

Development of a child: Gross and fine motor skills

Arthur Smith

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ABSTRACT

Physical skills that require extensive bodily motions, usually encompassing the full body, are referred to as "gross motor" development. Gross means "big" rather than "disgusting" in this context. Young children quit "toddling," or walking in the awkward, wide-legged

robot-like stance that is characteristic of fledgling walkers, between the ages of 2 and 3. They gain the capacity to run, jump, and hop as their gait becomes more fluid. Throwing and catching sports with larger balls are appropriate for children of this age. They can also use their feet to propel themselves around while riding on a toy.

Key Words: *Gross motor skills, Fine motor skills, Children, Toddling development*

INTRODUCTION

Physical skills that require extensive bodily motions, usually encompassing the full body, are referred to as "gross motor" development. Gross means "big" rather than "disgusting" in this context. Young children quit "toddling," or walking in the awkward, wide-legged robot-like stance that is characteristic of fledgling walkers, between the ages of 2 and 3. They gain the capacity to run, jump, and hop as their gait becomes more fluid. Throwing and catching sports with larger balls are appropriate for children of this age. They can also use their feet to propel themselves around while riding on a toy.

Children between the ages of 3 and 4 can climb stairs by putting both feet together on each step before moving on to the next (in contrast, adults place one foot on each step in sequence). Young children, on the other hand, may require some "back-up" aid to avoid falling if they grow unstable in this new ability. When it's time to return down the stairs, children of this age are stumped; they prefer to turn around and scoot down the steps backwards. As their leg muscles strengthen, 3 to 4 year olds may jump and hop higher. Many people can even hop for brief periods of time on one foot.

Children gain stronger upper body mobility at this age (3 to 4 years). As a result, the speed and accuracy of their catching and throwing talents improve. Furthermore, kids can usually hit a stationary ball with a bat off a tee. Children of this age can now peddle and control a tricycle as their full body coordination improves. They can also kick a larger ball that is positioned immediately in front of them. By the age of four or five, children can go up and down the stairs independently in the manner of adults (i.e., taking one step at a time). Their running continues to improve in smoothness and pace.

Children at this age may skip and spin their throws as well. They can also ride their tricycles (or bicycles) quicker since they have better control.

Young children continue to polish prior abilities between the ages of 5 and 6. They may now run even faster and begin riding bicycles with training wheels for increased stability. They can even take sideways steps. At this age, children begin to grasp new types of physical play, such as the jungle gym, and they begin to utilise the see-saw, slide, and swing independently. They frequently begin by jumping rope, skating, and striking balls with bats, among other activities. Many kids this age love learning how to play organised sports like soccer, basketball, t-ball, and swimming. In addition, children aged 5 to 6 enjoy athletic extracurricular activities such as karate, gymnastics, and dancing. Through the age of seven and beyond, children develop and increase their gross motor abilities. Fine motor abilities are required to perform smaller, more precise motions, which are often performed with the hands and fingers. Fine motor abilities differ from gross motor skills in that they need less accuracy. Children can make objects with their hands at the age of two to three years. They can construct towers out of blocks, draw with a pencil or pen, and mould clay into crude designs. Children this age can also place things in the correct areas, such as round pegs in round holes. Children as young as two or three years old typically begin to favour one hand over the other, signalling the start of being left or right-handed. Children begin to manage garment fasteners such as zippers and snaps around the age of three to four years, and they continue to develop independence in dressing and undressing themselves. Most youngsters will be able to entirely dress and undress themselves before starting school (even though they may take a long time to finish the task).

Editorial Office, *Journal of Child Psychology*, United Kingdom

Correspondence: Arthur Smith, Editorial Office, *Journal of Child Psychology*, United Kingdom. e-mail info@pulsus.com

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Fine motor skills

Children can also start cutting paper with scissors at this age. For safety reasons, caregivers should provide youngsters dull, round-edged "kid" scissors.

Children aged 3 to 4 continue to improve their eating abilities and are able to utilise utensils such as forks and spoons. Larger writing implements, such as thick crayons, can also be held in a writing hold rather than simply grasped with the fist by young toddlers at this age. They can also twist their hands, which is important for unlocking door knobs and twisting lids off containers. Because youngsters can now open containers with lids, caregivers should keep toxic chemicals like cleansers and prescriptions out of reach and locked away to avoid unintentional poisonings.

Children continue to polish fine motor abilities and expand on prior skills between the ages of 4 and 5. They can now, for example, button and unbutton their own garments. They increase their creative abilities, and they can now draw simple stick figures and reproduce forms like circles, squares, and huge letters. More intricate forms, on the other hand, may take longer to draw.

Children as young as 5-7 years old begin to demonstrate abilities like as writing letters and numbers and making forms such as triangles, which are important for starting or excelling in school. They have better control over paints, pencils, and crayons. Beyond dressing and undressing, children may also do self-care duties such as brushing their teeth and combing their hair. Children of this age may also feed themselves without direct supervision or assistance from an adult.