

# Co-ordination

## Bilateral co-ordination

Bilateral co-ordination is the **ability to use both sides** of the body at the same time in a controlled and organised manner. Bilateral co-ordination shows that both sides of the brain are communicating which allow our hands and feet to work together. This not only allow us to achieve gross motor actions such as running, skipping and star jumps but also allows us to do daily activities such as writing, cutting with scissors, climbing stairs and cooking. Examples of bilateral co-ordination:

- Using both sides of the body to do the same thing, e.g. clapping
- Alternating movements, e.g. running
- Doing different things on each side of the body, e.g. writing with one hand and holding the paper with the other hand.



Bilateral co-ordination is learnt in stages:

- Use both hands at the same time
- Hold the one hand still and move the other hand
- Do something different with each hand.

Children who have not developed good bilateral co-ordination can find tasks where they need both hands - such as catching a ball, jumping and tying shoelaces -difficult.

## Hand Eye Co-ordination

This is the ability to guide the hand movements with the eye such as catching or striking a ball. Hand-eye co-ordination is also important for handwriting and reading.

We also need to develop foot-eye co-ordination to achieve tasks such as kicking a ball.

Children will develop gross and fine motor co-ordination if they are offered many and a variety of opportunities to run, climb, crawl through, manipulate puzzles, paint with fingers, throw, catch, kick, cut with scissors, jump, roll etc.

## Activities to help develop good Co-ordination

- Swimming – children will need to co-ordinate their arms, legs and much more in order to propel themselves forward without sinking.
- Swinging – children will need to learn how to co-ordinate many body parts to propel themselves forward and backwards.
- Movement to music / Dance