GLEN HUNTLY PRIMARY SCHOOL

NO. 3703

Perceptual Motor Program

##

**Rationale:**

The Perceptual Motor Program (PMP) aims to assist students to acquire efficient movement, to promote and improve sensory function and to develop a positive self-image. The Perceptual Motor Program will also assist students with their listening skills, co-operating with others and how to take turns when talking and listening.

Perceptual Motor Programs integrate many areas of learning. By developing physical skills and fitness, students are able to function more successfully in other areas of the curriculum. Perceptual Motor Programs aim to train students to integrate auditory skills into memory retention, whilst completing physical tasks. Students will be provided with opportunities to relate and respond to other adults in a small group situation. Communication skills such as reading, writing, speaking, and the acquisition of numeracy skills involve motor-based activities. Most of a child’s initial learning occurs through the complex processes of integrating sensory systems and physical environments.

**Goal:**

The activities in the Perceptual Motor Program (PMP) will focus on developing knowledge and skills in relation to locomotion, balance, fitness, eye/hand co-ordination, eye/foot co-ordination, body awareness, body control, fine and gross motor control, spatial awareness, laterality, directionality and body rhythm.

**Implementation:**

1. The Perceptual Motor Program will be considered as part of the Prep Physical Education program and will be gender inclusive. Students in Year 1 who have been identified as requiring further PMP development, will also participate in PMP sessions on a needs basis and will be involved in Prep PMP sessions.
2. PMP activities will be sequentially structured and provide a challenge for each student in a non-threatening situation. The Program will be developmental, gradually advancing through progressive stages.
3. Class teachers involved directly in the program, will be provided with professional learning in regards to the implementation of PMP, so that they can contribute to the planning and evaluation criteria in consultation with the Physical Education specialist/co-ordinator, taking into account the stage of development and needs of the students at our school.
4. Input and assistance from parents will be regularly encouraged, consistent with our Parent and Volunteer Participation Policy. Parents will be stationed at activities. Senior students may also be used to assist with the running of the program. All participants will be under the direct supervision of the Physical Education teacher.
5. The Prep classes will have one thirty minute PMP session a week and one thirty minute Physical Education session per week.
6. Ideally four equipment activities will run simultaneously to provide maximum participation.
7. During each equipment session, students will rotate through each activity.
8. New activities will be introduced as existing activities are evaluated and then replaced.
9. During each equipment session, students may be organised in predetermined groups, as specified by the Physical Education teacher.
10. Each fortnight new activities will be introduced. If students are finding one activity in particular difficult, then the activity can be practised for a further week. Positive support will be provided to students so that they can acquire competency with each activity.
11. Any required PMP resources will be purchased via Physical Education Program budget.
12. Additional PMP sessions may be offered for students above Year 1 who have been identified as requiring further experience with concepts and skills covered in the PMP.

**Evaluation:**

1. The effectiveness and resourcing of the PMP will be evaluated by the Physical Education specialist and by the Prep and involved Year 1 teachers.
2. This policy will be reviewed by staff, the Curriculum and Policy sub-committee and School Council every three years.

**Definition of terms:**

**Fine motor skills** are defined as small movements, such as picking up small objects, holding a spoon, using scissors or playing a flute. These skills involve the use of the small muscles of the fingers, toes, wrists, lips and tongue.

**Gross motor skills** are the larger movements, such as rolling over, sitting, running or jumping, which utilise the large muscles in the arms, legs, torso and feet.