

## Perceptual–Motor Skills and Movement Concepts

### 1.0 Body Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b>1.1</b> Demonstrate knowledge of the names of body parts.	<b>1.1</b> Demonstrate knowledge of an increasing number of body parts.
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>Follows directions that include body part name; for example, “Put the smock over your head.”</li> <li>Points to, touches, or indicates a variety of body parts such as head, arm, knee, heel, elbow, and chin correctly while participating in a body-part action song (such as the “Hokey Pokey” or “Head, Shoulders, Knees, and Toes”).</li> <li>Communicates, “Don’t forget my fingertips!” while creating a body tracing.</li> </ul>	<ul style="list-style-type: none"> <li>While drawing, names and adds body parts.</li> <li>While assembling a puzzle, points to, touches, or indicates an increasing number of body parts; for example, waist, wrist, ankle, hip, and shoulder.</li> <li>Indicates which body part is injured: “I hit my elbow on the slide.”</li> </ul>

*Note:* In this section, keep in mind that a child with physical disabilities may understand many of the movement concepts without being able to demonstrate them. Additionally, children with significant visual impairments or those who are blind will demonstrate delays in some motor areas directly due to their disability. For more information, see the Bibliographic Notes.



2.0 Spatial Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b>2.1</b> Use own body as reference point when locating or relating to other people or objects in space.	<b>2.1</b> Use own body, general space, and other people’s space when locating or relating to other people or objects in space.
Examples	Examples
<ul style="list-style-type: none"><li>• Says, “My ball is too far away to reach,” or “That branch is too high up to get.”</li><li>• Maintains space, with guidance and assistance, around self without touching or bumping into others during activities.</li><li>• Reacts late sometimes to a person or an obstacle in the path.</li><li>• Demonstrates over/under, on/off, in/out, above/below, through/around, and next to with a hula hoop.</li><li>• Demonstrates awareness of the need to maintain personal space between himself and others when climbing a ladder with other children on the playground.</li></ul>	<ul style="list-style-type: none"><li>• Tries to throw a ball to a friend. Says, “Get closer! No, too close. Further back!”</li><li>• Maintains space around self, in general, during movement activities but sometimes needs to be reminded.</li><li>• Navigates a human obstacle course, avoiding collisions with other people.</li><li>• Uses hula hoop and communicates to others, “Watch out; you might get hurt.”</li><li>• Quickly follows teacher’s direction to place an object over/under, on/off, in/out, above/below, through/around, next to, near/far, in front/behind, or along/through another object.</li></ul>



### 3.0 Directional Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b>3.1</b> Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	<b>3.1</b> Begin to understand and distinguish between the sides of the body.
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>• A blind child uses a cane and handrails to negotiate steps to classroom door.</li> <li>• Attempts to hop on one foot, then the other.</li> <li>• When a teacher demonstrates looking at the person sitting next to someone on one side and then the other, the child looks right and then left in same sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Puts one hand in during the “Hokey Pokey” and then puts the other hand in (not necessarily the “right” and “left” accurately).</li> <li>• When asked which knee got hurt, can reach across the body to show the correct knee.</li> <li>• In quick succession, can put beanbag on foot and balance, then on opposite hand stretched out to the side and balance, and then can pass the beanbag around the body.</li> </ul>
<b>3.2</b> Move forward and backward or up and down easily.	<b>3.2</b> Can change directions quickly and accurately.
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>• Climbs up and down the ladder of a large outdoor play structure.</li> <li>• Moves forward and backward through a tunnel or a box during play.</li> <li>• Communicates, “I’m backing up” while sitting on a wheel toy and using her feet to move it.</li> <li>• Imitates peers moving forward and backward while playing Follow the Leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves forward, backward, up, and down quickly with ease and accuracy through an obstacle course game.</li> <li>• A child who is nonambulatory uses a wheelchair to travel along a zigzag pattern taped to the floor.</li> <li>• Plays game of tag by running away from and dodging child who is It.</li> <li>• Stops and goes quickly when directed while playing Red Light, Green Light.</li> </ul>



**3.0 Directional Awareness (Continued)**

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b>3.3</b> Can place an object on top of or under something with some accuracy.	<b>3.3</b> Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
Examples	Examples
<ul style="list-style-type: none"> <li>Places special picture brought for sharing on top of cubby, when asked.</li> <li>Follows directions to put a puzzle away on the shelf under the crayons.</li> <li>Uses large wood blocks to build a tall tower and says, “Pagoda!”*</li> <li>Can place hand on top of head during a game of Simon Says.</li> </ul>	<ul style="list-style-type: none"> <li>Comments to a friend completing a puzzle, “That piece goes in the corner” or “That piece goes next to the dog.”</li> <li>Plays with a farm animal set. Lines the animals standing up in front of the barn door.</li> <li>Places an item near, far, over, under, between, and through another item when prompted to do so.</li> <li>Places self in relation to objects in space when following the words of a song; for instance, knowing where to position herself when singing “London Bridge Is Falling Down.”</li> </ul>
<b>3.4</b> Use any two body parts together.	<b>3.4</b> Demonstrate more precision and efficiency during two-handed fine motor activities.
Examples	Examples
<ul style="list-style-type: none"> <li>Strings big beads using one hand to hold the string and the other to put beads on.</li> <li>Cuts shapes by cutting with scissors with one hand and holding paper with the other hand.</li> <li>Holds popsicle stick with one hand and places glue on stick with other hand.</li> <li>Can touch hand to opposite knee while marching.</li> </ul>	<ul style="list-style-type: none"> <li>Strings smaller beads by using one hand to hold the string and the other to put beads on with increasing ease and speed.</li> <li>Cuts shapes by cutting with scissors with one hand and repositioning paper with the other hand.</li> <li>When rice is served for lunch (or using own rice from home), holds the rice bowl in one hand and picks up the chopsticks in the other hand to eat the rice.</li> <li>Hammers a nail into a piece of wood while outdoors and says, “I’m building <i>mi casa</i> (my house).”</li> </ul>

\*A *pagoda* is the general term in English for a tiered tower with multiple eaves. It is common in China, Japan, Korea, Vietnam, and other parts of Asia. Some Asian families have miniature pagodas displayed as decorations at home or have paintings featuring pagodas.

