Perceptual Motor Program (PMP)
Why PMP in Prep?

- Prep children who are 5/6/7 years of age have the neurological & anatomical ability to develop skills in ALL fundamental motor skills.
- By Grade 4 children have established their belief in physical activity & sport.
Pyramid of Skill Attainment

- EH / EF Coordination
- Eye Tracking
- Fitness
- Locomotion
- Balance

What is PMP?
The Importance of PMP’s

Two MAIN reasons:

1. Learning Readiness influence on non-impaired children

2. Remediation influence on children requiring remedial programs for PM skills

*Readiness programs are preventative programs, that is why they are so important in every school’s early grade curriculum.*
What’s in a PMP session?

- Gross motor activities
- Visual motor activities
- Auditory motor activities
- Tactile activities
- Lateratisation activities
- Body awareness
- Spatial awareness
Gross Motor Activities

- Rolling, crawling, walking, running, jumping and landing, hopping, skipping, galloping, leaping and dodging.
Vestibular Activities

- Rolling, spinning, balance, scooter boards, skipping), jumping activities
Visual Motor Activities

- eye-hand co-ordination (striking)
- eye-foot co-ordination activities (kicking)
- ball activities (throwing and catching)
- temporal awareness (developing an internal time structure)
Auditory Motor Activities

- responding to auditory cues/commands
- ability to utilise auditory cues.
Tactile Activities

- direct touch of difference surfaces
- rolling
- textures and patterns
Lateralisation Activities

- Ability to control two sides of the body together or separately.
- Bilateral movements (Simultaneous or parallel).
- Unilateral movements (one side of the body)
- Cross lateral movements (Simultaneous movement of different limbs on opposite sides of the body e.g. crawling)
- Directional awareness.
Recognising Children at Risk

- Children who often go unnoticed are those who try very hard with little success.
- Children with poor muscle tone or poor posture.
- Children with co-ordination problems, who appear clumsy, unable to run easily, often have falls.

(ANSUA, 1991)
For a successful program we need:

- a parent on each station (this means 4 parents per class)
- a commitment - weekly, fortnightly, monthly
- arrive 5 minutes before session to make sure you understand the task
Each station will need one parent. The number of parents will factor how many stations we can manage.

Each station has a starter card. This card has the following:

- A picture of the activity
- A brief description of the activity
- An “individualising up” (making it harder) activity
- An “individualising down” (making it easier) activity

If you're not sure, you can improvise or ask the teacher in charge.
Things to be aware of:

- Children who are getting bored on an activity; if you can keep those students engaged you will avoid unnecessary discipline and keep kids entertained.

- If students have a fall and have any potential injuries, refer them to the class teacher immediately.

- Remember to always have fun, as the program relies on parents and volunteers to run. If you are having fun, it is guaranteed the kids will have fun.
Our turn to jump up!

- There are two stations set up in this room. Choose one station, and complete it.
- Don’t forget, shoes have to come off for this!
- Think about the difficulties a Prep child might have, trying to complete these activities.