**Let’s Move Committee**

**Physical Fitness Policy draft**

**January, 2017**

* Teachers and assistants understand the importance of physical activity and promote movement skills by providing opportunities for structured and unstructured physical activity and movement experiences. (See link below)
* At least 60 minutes of daily unstructured physical activity is provided daily.
* Structured (intentional caregiver/adult lead movement/activities) physical activity is provided daily and included in the weekly lesson plan with targeted skills that are fun and engaging.
* Preschoolers are encouraged to develop competence in fundamental motor skills that are the basis for future motor skills and physical activity.
* Teachers and assistants will role-model positive behaviors by being physically active with the children, both indoors and outdoors.
* Teachers will encourage all children to try new physical activities and respond positively when they do.
* Teachers will share their own positive experiences with physical activity and facilitate conversations with the children about their experiences.
* Safe indoor and outdoor areas are available that meet or exceed recommended safety standards for performing large-muscle activities.
* Teachers will re-direct children to safe physical activities and/or involve them in discussions about what to do when safety issues or other concerns (e.g. mud, arguments over play equipment, etc.) arise.
* The CYC will not use physical activity as punishment.
* Teachers recognize the Maryland State Physical Fitness Standards when preparing lessons and assessments.

Abridged [Maryland State Physical Fitness Standards](http://mdk12.msde.maryland.gov/instruction/curriculum/physical_education/index.html) –PreK- K

* Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping.
* Use general spatial awareness and self-space awareness in physical activity.
* Demonstrate non-locomotor skills of bending and stretching.
* Identify different body parts and demonstrate a variety of ways they can move.
* Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns. Demonstrate rolling a ball at an object.
* Demonstrate throwing a ball.
* Demonstrate striking a lightweight object with different body parts.
* Show how a body moves fast and slow.
* Show how to move a body forward, backward, and sideways in open space.
* Show the ability to balance on one or more body parts.
* Show basic motor skills, using imitation, as a means for motor skill improvement.
* Use verbal and visual cues to improve skill performance.
* Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder.
* List and demonstrate activities that promote fitness for a healthy lifestyle.
* Recognize the physical benefits of exercise.
* Describe how food is fuel to the body as gas is fuel to a car.
* Identify and perform physical activities that are fun, enjoyable, and promote fitness.
* Demonstrate activities that improve aerobic capacity/cardio respiratory fitness.
* Demonstrate activities that improve muscular strength through play.
* Demonstrate activities that improve flexibility through play.
* Use personal and general space safely in a physical activity setting to avoid injury.
* Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.

Australian Child Development chart for reference

Chart taken from: http://www.childdevelopment.com.au/hand-dexterity-fine-motor-skills/189

|  |  |  |  |
| --- | --- | --- | --- |
| **Age** | **Skill** | **Yes** | **No** |
| 3-4 years   | Transitioning into different positions e.g. sitting, all fours, lying on tummy. |   |   |
| Imitating an adult standing on one foot. |   |   |
| Imitating simple bilateral movements of limbs (e.g. arms up together). |   |   |
| Running with control. |   |   |
| Climbing onto/down from furniture without assistance. |   |   |
| Climbing on jungle gym and ladders. |   |   |
| Pedaling on a tricycle. |   |   |
| Changing direction while walking. |   |   |
| Walking up and down stairs with alternating feet. |   |   |
| Jumping with two feet together 5 times in a row. |   |   |
| Walking on tip toes. |   |   |
| Picking up toys from the floor without falling over. |   |   |
| Throwing objects with an overarm action at a target. |   |   |
| Rolling a ball. |   |   |
| Catching a ball (using body). |   |   |
| 4-5 years | Standing on one foot for up to 5 seconds. |   |   |
| Imitating simple bilateral movements of limbs (e.g. arms up together). |   |   |
| Walking up and down stairs with alternating feet. |   |   |
| Climbing onto/down from furniture without assistance. |   |   |
| Climbing on jungle gym and ladders. |   |   |
| Pedaling on a tricycle. |   |   |
| Kicking a ball forwards. |   |   |
| Throwing a ball overarm. |   |   |
| Catching a ball that has been bounced. |   |   |
| Catching a ball with hands instead of using arms and body. |   |   |
| Running around obstacles. |   |   |
| Jumping 10 times in a row, maintaining the distance of jumps. |   |   |
| Walking on tip toes. |   |   |
| Walking along a line. |   |   |
| Safely performing a forward roll. |   |   |
| Hopping on one foot. |   |   |
| Jumping over an object and landing with both feet together. |   |   |
| 5-6 years | Standing on one foot for 10 seconds. |   |   |
| Kicking a ball. |   |   |
| Walking up stairs while holding an object. |   |   |
| Walking backwards heel-toe. |   |   |
| Jumping forwards 10 times without falling. |   |   |
| Skipping forward after demonstration. |   |   |
| Running around obstacles. |   |   |
| Hanging from a bar for at least 5 seconds. |   |   |
| Stepping forward with leg on same side as throwing arm when throwing a ball. |   |   |
| Walking along a line. |   |   |
| Hopping on one foot. |   |   |
| Safely performing a forward roll. |   |   |
| Catching a small ball using hands only. |   |   |
| Jumping over an object and landing with both feet together. |   |   |

More Resources:

Why preschoolers need physical education:

[https://www.naeyc.org/files/yc/file/201103/Leaps&Bounds\_Online0311.pdf](https://www.naeyc.org/files/yc/file/201103/Leaps%26Bounds_Online0311.pdf)

https://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf