



the  
education  
hub



Gill Connell Webinar Notes

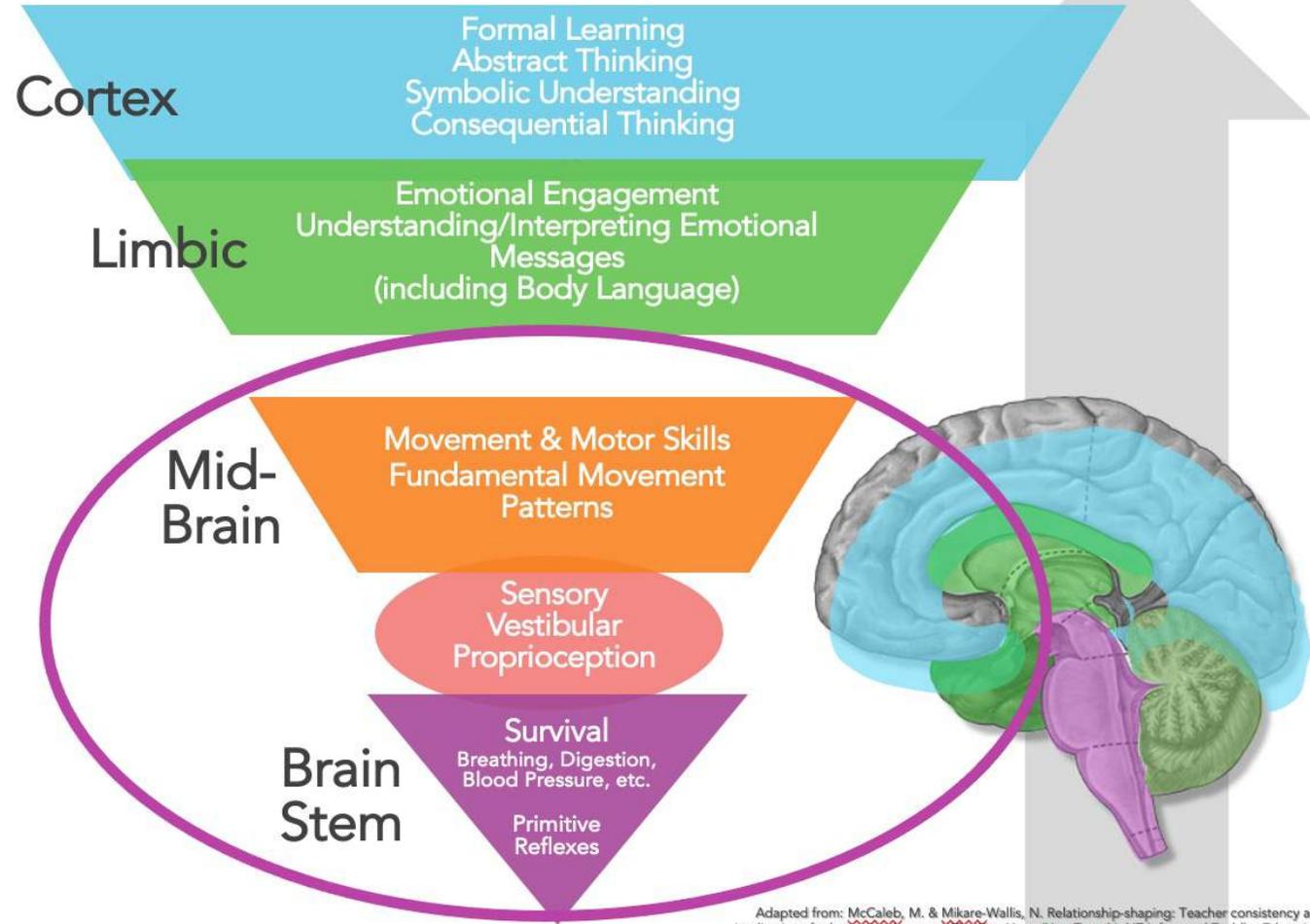


AMCIALC CHAPTER 1, 2, 3

**moving**  
Smart™

Mammalian

Reptilian

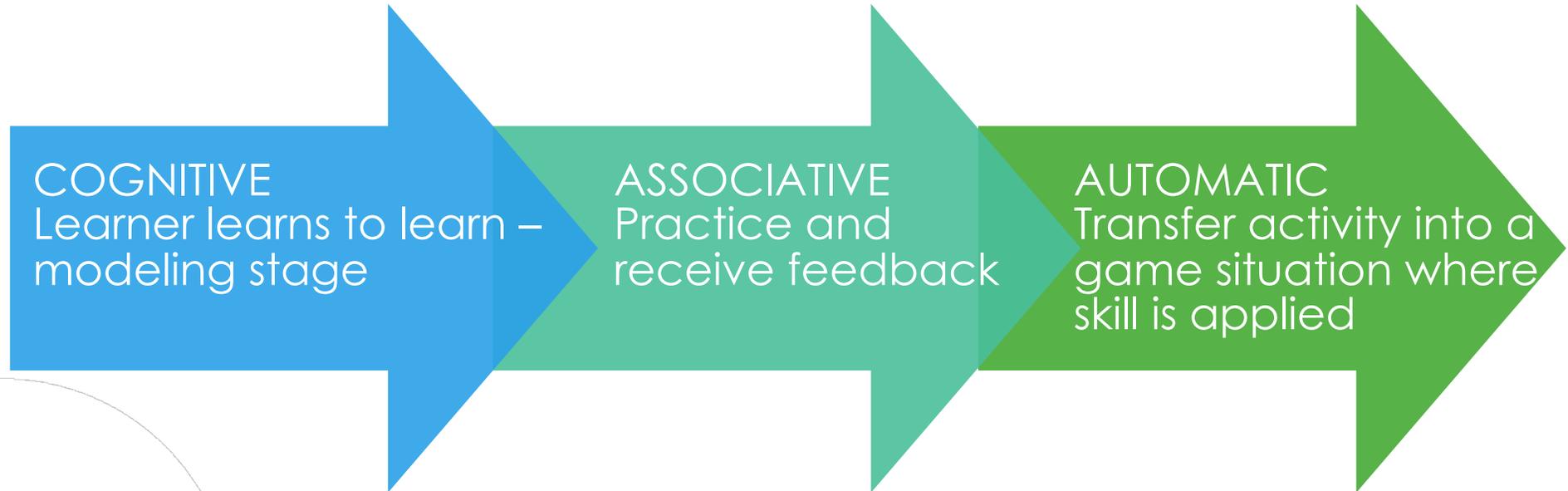


Adapted from: McCaleb, M. & Mikare-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. The First Years/Nga Tuatahi: NZ Infant and Toddler Education, 2013, 24-25

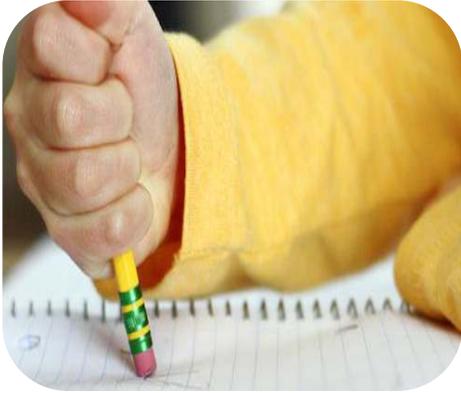
The brain prioritises movement in the early years.

# Automaticity

An essential foundation  
for all early learning



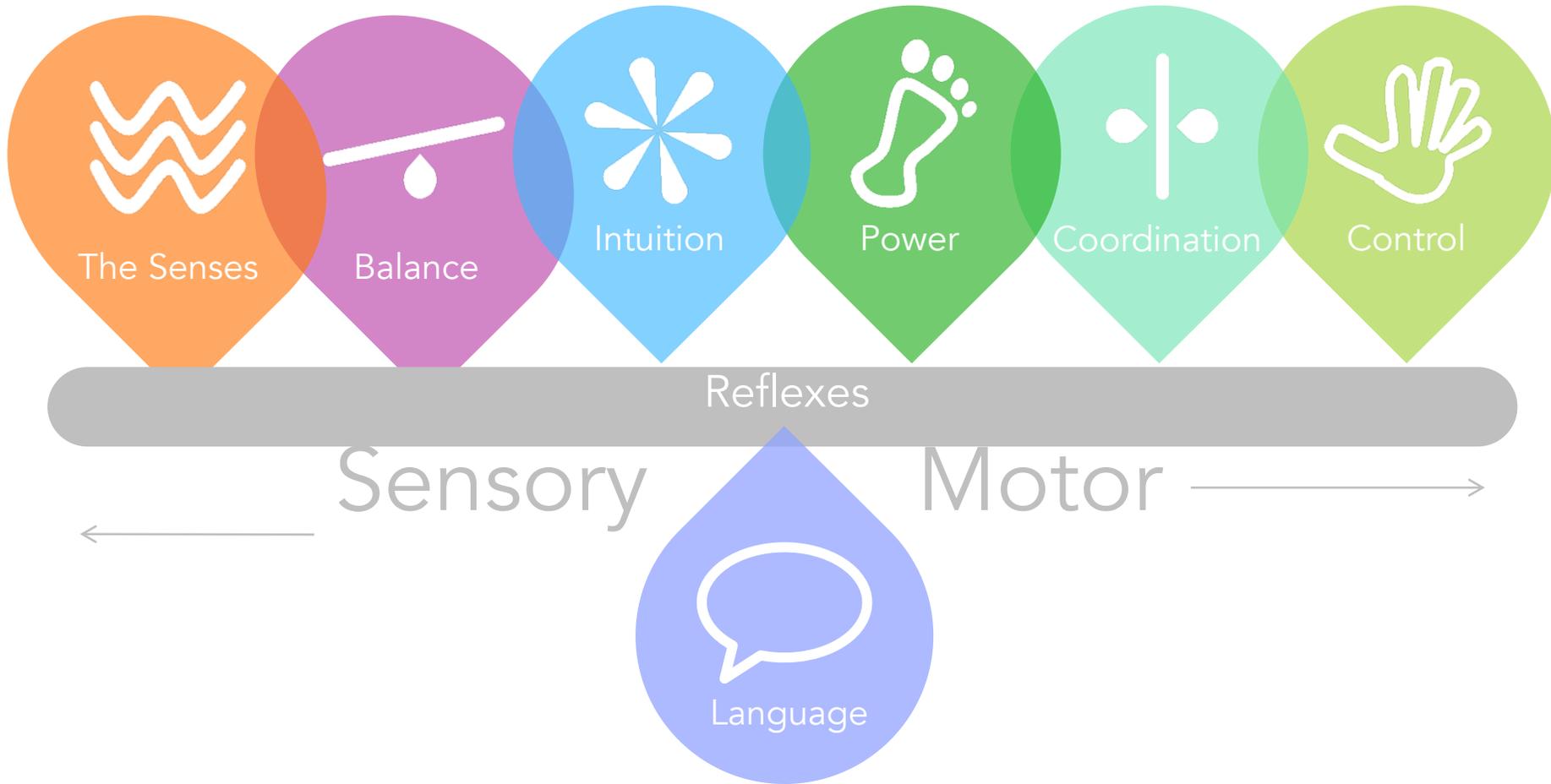
moving  
Smart™



# Hand Writing



The **Kinetic Scale** 



**ORGANISING PRINCIPLE**

# The Evolution of Independent Movement: A Guideline, Not a Mandate



Prenatal primitive reflexes: involuntary movement



Primitive reflexes in place at birth



Head control: first attempts



Awakening of senses with touch, massage, and skin-to-skin contact



Hand and foot recognition



Hip tips: attempting to roll over



Sensory discoveries: especially mouth



Rolling over onto tummy



Pushing up from tummy



Postural reflexes emerging



Studying facial expressions

## Crawling Matters

Crawling has enormous developmental benefits for young children. Both arms and both legs move in opposition to one another, which not only develops physical coordination, but also accelerates the growth of critical connections between the right and left sides of the brain.

Some children skip the crawling stage in favor of bottom shuffling, or they shoot straight up to walking. If that happens, encourage the child to crawl with push-along toys, such as toy cars and trucks.



Pincer grip



Crawling



Changing hands



Releasing grasp voluntarily



Sitting independently



Navigating small spaces



Pulling up to stand



Rocking



Up on all fours



Commando crawling



Mouthing things



Grasping



Cruising



Bobbing up and down, aided



Standing, unaided



Climbing up furniture or stairs



Eye-hand coordination: self-feeding



Marching



Balancing on one foot



Handedness: early signs



Temporal awareness



Manipulative skills emerging



Jumping forward on two feet



Upper body strength developing



Jumping on two feet



Bobbing up and down, unaided



Running



Walking unaided: toddling or waddling



Hopping



Climbing in opposition: opposite arm, opposite leg



Galloping



Midlines developing: isolated or complex whole-body movements



Hand and foot dominance developing



Leaping from standing



Crossing the midline



Leaping from running

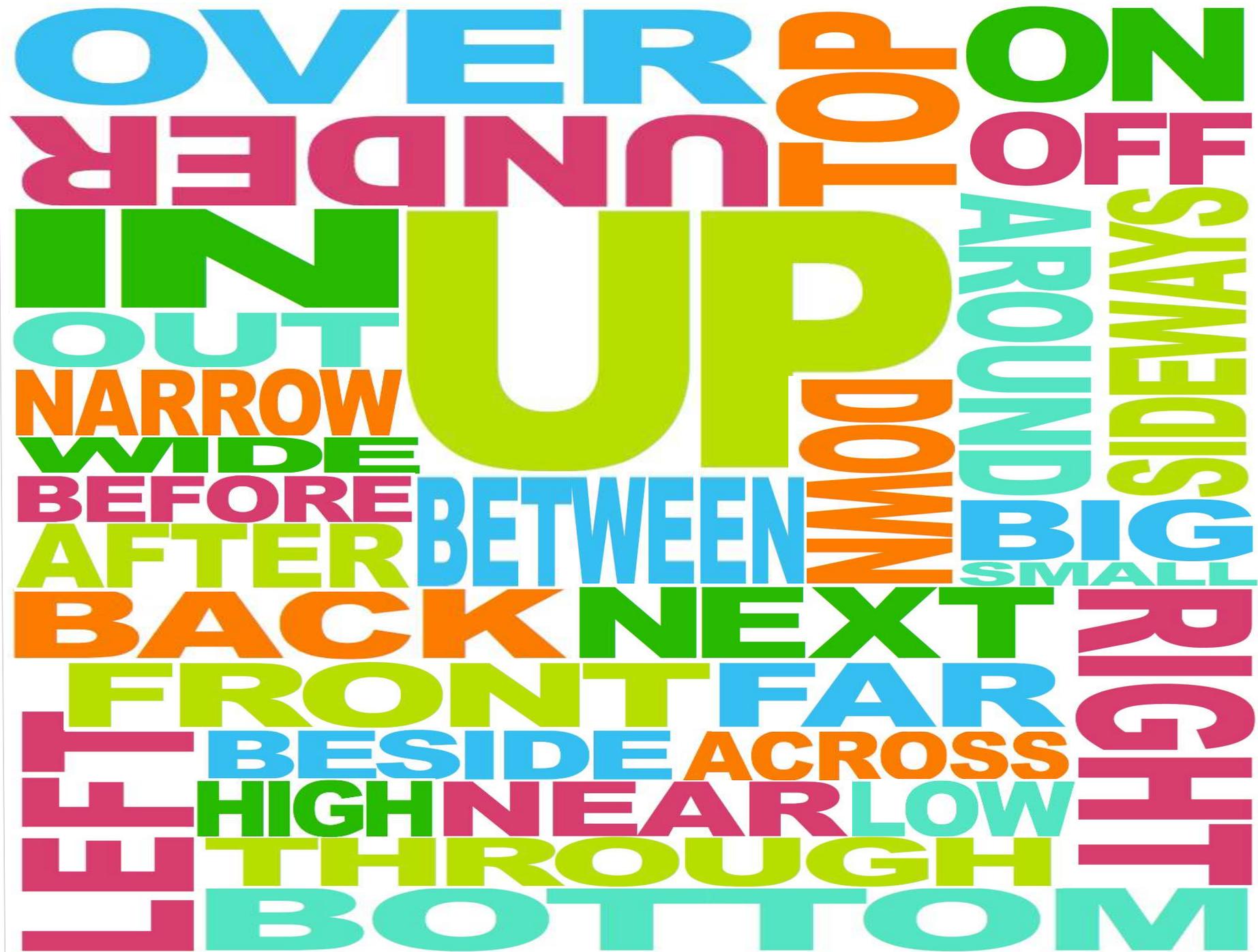


Skipping



Automated coordinated movement

Language +  
Experience =  
Understanding



# Reading the Moves

## The Chair Tipper

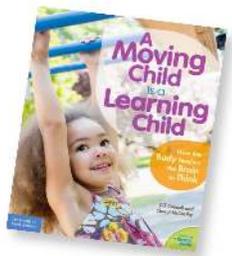
- Spinning
- Rolling
- Rocking
- Upside down

## The Eye Rubber

- Eye Fitness
- AMCIALC Chapter 6-7

## The Pencil Breaker

- Pushing & Pulling
  - Hanging
  - Weight Bearing
  - Huff & Puff
- AMCIALC Chapter 8



AMCIALC CHAPTER 8



AMCIALC CHAPTER 6-7



AMCIALC CHAPTER 8

# PMP Session 1

## EQUIPMENT SESSION

Activity 2 | 6 Stations

### EQUIPMENT REQUIRED

- feathers
- long rope (2m long)
- shapes & stands
- 3 mats end to end
- 5 hoops
- 25 bean bags

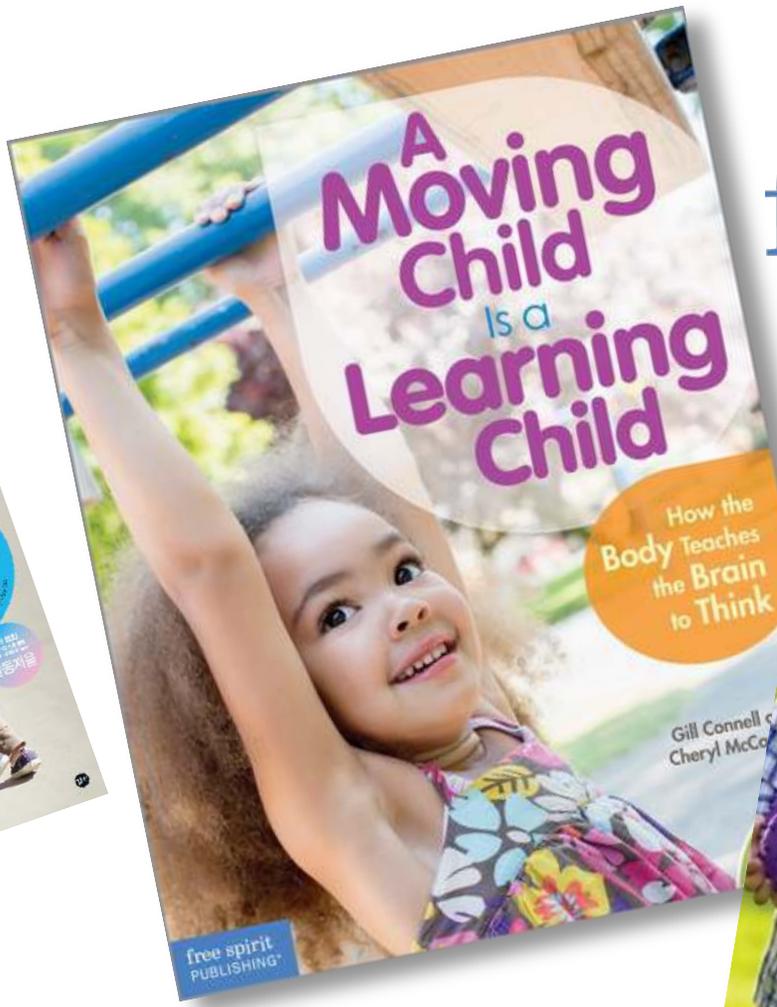
SENSORY	BALANCE Rocking; Rolling; Spinning; Upside Down	INTUITION Position; Spatial Awareness; Force; Body Awareness	POWER Flexibility; Stamina	COORDINATION Midline; Handedness; Complex Movements	CONTROL Position; Spatial Awareness; Force; Body Awareness
<b>EYE TRACKING</b> Repeat Activity 1. 	<b>SIDE JUMP</b> Two feet together, jump across the rope side to side from one end of the rope to the other.  Stop between each jump. 	<b>SHAPE CRAWL</b> Set up large shapes in stand.  Have children crawl through. 	<b>PENCIL ROLL</b> Place 3 mats end to end.  Have children pencil roll from one end to the other. 	<b>MONKEY WALK</b> Monkey walk back to the beginning of the tyres. 	<b>TWO – HANDED TOSS</b> Place 5 hoops on the ground .5m apart.  Have the child stand behind the line (masking tape on the floor 1m back).  Throw a bean bag in to each hoop. 
<b>HELP ME</b>	Eyes down, looking at feet.	Encourage child to crawl slowly.	Stop after one roll to ensure child is rolling with a straight body.	If the child cant maintain the monkey walk position, use crawl position.	Move the child closer.
<b>CHALLENGE ME</b>	Eyes up and speed up.	Crawl backwards.	Try rolling the other way.	Monkey walk backwards.	Have another line further back for the child to throw from.
<b>USE THIS LANGUAGE</b>	Across	Through	Along	Beginning	Into
<b>TEACHING GEM</b>	Ensure feet are jumping together.	Ask children to crawl through without touching the sides.	Ensure fingers always remain at top of the mat and body is long and straight.	Ensure child uses opposite arm, opposite leg movement.	Ensure the correct technique is used.

# MSPMP

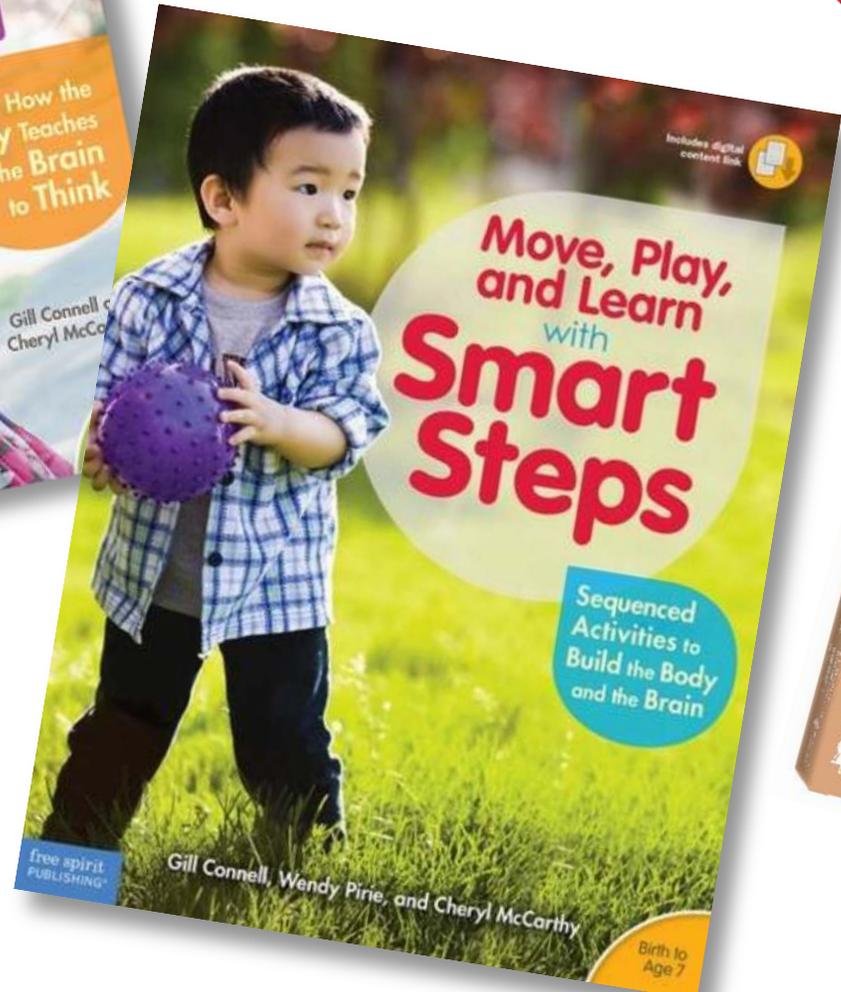
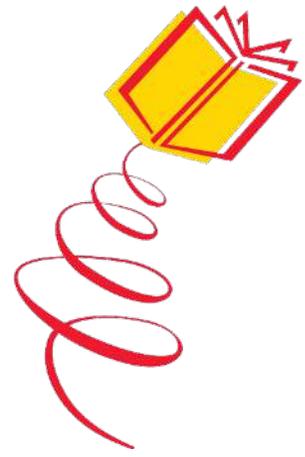
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