



Glenview State School

Perceptual Motor Program (P.M.P.)

Glenview State School is very proud to provide children in Prep and Year 1 with a Perceptual Motor Program.

P.M.P. aims to develop the child's perception of themselves and their world through movement motor experience.

Rationale: School is about the acquisition of **knowledge, understanding and attitudes** not "facts", but the knowledge and understandings of the process of manipulating the environment. Acquisition of this is dependent on **experiences**.

Aims: To be preventative rather than curative, i.e. to avoid the need for redemption.

To provide meaningful activities and experiences in areas that has been shown to be related to cognitive development prior to the onset of formal learning. Develop through movement, motor skills that are related to the child's own needs in areas of eye/hand and eye/foot co-ordination, locomotion, balance and fitness, (including stamina, flexibility and strength).

Perceptions of self with the dimensions of space and time.

To interact with the environment to develop perceptions of body image, laterality and directionality.

To develop basic motor skills needed for major game skills.

To develop:

- Confidence in self and people around them
- Problem solving skills
- Strategies in memory processing
- Sequential memory, auditory and visual particularly short term register
- Motor memory – eye muscles to focus and track effectively
- Converge effectively with eyes
- Social skill of sharing, participating, assisting and caring for/with other children

Above all SUCCESS!

Movement – Seeing, hearing, touching, making perceptual judgements and reacting in as many different ways possible.

Motor Outcomes (reacting) – Locomotion, balance, eye/hand and foot co-ordination and FITNESS.

Perception Outcomes (making perceptual judgements) – (Self) body image, control, laterality and directionality, (Space) space awareness and (Time) body rhythm.

Skill Outcomes – Language, memory, physical education skills, problem solving and confidence (coping skills).

Locomotion

Locomotion is the ability to move the body from one point to another in the most appropriate and efficient way possible, whether running, hopping, skipping, jumping, swimming, sliding, swinging, etc. The more automatic these movements are the less they interfere with the purpose of the movement. The child with poor locomotion skills who is unable to plan an effective route or negotiate that route efficiently, often spends so much time wandering from one place to another, that the reason for the movement is frequently lost as the child becomes side tracked and frustrated.

Balance

Balance is the ability to maintain equilibrium in whatever position the body is placed whether static or moving. It is the internal knowledge of where the body's centre of gravity is and the ability to adjust the body to maintain the equilibrium using laterality knowledge. Children with poor balance have difficulty finding a comfortable sitting or standing position. Hence the fidget and continually shift position, spending a lot of valuable time practising "getting the balance" to the detriment of the time spent on the cognitive task.

Fitness

Fitness refers to the attributes of joint flexibility, muscular strength, endurance and stamina. Children who are not fit spend valuable time concerned about the way they feel rather than concentrating on the task in hand. Furthermore, a high level of fitness will give greater endurance on the given task.

Eye/Foot Co-ordination

This is the ability to make the hands and feet do whatever the eyes tell them to do. Eye/hand co-ordination is essential for most gross motor movements. Eye/hand co-ordination is essential for the fine motor movements including writing, cutting, manipulation of equipment and ball games. Children with poor eye/hand co-ordination have difficulty with, for example; writing, cutting, pasting and participation in major games. As many of the tasks teachers require children to complete in the learning situation require some fine motor activity, children with poor eye/hand co-ordination are often frustrated and the real outcome of the task is lost in the frustration.

To run this program we need to have parent help. Four parents at each session, twice a week. You are a very important part of the success of this program. There will be information sessions about P.M.P. on orientation day. Glenview State School is committed to providing this program to help develop children for a successful formal learning experience.

All information is provided by the Smart Start Program.

