**Correlation between the Development of Gross Motor Skills and Cognitive Advances in Early Childhood**

Researchers Names starting with first author, 2nd author, and so on if more than one or two

University or School Name, City, TX 75555

First Author Phone: (222) 333-5555; email: jqresearcher@research.edu

**Introduction**: While there is support that the development of gross motor skills and cognitive learning are associated with each other, further research into these variables is needed to identify the magnitude with which they are related. This is important for the child since a deficiency in one may likely be associated with a deficiency in the other. With this research, physical educators and classroom teachers will be better informed and thereby provide children with appropriate movement activities in hopes of better gross motor and cognitive development. **Statement of the Problem**: The purpose of this study was to establish the relationship between gross motor skills development and the learning of academic skills in pre-kindergarten students. **Methods**: Students (n=43, age=4.0±0.0 years, height=101±7.5 cm, weight=16±3.5 kg) were assessed at the beginning (BOY), middle (MOY), and end (EOY) of year on the two gross motor skill objectives (GMS) and the five learning objectives (LRN) related to numeracy (NUM) and literacy (LIT) skills using the GOLD Objectives. The GMS (Objectives 4 & 5) were scored on a 3-point scale, while the LIT and NUM (Objectives 16 & 20, respectively) were scored on a 6 or 8-point scale as per the GOLD objectives. Pearson’s Product Moment Coefficient was used to determine the significance of the relationship between the mean of the GMS and the mean of each LRN. Repeated measures ANOVA determined the difference at each time point for each skill. Alpha of .05 was used for all tests. **Results**: At BOY, there was no significant relationship between GMS and NUM, *r*(41)=- 0.191, *p*=.22; however, there was a moderate relationship between GMS and LIT, *r*(41) =0.449, *p*=.003. At MOY, there was still no relationship between GMS and NUM, *r*(41) =0.122, *p*=.43, and a moderately positive relationship remained between GMS and LIT, *r*(41) =0.486,  *p*.=001. At EOY, there was a moderate relationship between GMS and LIT, *r*(39) =0.49, *p*=.001 and between GMS and NUM, *r*(39) =0.42, *p*=.006 . There were also significant increases in scores for all three skills tests from BOY to EOY (*p*<.05). **Summary of Findings**: This study's findings suggest a significant relationship between preschool students' gross motor skills and cognitive development, suggesting physical activity aids in better retention of the curriculum, which is the crucial foundation of every young child’s academic career.