

Virginia Early Learning and Development Standards

Area Four: Health and Physical Development

USING SENSES HPD1

1 Learning through all senses HPD1.1

Early Infancy 0-8 months

- a Uses their senses to explore objects and people in the environment HPD1.1A
- b Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) HPD1.1B
- c Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting) HPD1.1C
- d Uses oral sensory exploration to learn about the environment and for soothing HPD1.1D

Later Infancy 6-14 months

- e Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) HPD1.1E
- f Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs HPD1.1F
- g Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way HPD1.1G
- h Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) HPD1.1H

Early Toddler 12-24 months

- i Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) HPD1.1I
- j Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk) HPD1.1J

Later Toddler 22-36 months

- k Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) HPD1.1K
- l Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture HPD1.1L
- m Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions HPD1.1M

Early Preschool 34-48 months

- n Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) HPD1.1N
- o Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) HPD1.1O

- p Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) [HPD1.1P](#)

Later Preschool 44-60 months

- q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) [HPD1.1Q](#)
 - r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) [HPD1.1R](#)
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GROSS MOTOR HPD2

1 Developing large muscle control HPD2.1

Early Infancy 0-8 months

- a Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back HPD2.1A

Later Infancy 6-14 months

- b Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill HPD2.1B
- c Manages moving around on different types of surfaces, like carpet and grass HPD2.1C
- d Moves around in their environment by pulling to stand, cruising, and standing alone HPD2.1D

Early Toddler 12-24 months

- e Moves through the world with more independence HPD2.1E
- f Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run) HPD2.1F

Later Toddler 22-36 months

- g Gains control of a variety of movements including running and jumping with increasing independence HPD2.1G
- h Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) HPD2.1H
- i Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) HPD2.1I

Early Preschool 34-48 months

- j Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates HPD2.1J
- k Understands that physical fitness is important and identifies activities they enjoy doing with their family HPD2.1K
- l Moves body in space with good coordination (e.g., running, hopping in place, galloping) HPD2.1L
- m Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps HPD2.1M
- n Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) HPD2.1N

Later Preschool 44-60 months

- o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running HPD2.1O
- p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing

on one leg for longer periods of time [HPD2.1P](#)

- q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels [HPD2.1Q](#)
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2 Exploring the environment [HPD2.2](#)

Early Infancy 0-8 months

- a Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) [HPD2.2A](#)

Later Infancy 6-14 months

- b Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) [HPD2.2B](#)

Early Toddler 12-24 months

- c Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers) [HPD2.2C](#)

Later Toddler 22-36 months

- d Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play [HPD2.2D](#)

Early Preschool 34-48 months

- e Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls [HPD2.2E](#)

Later Preschool 44-60 months

- f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) [HPD2.2F](#)
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FINE MOTOR HPD3

1 Using eyes and hands together HPD3.1

Early Infancy 0-8 months

- a Coordinates hands and eyes when reaching for and holding items HPD3.1A
- b Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand HPD3.1B

Later Infancy 6-14 months

- c Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container HPD3.1C

Early Toddler 12-24 months

- d Plays with objects such as putting together and taking apart toys HPD3.1D
- e Uses simple tools (e.g., spoon, play hammer, crayon) HPD3.1E

Later Toddler 22-36 months

- f Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) HPD3.1F

Early Preschool 34-48 months

- g Plays with smaller objects with increasing control HPD3.1G
- h Draws simple shapes and figures (square, circle) and copies straight lines and circles HPD3.1H
- i Uses tools that require strength, control, and skills of small muscles such as a fork and scissors HPD3.1I

Later Preschool 44-60 months

- j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) HPD3.1J
- k Draws smaller figures and includes more detail (e.g., faces with features) HPD3.1K

2 Developing small muscle control HPD3.2

Early Infancy 0-8 months

- a Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around HPD3.2A
- b Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger) HPD3.2B

Later Infancy 6-14 months

- c Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures HPD3.2C
- d Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together HPD3.2D

Early Toddler 12-24 months

- e Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup HPD3.2E
- f Extends reach by using simple tools such as a stick or rake to pull a distant object closer HPD3.2F

Later Toddler 22-36 months

- g Plans ways to use hands for various activities, such as stacking, building, connecting, drawing HPD3.2G
- h Adjusts grasp to use different tools for different purposes, such as a spoon and marker HPD3.2H

Early Preschool 34-48 months

- i Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) HPD3.2I

Later Preschool 44-60 months

- j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) HPD3.2J
 - k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) HPD3.2K
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**PHYSICAL HEALTH AND
SELF-CARE** HPD4

1 Taking care of daily health needs HPD4.1

Early Infancy 0-8 months

- a Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) HPD4.1A
- b Communicates needs for comfort and care HPD4.1B

Later Infancy 6-14 months

- c Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing HPD4.1C
- d Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change HPD4.1D
- e Shows trust in familiar caregivers (e.g., calms down with adult help) HPD4.1E

Early Toddler 12-24 months

- f Cooperates and helps with care routines (e.g., dental care, handwashing) HPD4.1F
- g Uses gestures, words, or sign language to communicate what they need HPD4.1G
- h Soothes themselves when needed (e.g., looks at book before nap) HPD4.1H

Later Toddler 22-36 months

- i Takes care of personal self-care needs like handwashing with some adult assistance HPD4.1I
- j Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) HPD4.1J
- k Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) HPD4.1K

Early Preschool 34-48 months

- l Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active HPD4.1L
- m Describes ways to participate in physical activity and provides alternatives to screen time HPD4.1M
- n Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet HPD4.1N
- o Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands HPD4.1O
- p Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) HPD4.1P
- q Understands need for good dental hygiene, including brushing teeth HPD4.1Q

Later Preschool 44-60 months

- r Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) HPD4.1R

- s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes [HPD4.1S](#)
- t Consistently uses strategies to calm themselves when needed [HPD4.1T](#)

2 Adopting safe behaviors HPD4.2

Early Infancy 0-8 months

- a Cries to indicate stress and to seek help HPD4.2.A
- b Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver HPD4.2.B

Later Infancy 6-14 months

- c Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments HPD4.2.C
- d Reacts to simple directions that support safety (e.g., washing hands after diaper changes) HPD4.2.D

Early Toddler 12-24 months

- e Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) HPD4.2.E
- f Watches for adult reactions to unfamiliar people or situations HPD4.2.F

Later Toddler 22-36 months

- g Accepts adult guidance, support, and protection when encountering unsafe situations HPD4.2.G
- h Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) HPD4.2.H
- i Pays attention to simple safety instructions HPD4.2.I

Early Preschool 34-48 months

- j Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills HPD4.2.J
- k Tells peers and adults when dangerous situations are observed HPD4.2.K
- l Tells a trusted adult when someone gets hurt HPD4.2.L
- m Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted HPD4.2.M
- n Identifies medicines and other household substances that can be harmful HPD4.2.N

Later Preschool 44-60 months

- o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules HPD4.2.O
- p Participates in safety practices by helping to use car seat restraints and helmets HPD4.2.P
- q Identifies people in the community who can help them (e.g., firefighter, nurse) HPD4.2.Q

r Identifies emergency and non-emergency situations [HPD4.2.R](#)

3 Eating with healthy habits [HPD4.3](#)

Early Infancy 0-8 months

a Sucks and swallows liquids from breast or bottle [HPD4.3A](#)

b Begins to eat solid foods [HPD4.3B](#)

Later Infancy 6-14 months

c May begin to eat food with fingers, like small pieces of papaya and mango [HPD4.3C](#)

d Shows preference for some foods [HPD4.3D](#)

Early Toddler 12-24 months

e Shows interest in new foods that are offered [HPD4.3E](#)

f Begins to distinguish between food and nonfood items [HPD4.3F](#)

Later Toddler 22-36 months

g Eats a variety of nutritious foods and recognizes healthy foods [HPD4.3G](#)

h Prepares nutritious snacks with adult assistance by stirring and using measuring cups [HPD4.3H](#)

Early Preschool 34-48 months

i Explains that food provides energy for movement [HPD4.3I](#)

j Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move [HPD4.3J](#)

k Helps prepare nutritious snacks, serving self and others [HPD4.3K](#)

l Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods [HPD4.3L](#)

Later Preschool 44-60 months

m Makes healthy eating choices both independently and with support [HPD4.3M](#)

n Follows picture recipes to prepare a simple snack [HPD4.3N](#)

o Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” [HPD4.3O](#)

4 Developing healthy habits for rest and sleep HPD4.4

Early Infancy 0-8 months

- a Begins to sleep well and shows alertness when awake HPD4.4A
- b Sleeps for longer periods at a time and starts to have longer night-time sleep periods HPD4.4B

Later Infancy 6-14 months

- c Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) HPD4.4C
- d Responds to verbal cues like “it’s time to take a nap” by snuggling favorite sleep toy; takes several naps during the day HPD4.4D

Early Toddler 12-24 months

- e Sleeps more consistently and shows alertness when awake HPD4.4E
- f Cooperates with sleep routines HPD4.4F

Later Toddler 22-36 months

- g Sleeps well, wakes up rested and ready for daily activities HPD4.4G
- h Participates in sleep routines with guidance HPD4.4H
- i Indicates they are tired by saying, “I’m sleepy.” HPD4.4I

Early Preschool 34-48 months

- j With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping HPD4.4J
- k Recognizes when they are tired and tells an adult HPD4.4K
- l Gradually ends naps HPD4.4L

Later Preschool 44-60 months

- m Independently starts and participates in sleep routines (HPD4.4m) HPD4.4M
- n Can describe why sleep keeps us healthy HPD4.4N