

Blue My Body

Body awareness

-Progress within body awareness should begin with children experiencing different things happening to their bodies to develop understanding of positioning and movement. The ultimate is to develop their ability move their bodies voluntarily and with control. The emphasis in this programme is on the physical movement, not on the understanding of the use of that movement.

--[]Show awareness (realisation and anticipation) of massage of hands/feet/arms/legs and various sensory stimulation on different parts of the body e.g. foot spa, silk material, fan

--[]Show awareness (realisation and anticipation) of a range of total body movements e.g. swinging, floating, rolling

--[]Show awareness of (realisation and anticipation) a range of different body orientations e.g. flat, bunched up

--[]Show awareness of (realisation and anticipation) where their body is in space e.g. on top, under, crawl through

--[]Show awareness of (realisation and anticipation) a range of pace of movement e.g. slow, quick, jerky, smooth

--[]Show awareness of (realisation and anticipation) different textures touching body e.g. cold, soft, rough

--[]Show awareness of their limbs being moved passively (realisation and anticipation) e.g. stretching in exercises or as part of action songs e.g. during sing and swing, music and movement

--[]Show awareness of (realisation and anticipation) objects in designated spaces touching different parts of the body

--[]Move their hands and arms with hand-under-hand support/hand-over-hand support and/or co-actively initiating movement and persisting at activity e.g. during music and movement

--[]Show awareness of body awareness songs and games - realisation of movement and self initiation e.g. head, shoulders, knees and toes or round and round the garden

--[]Actively move as part of body awareness activities (initiation, persistence, anticipation, exploration)

--[]To feel in control of their bodies and say yes / no / give consent (initiate activities, persist at movement)

--[]Show awareness and realisation of body changes as they get older.

Fine motor movement

-The programme is about physical development only, although the pupil's developing cognition and communication will enable them to use their movements intentionally to achieve specific ends.

-Reaching

--[]Bring their hands into midline

--[]Have objects of various kinds placed in their hands

- []Touch objects of various kinds with their hands
- []Touch objects in midline/on left/on right/cross midline
- []Touch objects with one hand/with two hands
- []Bend and straighten their arms
- []Reach for objects just out of reach — midline/right/left — one hand/both hands
- []Reach for objects and bring them close— midline/right/left — one hand/both hands
- []Reach for objects and grasp them whole hand
- []Reach for objects and grasp them pincer grasp
- []'Reach' /aim with feet to hit target/obtain object.

Grasping

-Opportunities should be given to grasp with both the left hand/the right hand and observe for signs of a dominant hand. It is important that objects are close enough to motivate students to grasp them.

- []Swipe objects e.g. hanging on activity arch
- []Open and close their hands
- []Close their hands round an object
- []Locate a hand-sized objects and try to grasp it
- []Hold hand-sized objects with palmer grip for increasing amount of time
- []Squeeze objects using the whole hand
- []Use whole hand to press switch,
- []Pick up objects using a whole hand grasp
- []Pick up and put down objects with several fingers and thumb
- []Locate small objects and try to grasp them
- []Hold objects using the pincer grip for increasing amount of time
- []Move at the wrist whilst holding objects,
- []Rotate arms while holding objects,
- []Hold onto a bar e.g. to hold themselves up for increasing the amount of time
- []Hold objects and put them in contact with another e.g. hang two objects together,
- []Put objects in a box, bang drum with stick
- []Crawl with object in hand,
- []Grasp objects that are unseen e.g. from in a feely bag

Releasing

- Opportunities to release from grasp
- [] Allow people to take objects from their hands
- [] Let go of hand — sized objects
- [] Put down objects using a whole hand grasp
- [] Pass objects from hand to hand
- [] Holds objects with two hands, stabilise them in one, and take other hand away
- [] Rotate arms and drop objects
- [] Swap objects from hand to hand
- [] Pick up and put down repeatedly

Manipulating

- Opportunities to manipulate materials
- [] Take objects to their mouths (exploration)
- [] Use their hands to manipulate objects and initiate movement e.g. shaking, banging, pushing, throwing
- [] Use whole hand/several fingers at once to press switches/buttons/keys on keyboard
- [] Use index finger to press buttons or poke objects
- [] Grasp felt tips/brushes etc. e.g. to make mark
- [] Raise arms and drop objects into containers
- [] Post objects into containers e.g. posting box
- [] Place objects in specific places with increasing precision e.g. simple board/jigsaw
- [] Rotate objects in their hands
- [] Re orientate objects in hands

Gross motor movement; Sitting

- Opportunities to demonstrate control in the sitting position
- [] Maintain head control
- [] Move their head in all directions
- [] Sit in a fully supported position
- [] Sit in a chair with sides
- [] Sit on a classroom chair without sides
- [] Sit on a range of different kinds of chairs

- [] Sit on a stool, edge of the bed with no back or sides
- [] Move their limbs in a sitting position
- [] Move their trunks in a sitting position
- [] Pivot round sideways in a sitting position
- [] Push or pull themselves to sitting from lying.

Gross motor movement; Standing

- Opportunities for gross motor movement, standing
- [] Stand fully supported,
- [] Stand with hands held or holding on
- [] Stand unsupported
- [] Move their limbs whilst standing with less and less support
- [] Pull or push up to standing themselves
- [] Stand up from a chair or stool
- [] Stand up from the floor
- [] Sit down with hands being held or holding on
- [] Sit down on chair or stool
- [] Lower themselves to the floor from standing.

Walking

- Opportunities to walk and move
- [] Walk fully supported
- [] Cruise along class furniture
- [] Walk with two hands held
- [] Walk pushing a walker
- [] Walk with one hand held
- [] Walk unsupported
- [] Take steps backwards e.g. to sit on a chair or toilet
- [] Change directions when walking supported
- [] Change directions when walking unsupported
- [] Walk on different surfaces
- [] Walk up and down slopes holding a rail
- [] Walk up and down steps holding a rail

--[]Walk up and down slopes

--[]Walk up and down steps

Mobility: Always consult with therapists to ensure that physical/health targets have been agreed between all the professionals before planning a mobility programme

-Opportunities for indoor mobility

--[]Crawl or bottom shuffle

--[]Slide on back/tummy

--[]Pivot on bottom or knees on floor

--[]Roll

--[]Rock/row backwards and forwards e.g. row your boat

--[]Push and pull people and objects

--[]Bounce on trampoline

--[]Throw and roll objects beanbag, balls

--[]Catch objects from bigger to smaller

--[]Move forwards and backwards

--[]Move in and out of objects e.g. tunnel, den, tent

--[]Move slowly and quickly maybe being pulled in a blanket at different speeds

--[]Move over and under objects/onto and off objects.

Outdoor mobility

-Opportunities for outdoor mobility

--[]Use playground/adventure equipment to swing, slide, rotate, climb and ride

--[]Ride bikes or trikes eventually pushing the pedals themselves

--[]Move over a range of different outdoor surfaces e.g. woodland trail, shopping precinct, grass, shingle, cobbles.

Emotional wellbeing

-Opportunities to develop emotional wellbeing

--[]Experience and explore a range of emotions

--[]Observe and realise a wide range of emotions including happy, sad, worried, angry, excited and bored

--[]To participate in activities that make them feel happy

--[]To experience shared moments of enjoyment, happiness and excitement

--[]To listen to their emotions being labelled so they can beginning to make links with how they are feeling.

--[]To explore and identify activities they enjoy and that make them feel calm / happy

--[]To initiate calming activities when needed

--[]To be supported to identify and deal with negative emotions

--[]To experience boredom and be supported to make independent choices about activities.

--[]To celebrate their achievements and persist at activity