<table>
<thead>
<tr>
<th>Learning Progression</th>
<th>0-6 months</th>
<th>6-12 months</th>
<th>12-18 months</th>
<th>18-24 months</th>
<th>24-36 months</th>
<th>3 to 4 years</th>
<th>4 to 5 years</th>
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</thead>
<tbody>
<tr>
<td>Strand A: Early learning experiences will support children to develop gross motor skills.</td>
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**Mobility**

*Children may use adaptive equipment or an assistive device to achieve independence on these indicators*

<table>
<thead>
<tr>
<th>Indicators</th>
<th>0-6 months</th>
<th>6-12 months</th>
<th>12-18 months</th>
<th>18-24 months</th>
<th>24-36 months</th>
<th>3 to 4 years</th>
<th>4 to 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.6.1 Show head control when in any position and during transitional movement</td>
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<tr>
<td>PH.12.1 Get into sitting position on own and play while in this position</td>
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<tr>
<td>PH.18.1 Use walking as main means of mobility and pull toy when walking</td>
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<tr>
<td>PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects</td>
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<tr>
<td>PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed</td>
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<tr>
<td>PH.48.1 Walk up and down stairs alternating feet while carrying an object</td>
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<tr>
<td>PH.60.1 Alternate direction while running and stop easily without losing balance</td>
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<td>PH.6.2 Roll over, usually from both directions</td>
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<td>PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose</td>
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<tr>
<td>PH.18.2 Stand from a squat position using arms to push off floor</td>
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<tr>
<td>PH.24.2 Begin to run</td>
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<tr>
<td>PH.36.2 Walk up and down stairs alternating feet on steps with railing held</td>
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<tr>
<td>PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back</td>
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<tr>
<td>PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help</td>
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<tr>
<td>PH.18.3 Creep up and down stairs</td>
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<tr>
<td>PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time</td>
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<tr>
<td>PH.6.4 Push up and support weight on forearms when on stomach</td>
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<tr>
<td>PH.6.5 Sit with support</td>
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<tr>
<td>Strand A: Early learning experiences will support children to develop gross motor skills (continued).</td>
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<tr>
<td>0-6 months</td>
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<tr>
<td><strong>Large Muscle Movement and Coordination</strong></td>
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<tr>
<td>PH.18.4 Throw ball in forward direction</td>
<td>PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys</td>
<td>PH.36.3 Catch and throw a playground ball with an adult short distance away</td>
<td>PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives</td>
<td>PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)</td>
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<tr>
<td>PH.24.5 Catch a large ball tossed from a short distance against their body using both arms</td>
<td>PH.36.5 Kick a ball in forward direction</td>
<td>PH.48.4 Kick ball at target a short distance away with accuracy and speed</td>
<td>PH.48.5 Throw small ball overhand at target a short distance away with accuracy</td>
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<tr>
<td>PH.36.4 Jump with two feet</td>
<td>PH.48.3 Hop on one foot</td>
<td>PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)</td>
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<tr>
<td>PH.48.7 Combine coordination movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)</td>
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| Strand B: Early learning experiences will support children to develop fine motor skills. |
|---|---|---|---|---|---|---|
| **Visual Motor Integration** | PH.6.6 Locate an object using vision or sound, reach and grasp the object | PH.12.4 Reach into containers or reach to activate a simple cause and effect toy | PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base | PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter | PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato) |
| PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order) | PH.24.7 Follow an object with eyes across body, crossing the middle | PH.36.7 Orient materials to match opening with precision (e.g., put large pegs into large pegboard base, use big needle to stich, etc.) | PH.48.7 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) |
| PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) |
Strand B: Early learning experiences will support children to develop fine motor skills (continued).

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Small Muscle</strong></td>
<td>PH.6.8 Use voluntary and purposeful movements to bring hands to mouth</td>
<td>PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)</td>
<td>PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)</td>
<td>PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fisted grasp</td>
<td>PH.36.7 Use writing tools or paint objects with some control and purpose</td>
<td>PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft</td>
<td>PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)</td>
</tr>
<tr>
<td><strong>Movement and Coordination</strong></td>
<td>PH.6.9 Bring hands together while lying on back</td>
<td>PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips</td>
<td>PH.18.7 Use a mature pencil grasp with 3 fingers on writing implement</td>
<td>PH.24.8 Use butter knife to spread and cut. Open most containers to remove food</td>
<td>PH.36.8 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults</td>
<td>PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults</td>
<td>PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community</td>
</tr>
</tbody>
</table>

Strand C: Early learning experiences will support children to acquire adaptive skills.

Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Feeding Routines/ Nutrition</strong></td>
<td>PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon</td>
<td>PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils</td>
<td>PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common</td>
<td>PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance</td>
<td>PH.36.8 Feed self with minimal spilling</td>
<td>PH.48.8 Pour liquid from a small pitcher</td>
<td>PH.60.6 Use butter knife to spread and cut. Open most containers to remove food</td>
</tr>
<tr>
<td><strong>Safety and Responsibility</strong></td>
<td>PH.18.8 Typically respond to adult requests to stop unsafe behavior</td>
<td>PH.24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)</td>
<td>PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults</td>
<td>PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults</td>
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33
**Strand C: Early learning experiences will support children to acquire adaptive skills (continued).**

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<thead>
<tr>
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<tr>
<td><strong>Dressing and Hygiene</strong></td>
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<tr>
<td>PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.</td>
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<tr>
<td>PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes</td>
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<tr>
<td>PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands</td>
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<tr>
<td>PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance</td>
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<tr>
<td>PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support</td>
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<tr>
<td>PH.60.8 Typically manage own dressing, toileting and basic hygiene</td>
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**Strand D: Early learning experiences will support children to maintain physical health status and well-being.**

*Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.*

<table>
<thead>
<tr>
<th>Physical Health Status</th>
<th>PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills</th>
<th>PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement</th>
<th>PH.18.10 Interact with caregivers in a variety of physical activity experiences</th>
<th>PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles</th>
<th>PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day</th>
<th>PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day</th>
<th>PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day</th>
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<tbody>
<tr>
<td>Physical Activity</td>
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<td>PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep</td>
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<tr>
<td>PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep</td>
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<tr>
<td>PH.60.10 Identify healthy practices including hygiene, nutrition and sleep</td>
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Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands:
- Dressing and Hygiene
- Feeding Routines/Nutrition