounces a "bouncy ball." • Kicks a soccer ball and runs with a group of other children. • Rolls a hula hoop or a ball and runs beside it with a friend or alone.

2.0 Cardiovascular Endurance

At around 48 months of age	*At around 60 months of age*
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	**2.1** Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.
Examples	**Examples**
• Engages in a variety of moderate to vigorous activities that raise the heart rate, such as dancing to fast-paced music, playing tag, or running races. • Scoops and gathers dried leaves on a nature walk, then runs to the grass, and throws them in the air or makes a pile and jumps into them. • Engages in frequent bursts of active play inside or outside, followed by periods of rest.	• Engages in a variety of moderate to vigorous activities that raise the heart rate and are more complex, such as jumping into and out of hula hoops, flying kites, or running through an obstacle course. • Maintains active play while playing inside or outside for a longer period of time without tiring. • Gallops rapidly next to a “river” made of ropes and, when prompted, leaps over the river and back again several times.

3.0 Muscular Strength, Muscular Endurance, and Flexibility

At around 48 months of age	*At around 60 months of age*
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	**3.1** Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.
Examples	**Examples**
• Using an adaptive tricycle, uses legs or arms to maneuver along bike path. • Pulls in a wagon a child who does not walk. • Bends, stretches, twists, and turns, with or without music, through a limited range, sometimes losing balance.	• Child in wheelchair uses arms during parachute play. • Hangs upside down on a bar, holding on with hands and legs. • Pushes and pulls boxes. • Moves through an obstacle course with a variety of increasingly challenging activities that require climbing, jumping, rolling under obstacles, running, and moving on hands and feet. • Bends, stretches, twists, and turns without losing balance and in big movements as part of a dance or game.

Bibliographic Notes

Fundamental Movement Skills

Fundamental movement skills include balance, locomotor skills, and manipulative skills. The term *locomotor skills* describes projecting the body into or through space (for example, running, jumping, hopping, galloping, or skipping). The term *manipulative skills* refers to handling objects by giving to and receiving force from those objects (for example, the gross motor activities of throwing, kicking [van Sleuwen and others 2007]), or catching an object. Manipulative skills also include fine motor activities such as buttoning a button or writing. Balance, along with coordination, is critical for the mastery of fundamental motor skills in the preschool period (Gallahue and Ozmun 2006a). *Dynamic balance* means maintaining balance as the child's center of gravity shifts, for example, while walking on a balance beam. *Static balance* means maintaining balance while the child's center of gravity remains stationary; for instance, balance on one foot without touching anything with any other part of the body to maintain balance. Static balance is substantially related to school-readiness and reading achievement in elementary-age children (Kohen-Raz 1970). Static postures are another component of stability or balance activities and involve bending, stretching, twisting, and turning.

Perceptual–Motor Skills and Movement Concepts

Perceptual–motor coordination is the child's ability to respond physically to incoming sensory information (for example, visual, auditory, touch, and kinesthetic). Coordinated behavior in young children is the ability to quickly and accurately perform certain movements and should be synchronous, rhythmic, and properly sequenced (Garcia 2002). All voluntary movement requires an element of perception. Preschool children's visual perception is not yet mature. They make frequent errors in judgment when assessing distances relative to themselves. Visual acuity and the ability to distinguish an object from its surroundings are improving rapidly but will not be fully mature until around ten years of age. Young children develop perceptual–motor understanding in the following areas: body awareness, spatial awareness, directional awareness, and temporal awareness or rhythmic skills.[2]

Body awareness refers to the ability to accurately describe body parts and their functions. *Laterality* is the ability to distinguish the two sides of the body, which leads to the ability to coordinate the two sides of the body (bilateral coordination). *Spatial awareness* refers to being aware of how much space the body takes up, its relationships to other objects or

[2]Temporal awareness is addressed in the dance section of the Visual and Performing Arts foundations.