

Perceptual Motor Program Curriculum Document

This PMP curriculum lists possible outcomes from Dandenong Valley School VELs based curriculum. While outcomes are primarily from the Health and Physical Education domain, outcomes from many other domains are also relevant.

Movement activities and specific music and songs which support the Perceptual Motor Program have been listed.

The curriculum is to be used in conjunction with the "Smart Start" program written by Judie Bullus and Peter Coles and "Perceptual Motor Lesson plans" Level 1 Preschool to First Grade by Jack Capon.



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Dandenong Valley School Perceptual Motor Program

Stage One

- 1.1 Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant they may show simple reflex responses.
- 1.2 Student's show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students may

Movement and Physical Activity

- experience movement, with support, in a range of environments
- show simple reflex responses
- participate coactively in body awareness activities
- accept and recognise change in position if moved
- show head control
- balance momentarily, when supported by an adult in either a sitting or standing position

Health Knowledge and Promotion

- show an awareness of being dressed and undressed

Interpersonal Development

- occasionally appear alert and ready to focus their attention on certain people

Personal Learning

- show simple reflex responses to an activity or object
- begin to give reactions to choices made by an adult.

Civics & Citizenship

- show sensory awareness in relation to a range of familiar people in familiar places.

The Arts

- experience musical sounds from a variety of sources

Literacy

- use sensory cues to respond to visual and auditory stimuli
- show a response to sensory activities
- show by response that the close proximity of a familiar person is a pleasurable experience

Humanities

- explore their immediate personal space
- experience the school environment and significant people

Numeracy

- show sensory awareness to number rhymes, songs, stories and finger games
- experience numbers within everyday activities
- experience the feel and begin to give intermittent responses to 2D and 3D objects
- experience activities involving position, direction and movement

Communication

- respond to the close presence of a person by a movement of part or all of the body
- attend briefly to a person in close proximity

Thinking

- use sensory cues or other stimuli to guide their simple reflex actions
- show an awareness of themselves and their environment



Dandenong Valley School Perceptual Motor Program

Stage1

Suggested Activities

Students:

- lie on front on physio ball supported around hips by adult and be rocked
- lie on back on physio ball supported around hips by adult and be rocked.
- be supported in sitting position on physio ball while being bounced
- lie prone on trampoline while gently bounced by adult
- participate co-actively in body awareness songs and rhymes.
- experience swinging and spinning in Lycra hammock.
- experience movement on, or in a variety of swings.
- experience rocking on a variety of rockers and Dizzy Whizzy
- experience a variety of massage.
- experience being log rolled on gym mat or across trampoline.
- track a moving object with eyes
- maintain head control while prone on scooter board.
- co-actively kick a balloon or suspended ball
- co-actively bend arms and legs with bilateral movement.

Suggested Music and Movement activities

Massage songs:

"Look at me I'm moving" volume 1

"Moving to Learn" R. Crowe

"Teddy Jumps' Janet Chandon & Wendy Jensen

"You Gotta Get Up' Leonie Cecich

"Old McDonald" Track 10

Tracks 43-53

"Tickly Rain" Track 3

"Flutter by Butterfly" Track 13

Vestibular Songs:

"Look at me I'm Moving Parachutes and More"

"I'm Upside Down' Track 12

"Rocking all about in a boat" Track 8

Body Awareness Songs:

"The Body" Gymbaroo

"Moving to learn" R. Crowe

"You Gotta Get up" Vol 1 Leonie Cecich"

"You Gotta Get up" Vol 2 Leonie Cecich"

"Feeling the Beat" Janet Chandon & Wendy Jensen

Track 2 - 8

"Can you find your nose? Track 5

"The bottom song" Track 11

"Pat your head" Track 14



Dandenong Valley School Perceptual Motor Program

Stage Two

2.1 Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and objects. They accept and engage in coactive exploration.

2.2 Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time

Students may

Movement and Physical Activity

- show general awareness of own body in a range of activities, eg: music and movement.
- move own body parts independently
- accept and engage in supported exploration of environment
- cooperate with shared exploration and supported participation, eg: bean bag and ball activities.
- explore environment using voluntary actions such as rolling, shuffling on bottom

Health Knowledge and Promotion

- participate consistently and intentionally when being dressed and undressed by an adult

Interpersonal Development

- show an interest and respond to familiar people
- show an intermittent response to supported activities
- respond well to/enjoy being noticed and valued

Personal Learning

- show an interest in familiar activities and objects
- react to activities and experiences with all of their senses
- respond more consistently to choices made by adult

Civics & Citizenship

- respond to familiar routines
- show emerging awareness of identity, e.g. by responding to own name
- respond to familiar people

The Arts

- respond to a range of musical sounds and experiences

Literacy

- recognise familiar faces
- respond consistently to a familiar person
- recognise and respond to familiar environments
- show enjoyment of interactions
- focus briefly on activity or object being shared with an adult
- show recognition of familiar or favourite objects or activities
- take turns in interactions with another person e.g. ball rolling
- reach out for an object(eg ball) placed near hand

Humanities

- respond to familiar objects
- respond to regular activities and/ or daily routine cues
- cope with changes to regular routines
- respond to familiar environments, e.g. smile when taken toward multipurpose room
- attempt to locate specific areas within familiar environments
- respond to people who regularly impact on their lives, e.g. pmp teacher



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Numeracy

- co-operate within a shared or supported activity using counting
- develop an awareness of object permanence
- explore and respond consistently to shared activities involving 2D and 3D solids
- react and engage in co-active exploration of position, direction and movement
- show a learned response to these activities
- recognise own or familiar objects and begin to search for them

Communication

- respond to others e.g. through facial expressions
- communicate with others, e.g. expressing preferences
- interact with others, e.g. mutual gaze

Suggested Activities

Students:

- participate coactively in exercises to music
- touch body parts coactively
- coactively roll a ball
- coactively pass a ball to another
- track suspended ball briefly turning head as well as eyes.
- participate in bean bag activities with support
- show awareness of being rocked eg: hammock, swing.
- experience different body positions lying on the trampoline.
- cooperate with joint and muscle activity eg: row your boat
- hang from trapeze with support.
- explore environment prone on scooter board.
- creep along gym mats and over ladder on floor
- crawl through tunnels and shapes
- crawl over a raised object eg: log roll under a mat

Suggested Music and Movement Activities

Exercises to music:	eg: Rocking from foot to foot, Bobbing, arm stretch hug Bi- lateral arm and leg exercises [seated] Tapping body parts
Rainbow Ring activities:	"Crackle and Pop" Forte Music C "Around and stop" Track 6 "Looby Loo/ Row your boat" Track 9 "Giddyup " Track 13
Stretchy Lycra activities:	"Crackle and Pop" Forte music CD "Der Glump" with frog bean bags Track 8 "Pukeko Stomp" Channon & Jensen CD "Stretchy Lycra" Track 17
Bean Bag songs:	"Do the Bean bag Bop" Julie Wylie CD "Do the Bean bag Bop" Track 1 "Bean bag frog song" Track 4
Massage Songs:	"Moving to Learn" Robyn Crowe Track 4 "Look at me I'm Moving Parachutes and More" "Lavender's Blue Track 19



Dandenong Valley School Perceptual Motor Program

Stage Three

3.1 Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods.

3.2 Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Students may:

Movement & Physical Activities

- observe results of their own actions with interest
- remember learned responses during repeated physical activities, eg: bouncing up and down on the trampoline
- move independently and intentionally around immediate environment.
- demonstrate an awareness of specific body parts and how they move.
- imitate simple actions such as clapping hands, stamping feet

Health Knowledge & Promotion

- participate in dressing activities with less support
- cooperate with simple safety procedures, e.g. sitting still in chair

Interpersonal Development

- develop relationships by seeking attention through eye contact, gesture or action
- be confident and comfortable making eye contact
- recognise certain people and associate them with particular events, e.g. helpers for swimming
- engage in solitary play but show some awareness of others

Personal Learning

- develop greater awareness of their responses to sensory stimuli
- show and share pleasure by word, gesture, expression
- cooperate with organisation of personal belongings, e.g. placing shoes under chair
- vocalise repeatedly to request or continue an interaction with a peer or an adult
- change their behaviour to trigger a new response from a partner
- communicate simple choices, e.g. likes and dislikes

Civics & Citizenship

- anticipate familiar routines and known events
- observe the results of their own actions with interest
- demonstrate sense of identity with consistent response to own name
- show recognition of familiar people and respond appropriately to them

The Arts

- demonstrate learned responses to familiar music, e.g. begin to move when the music starts
- listen and respond to a variety of different musical stimuli with increasing personal involvement
- imitate the actions of others

Literacy

- recognise single personal objects, e.g. own shoes
- scan to recognise personal object among other objects
- anticipate next action/gesture/sound in a familiar song /rhyme



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- respond to own name
- participate in simple turn-taking activities
- attend to one object or activity for long enough to gain useful information about it
- show memory of a familiar song, rhyme by providing sounds or actions at appropriate times
- point towards an interesting object
- indicate preferences by pointing or selecting
- indicate 'yes' or 'no' to simple
- take an adult to an object, or an object to an adult, in order to request assistance

Humanities

- initiate appropriate interactions and activities with specialist staff, e.g. greeting them and moving to the door with them
- request events or activities, e.g. moving to the door to show they want to go to P.M.P.

Numeracy

- show anticipation of familiar number rhymes, songs ,games etc.
- show interest when participating in shared one to one counting activities
- sustain concentration when participating in concrete counting activities
- sustain concentration during activities involving position, direction and movement
- actively explore 2D shapes and 3D solids independently.
- initiate actions during activities involving position, direction and movement.
- recognise a time sequence of activities and anticipate the next occurrence
- show anticipation of the next sound, object or action in a pattern.

Communication

- initiate communication
- participate in social routines and communicate in a widening range of situations
- take turns, with support for a variety of purposes

Thinking

- anticipate known events
- use pictorial or concrete cue to aid recall

Suggested Activities

- respond to "Words and Symbols" sign for PMP
- co-operate with "Brain Gym" exercises with assistance
- move around independently while prone on a scooter board
- imitate simple body movements in group exercises
- actively explore equipment eg: crawl through tunnel
- follow eye - tracking ball briefly
- operate Sit and Spin independently
- crawl on stomach using bent arms and legs to move body
- bounce on trampoline holding adult's hands
- walk on balance beam with support under arms
- step over rungs of co-ordination ladder on floor
- turn to come down stairs backwards using hands and feet
- roll a large ball along ground with two hands to knock over skittles
- throw a bean bag at rebound net co-actively
- catch a large soft ball co-actively



Dandenong Valley School Perceptual Motor Program

Stage Three

Suggested Music and Movement Activities

Exercises to music: eg: Rocking, Bopping, leg and arm swings, stretching arms up and outwards etc

Body awareness songs "Motor Fitness Rhythm games" Capon and
"Simon Says" Track 11

"The Body" Gymparoo
"You Gotta Get up" Leonie Cecich
"Can you find your nose?" Track 5
"Let's walk along the line" Track 6

"Say Giddy" Genevieve Jerek
"Monkey" Track 1

Vestibular Songs: "Look at me I'm Moving Parachutes and More"
"Turn around game" Track 4
"Rocking all about in a boat" Track 8
"Spinning Top" Track 10
"I'm Upside Down" Track 12

"Crackle and Pop Forte Music"
"Around and stop" Track 11
"Looby Loo/Row your boat" Track 9

Lycra Songs: Bean bag frogs on lycra fabric."Da Glump" Song
"Pukeko Stomp" Channon and Jensen
"Stretchy Lycra" Track 17

Small equipment Songs: "Motor Fitness Rhythm Games" Capon and Hallam
"Paper Ball Magic" [pass a ball in circle} Track 9
"Happy Sticks" [rhythm activity] Track 8

"You Gotta Get up" Leonie Cecich
"Squeeze the ball" Track 2



Dandenong Valley School Perceptual Motor Program

Stage Four

Movement and Physical Activities

Student movement patterns are established and they perform single actions. They respond to simple commands and recognise familiar pieces of equipment.

Students may:

- demonstrate established movement patterns.
- perform single actions, eg: rolling, stamping
- negotiate an appropriate pathway when moving both indoors and outdoors
- recognise familiar pieces of equipment such as a ball or trampoline
- engage in parallel physical activities with others
- move with confidence during activities in familiar environments showing some awareness of space
- experience moving on play equipment, eg: using a slide
- respond to simple commands, eg: knocking down skittles
- recognise the need to change clothing for familiar physical activities, eg: removing shoes and socks

Health Knowledge and Promotion

- develop safety awareness in daily routines eg only one person on trampoline at a time.

Interpersonal Development

- identify class members and other significant people
- engage in parallel activity with several others

Personal Learning

- select appropriate resources for specific activity from a limited choice eg bean bag or hoop
- take pride in accomplishments
- initiate organisation of personal belongings, e.g. put socks in shoes
- be appropriately energetic

Civics & Citizenship

- follow familiar routines and take part in familiar tasks or activities with support from others
- recognise and respond to praise or disapproval
- respond appropriately to 'yes' and 'no'
- follow simple classroom rules, with support

The Arts:

- differentiate between colors
- recognise and name primary colors
- manipulate materials
- repeat/ imitate actions, sounds or words in songs.
- participate in music activities that develop sense of tempo
- perform simple dances and action songs

Literacy

- listen and respond to familiar rhymes, action songs and stories
- understand key words in routine instructions eg stop, sit, climb
- recognise own name and those of familiar people in verbal contexts.

Numeracy

- respond to 'give me more'
- respond to 'gone' [being none left]
- pick up objects one at a time
- join in matching games involving 2D and 3D shapes



Dandenong Valley School Perceptual Motor Program

Humanities

- acknowledge and respond to regular activities and daily routine cues
- recall and recognise recent routine events, ie P.M.P.
- locate rooms and places that are important to them at school

Science

- intentionally cause movement through pushing and pulling eg scooter board

Communication

- maintain interaction through more than one turn
- attend and begin to respond appropriately to others

Thinking

- with support evaluate solutions to problems and consider possible changes

Suggested Activities

Students

- crawl under, over and through obstacles with confidence
- attempt to catch a ball thrown underarm
- roll a ball to partner while seated with v shaped legs
- negotiate path through rungs of co-ordination ladder placed on side
- log roll with physical and verbal assistance
- show balance stability while jumping on the trampoline
- respond to simple actions, eg, : bopping, clapping
- negotiate a simple course in various ways, eg; crawling, walking, scooter board
- experience a variety of balance equipment with support, eg: individual rockers, beams
- respond appropriately to verbal instructions relating to familiar equipment.
- track a suspended ball, side to side, forwards, backwards while lying on back on the floor
- balance on blue plastic beam with occasional step off

Suggested Music and Movement Activities

Cross Patterning Songs:

Brain Gym' Tessarose "Track 1 or 3
"Splish Splash Splosh" Chandon
"Criss Cross" Track 3

Exercises to Music: Suggested tracks

"Look at I'm moving vol 2" Tessrose

"Around and Around" Track 2

" Look at me I'm Moving parachutes & more

"Jump up High" Track 2

"You Gotta Get Up" Leonie Cecich

"Squeeze the ball Track 2

"Let's Walk along the line" Track 6

"You Gotta Get Up' vol 2 Leonie Cecich

"Jump on the Spot" Track 10

"Flutter by butterfly" Track 13

"You've Got to Clap' Channon and Jensen

"Jump like a Green Frog" Track 20

"Bean bag Boogie" Track10

"Motor Fitness Rhythm Games" Capon &Hallam "Paper Ball Magic" Track9



Dandenong Valley School Perceptual Motor Program

Stage Five

Students may:

Movement and Physical Activity

Students anticipate the next step in familiar physical routines, show that actions have consequences and predict outcomes to activities.

- explore a variety of movement
- move spontaneously within available space
- link two activities in a sequence, eg: walking and jumping
- follow simple movement instructions, such as bend knees, stamp
- demonstrate basic concepts, eg: making big and little circles with ribbons
- experience and learn the vocabulary of movement, eg: stop, go, fast, slow, high, low
- experience challenges, using a range of equipment, such as climbing frame, balance beam
- move over a range of levels, surfaces and textures, eg: bare feet on carpet, PM.P equipment
- take turns with a partner or in a small group
- recognise and collect, on request familiar pieces of equipment, eg: bean bag, hoop
- use small and large equipment for a purpose, eg: ball, trampoline

Health promotion

- respond to simple verbal requests in familiar situations, in regard to their personal safety, e.g. don't run

Interpersonal Development

- take part in work involving one or two others
- cooperate on a specific single task
- maintain interactions and take turns in a small group with some support
- initiate interactions and respond to others
- relate to and make attachments to members of their group

Personal Learning

- show increasing independence and self sufficiency in selecting and carrying out familiar activities
- persist for extended periods of time at an activity of their choosing
- sustain attentive listening, responding to what they have heard
- search out appropriate resources, stored in a familiar place, for familiar activities
- cope with small changes (routines, staff, venue etc) when appropriately prepared

Civics & Citizenship

Students have an awareness of the boundaries set and the behavioural expectations within the school setting. They have a sense of belonging to different communities.

- anticipate next step in a familiar routine/activity
- show awareness that actions have consequences
- predict outcomes to familiar activities
- show an awareness of the behavioural expectations within the setting
- wait for their turn
- develop an awareness that they can respond to the needs of others in familiar situations

The Arts

- perform dances and action songs

Literacy

- understand 'where', 'what do you want' questions and 'give me' requests
- respond to questions and requests using yes/no (verbal sign symbol or gesture)
- increase vocabulary of single words
- use questions, question plus one other word e.g. where ball?



Dandenong Valley School Perceptual Motor Program

Humanities

- identify the functions of places, e.g. P.M.P room
- identify the roles of familiar people, e.g. P.M.P teacher

Numeracy

- respond to familiar number rhymes, songs
- select one object on request.
- give out 1 object to each person in a group where there is a correct number of objects.
- sort objects by color or shape.

Communication

- use talk to gain attention and initiate exchanges
- use action rather than talk to demonstrate or explain to others.

Suggested Activities

Students:

- demonstrate upper body strength eg: monkey walk, wheelbarrow walk.
- perform simple movement exercises to music eg: rocking from foot to foot , bending knees
- negotiates a scooter board around obstacles
- balance briefly on one foot.
- jump on trampoline and catches a ball thrown by an adult.
- track a moving ball across the midline and diagonally.
- track and hits a suspended ball with a small bat
- confidently negotiates a climbing frame, turning to come down backwards.
- throw bean bag at rebound net using correct overarm throw.
- control a rolled ball along a line with both hands.
- walks up ramp on jump box without using hands to balance
- use plastic swat to keep balloon up in air.
- follow simple visual balance cards.
- retain two auditory memory instructions.

Suggested Music and Movement Activities

"Brain Gym" Tessarose Productions

"Splish Splash Spoosh" Channon and Jensen

"Criss Cross" Track 3

"Crab Walk" Track 5

"Tightrope Fun" Track 4

"Motor Fitness Rhythm Games" Capon and Hallum

"Bean Bag Boogie" Track 10

"Simon Says" Track 11

"Person to Person" Track 2

"Perceptual Motor Rhythm Games" Capon and Hallum

"Clap and Shake" Track 8

"Throw the Bean Bag" Track 6

"You Gotta Get Up" Leonie Cecich

"Squeeze the ball" Track 2

"Let's Walk along the Line" Track 6

"Look at me I'm Moving" Vol 2

"Around and Around" Track 2

"Bean Bag Rock" Track 1



Dandenong Valley School Perceptual Motor Program

Stage Six

Students may:

Movement and Physical Education

Students work in pairs and in small groups cooperatively although they may need support to follow instructions to stay on task. They move in a variety of ways. They link movements in a simple sequence although they may need support to do this. They recognise small and large equipment and use it with basic control.

- move confidently and safely in a range of ways such as rolling, crawling, walking, jumping, sliding and hopping.
- participate in organised physical activities, eg: games and tabloid sports.
- move confidently and safely in a range of environment
- combine and repeat a range of movements, eg: circle games
- move with confidence in a variety of directions, eg: forwards, backwards, sideways
- demonstrate the control necessary to hold a shape or fixed position, eg: statues
- negotiate space successfully when playing racing and chasing games
- adjust speed or change direction to avoid obstacles
- jump off an object and land appropriately
- extend their vocabulary of movement such as gallop, skip and hop
- retrieve, collect and catch objects eg: rebound net activities, goal shooting
- use increasing control when using equipment, eg: throwing, catching or kicking a ball
- participate in games with simple rules
- mount stairs, steps or climbing equipment using alternate feet
- rides bikes/ trikes with direction and control

Health Knowledge & Promotion

Students show awareness of their own needs with regard to eating, dressing and hygiene. They are involved in routines that contribute to good practice in health and safety.

- take off own clothing independently when unfastened
- put on own clothes with verbal prompts without fastenings
- anticipate personal safety needs in familiar situations with verbal prompts, e.g. keeping fingers clear of door
- acknowledge the need for help and seek help when needed

Interpersonal Development

- operate independently within familiar situations

Personal Learning

Students take part in new tasks with support.

- persevere in repeating some actions/attempts when developing a new skill
- carry out routine activities in a familiar context, independently
- have a positive approach and show willingness to take part in new experiences
- display high levels of involvement in activities
- concentrate for lengthening periods when involved in appropriate tasks
- maintain attention and sit quietly when appropriate

Civics & Citizenship

Students carry out simple negotiations with others during familiar routines with adult support.

- show awareness of the results of their own actions
- demonstrate an understanding of the behavioural expectations in a variety of familiar contexts
- have a specific responsibility in the classroom, e.g. passing out bean bags
- identify important relationships in their lives, e.g., teachers



Dandenong Valley School Perceptual Motor Program

Literacy

- identify common objects and describe their use.
- state what they are doing
- carry on a simple two way conversation
- answer simple questions
- use prepositions; in on under down

Numeracy

- count when playing
- give one object to person in a group
- match colors- red, blue yellow
- demonstrate understanding of positional words- in on under

Science

Identify the features of living things in their environment eg parts of the body

Suggested Activities:

Students:

- cross pattern walk across a rope or line on floor
- hopscotch on mat or in hoops
- heel toe walk along line with arms outstretched
- position body correctly for log roll
- jump forwards, backwards, sideways on foam circles [space walk]
- hop briefly on either foot
- control the use of a rhythm ball around a circuit
- climb up and down steps independently using alternate feet
- pull up inclined plank using hands only
- jump off box landing on two feet in motor bike position
- participate in games such as simon says
- hit a suspended ball with a bat, with a single drop hit
- drop and kick a balloon ball to partner
- transfer bean bags while jumping from hoop to hoop
- perform basic "Angels in the sand" Isolate arms and legs

Suggested Music and Movement Activities

"Cool Aerobics for Kids" Georgiana Stewart

"Splish Splash Splosh" Channon and Jensen

"Look at me I'm Moving" Vol 1

"Look at me I'm Moving" Vol 2

"Playtime Parachute Fun" Georgiana Stewart

"Criss Cross" Track 3

"Crab Walk" Track 5

"Throw the Bean Bag" Track 6

"Stand Up Sit Down" Track 9

"Person to Person" Track 15

"Bean Bag Alphabet Song" Track 16

"Farm Gates" Track 7

"Making Bridges" Track 14

"Different Directions" Track 15

"Parachute Roller ball" Track 3



Dandenong Valley School Perceptual Motor Program

Stage Seven

Movement and Physical Activities

Students express themselves through repetitive and simple sequences and movement patterns. Their control and co-ordination skills are developing. They listen to instructions and stop and start with some accuracy. They work closely in pairs and small groups. They share and wait their turn. They are aware of changes that happen to their bodies when they are active.

- show increasing control in using equipment for climbing, scrambling, sliding and swinging
- use sequence of skills combining hand/foot and equipment in a game situation e.g. basketball
- participate in team sports with simple rules
- identify and collect the equipment they need for a specific game, e.g. hoops
- dress appropriately, with cues, for a specific physical activity.
- use the vocabulary of controlled effort, eg. strong, gentle, heavy, stretch, and floppy
- consider space around them as part of their planning for the way they move and use equipment
- understand how they feel during physical activity
- identify where they feel confident when participating in physical activities
- use appropriate vocabulary to describe the way they feel during exercise e.g. hot, puffed, good, tired.

Health Knowledge & Promotion

- identify the major parts of the body by their proper names

Interpersonal Development

- make purposeful relationships with familiar adults and peers
- show consideration of the needs and feelings of others
- use good manners on many occasions without prompting

Personal Learning

Students demonstrate independence in familiar situations and a willingness to engage in activities.

- show an understanding that they are not always the centre of attention
- stay involved in a self selected activity for an appropriate length of time
- demonstrate appropriate ways of getting attention, e.g. waiting, putting hand up
- show flexibility when things need to change
- select resources for a new task with minimal support
- listen to others while in large and small groups

Civics & Citizenship

Students demonstrate self control by following classroom rules and routines in different contexts in the school.

- understand the consequences of their own actions and begin to judge right from wrong
- take individual responsibility for a task
- attempt to negotiate with others in familiar situations
- respect the property of others, e.g. take care when sharing other people's things

Thinking

- remember previously successful solutions to problems
- show increasing independence in attempting to solve problems in familiar contexts



Dandenong Valley School Perceptual Motor Program

Stage Seven

Suggested Activities

Students:

- climb up a rope ladder
- propel scooter board around obstacles without touching them
- catch a thrown bean bag from the rebound net or launch board
- combine two activities eg: bouncing and catching a ball while walking a long a plank
- walk cross over pattern along a rope
- hit a suspended ball dropped for a single hit
- keep a balloon ball in the air by tapping with upturned palm
- hit a rolled tennis ball with a bat.
- swing on a trapeze bar and kick over a foam roll
- catch a bean bag off a launch board
- one handed ball bounce with dominant hand
- perform an obstacle course race against other students

Suggested Music and Movement Activities

"Aerobics for kids" Georgiana Stewart

"Brain Gym" Tessarose

"Look at me I'm Moving" Vol 2

"Farm Gates" Track7

"Making bridges" Track 14

"Different Directions" Track15

"Learning Basic Skills through Music" Hap Palmer

"Parade of Colours" Track 1

"Songs to Grow With" Lyn Thomas and Janet Stutley

"Left and Right" Track 3

"Ball Activity Fun" Jill and Michael Galline