

Three to Five Years - Sequences of Developmental Growth

<i>Gross-Motor Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • Walks without watching feet; walks backwards. • Runs at an even pace; turns and stops well. • Climbs stairs with alternating feet, using hand rail for balance. • Jumps off low steps or objects. • Shows improved coordination; begins to move arms and legs to pump a swing or ride a trike. • Perceives height and speed of objects but may be overly bold or fearful, lacking a realistic sense of own ability. • Stands on one foot unsteadily; balances with difficulty on the low balance beam and watches feet. • Plays actively and then needs rest; fatigues suddenly and becomes cranky if overly tired. 	<ul style="list-style-type: none"> • Walks heel-to-toe; skips unevenly; runs well. • Stands on one foot for 5 seconds or more; masters the low balance beam (4 inch width) but has difficulty with 2 inch wide beam. • Walks down steps; alternating feet; judges well in placing feet on climbing structures. • Develops sufficient timing to jump rope or play games requiring quick reactions. • Begins to coordinate movements to climb on a jungle gym or jump on a small trampoline. • Shows greater perceptual judgment and awareness of own limitations and/or consequences of unsafe behaviors. • Exhibits increased endurance with long periods of high energy; still needs supervision in protecting self in certain activities. • Sometimes becomes overexcited and less self-regulated in group activities. 	<ul style="list-style-type: none"> • Walks backwards quickly. • Skips and runs with agility and speed. • Can incorporate motor skills into a game. • Walks a two inch balance beam well. • Jumps over objects. • Hops well; maintains an even gait in stepping. • Jumps down several steps. • Jumps rope. • Climbs well; coordinates movements for swimming or bike riding. • Shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules. • Displays high energy levels; rarely shows fatigue; finds inactivity difficult and seeks active games and environments. 	<ul style="list-style-type: none"> • Has good control of large muscles. • Tires easily when movement is restricted. • Enjoys participating in physical activities. • Tends to play vigorously and fatigue easily but seldom admits being tired. • Needs freedom of movement when pursuing learning activities. • Needs opportunities for motoric exploration when working. • Needs opportunities to develop rhythmic control of body. • Needs activities that continue to nurture large muscle development. • Needs experiences that develop responsibility for care and safety of body. • Needs adult guidance in finding acceptable outlets for tension and emotions.