



PERCEPTUAL MOTOR PROGRAM

Year One

WHAT IS IT?

- **Perceptual** = relating to the ability to interpret or become aware of something through the senses
- **Motor** = using the body as the source of action



“Before he can learn that “p” is down and “b” is up, he must learn when he is down and when he is up. Directionality must become a part of the body scheme before any child can have a real appreciation of the directionality of letters, numbers and words.” (Capon, 1975)



- Develops perceptions through practice and doing
- Motor skills become almost “automatic” or 2nd nature - freeing the brain to concentrate on new information
- Problem solving
- Fun & sequential activities
- Preventative not curative
- Cross-curricular links/language development

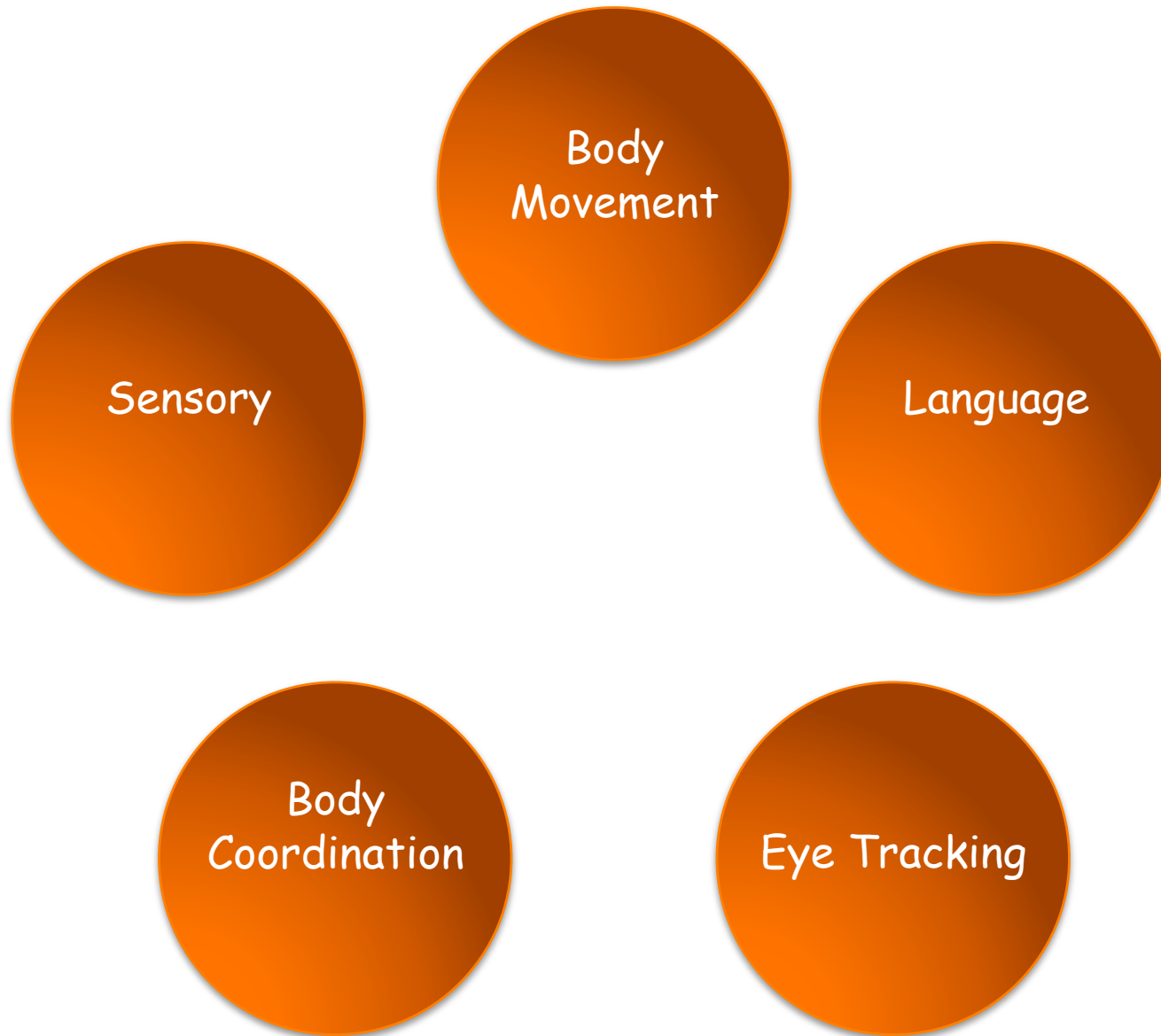


WE LEARN BY

- **SEEING**
develops the visual processes
- **HEARING**
develops the auditory process
- **TOUCHING**
develops the motor processes
- **PROCESSING**
develops language and memory
- **MAKING JUDGEMENTS**
develops social skills



MAIN ELEMENTS OF THE PMP



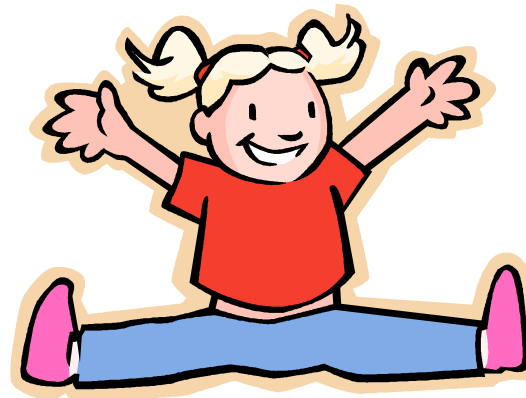
ELEMENTS....

- **Body Coordination**- The hands and feet do what the eyes tell them to do - essential for motor development e.g. writing, cutting, pasting and ball games. Remaining balanced in whatever position the body is placed.
- **Language**-The ongoing understanding and use of specific directional/ mathematical terminology (in front, behind, first, last). Develops good reading, writing and mathematical concepts.
- **Sensory**-Fulfilling the needs of the nervous system through appropriate proprioceptive tasks i.e. gives the body feedback and stimulation.
- **Body Movement**- The ability to move the body from one point to another, in the most appropriate and efficient way. Jumping, skipping, hopping and running need to become automatic.
- **Eye tracking** - As reading and writing require eye muscle control, it is an imperative part of the PMP programme.



CONCEPTS

- **Body Awareness**
- **Spatial Awareness**
- **Temporal Awareness**
- **Directional Awareness**



ACHIEVED THROUGH.....

○ *Location*

- Self-space
- General space
- Identify body parts

○ *Directions*

- Up/down
- Forward/backward
- Right/left

○ *Levels*

- Low-Middle-High

○ *Pathways*

-Straight

-Curved

-zigzag

○ *Extensions*

-Far/near

-Large/Small

○ *Effort*

-Fast/slow

-Strong/Light



TYPES OF ACTIVITIES

- Locomotor - running, leaping, dodging, jumping, rolling, spinning, throwing, kicking, bouncing
- Non locomotor - stretching, pushing, pulling, catching, twisting, rolling, bending
- All done uni-, bi-, and cross laterally



TELL ME MORE...



Do you know the importance of crawling?

- Crawling helps infants to discover spacial concepts eg. Forwards, over, in, out.
- Develops muscle strength & improves coordination
- Provides fundamental sensory stimulation of the hands and knees - essential for fine and gross motor development
- Research* shows infants who never crawled properly often find it difficult to balance or are clumsy
- Cross pattern crawling, walking and jumping activities are evident throughout PMP

*<http://www.parents.com/baby/development/physical/7-benefits-of-crawling/>

* MLA Style Citation:
Joubert, Dalene "Top 3 Reasons Why Baby Crawling Must Be Done Correctly." [Top 3 Reasons Why Baby Crawling Must Be Done Correctly](http://ezinearticles.com/?Top-3-Reasons-Why-Baby-Crawling-Must-Be-Done-Correctly&id=378018), 5 Dec. 2006. *EzineArticles.com*. 10 Sep 2009 <<http://ezinearticles.com/?Top-3-Reasons-Why-Baby-Crawling-Must-Be-Done-Correctly&id=378018>>.



BENEFITS OF INTRODUCING PMP TO THE EARLY YEARS

- Helps develop motor control, balance, hand-eye-foot co-ordination, memory tasks, concentration, locomotion and fitness



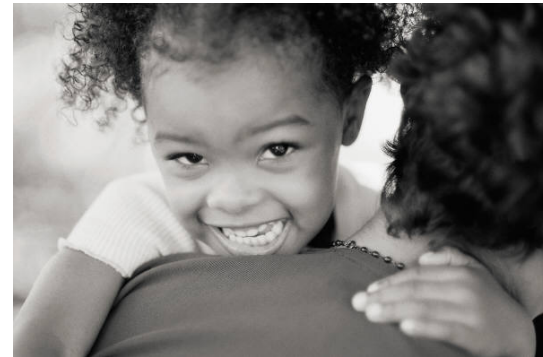
- Can highlight problem areas

- Help to develop the short term auditory sequential memory (STASM)



IN SUMMARY PMP CAN HELP DEVELOP

- motor coordination
- cognitive development
- self-esteem
- social skills



...thus hopefully leading to a confident, happy child who can cope well in the classroom!



HOW YOU CAN HELP....

At home: Any opportunities for gross motor play or fine motor games. Games and activities are on the handout.

At school: Our aim is to run this program at school on Tuesdays. We need parent support for this.

Questions?

