



## **Physical Development Policy**

### **Review Date: September 2014**

This policy was reviewed September 2014 by Samantha Tranter in accordance with revised Early Years Foundation Stage Guidance and The Movement Entitlement Framework for Early Years.

At Little Swans Day Nursery the named staff member responsible for physical development alongside nursery management is Letisha Powell.

Prime area of learning development: Physical Development

Aspects: **What should early years Practitioners be observing?**

**Moving and Handling:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **What are the physical development requirements within the Early Years Foundation Stage?**

*'The physical development of young children must be encouraged through the provision of opportunities for children to be active, interactive and to improve their skills of co-ordination, control, manipulation and movement'*

*'Children must be supported in using all senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food'.*

### **Aim:**

The aim of Little Swans day nursery is to promote awareness, enthusiasm, enjoyment, motivation and confidence at a level which is appropriate to the individual child. We aim to support physical development of children with safe but challenging environments both inside and outside. Physical development, physical activity and play underpin significant development and learning opportunities for young children.

At Little Swans we believe that all children should have a physical entitlement to physical development, physical activity and play. We recognise that this supports learning across all areas of development and develops physical fitness, health and well-being.

**Delivery of curriculum:**

We provide access to indoor and outdoor play activities each day and in all weathers. This gives all children opportunity to explore experiment and refine their movements and actions unhurriedly. Staff acknowledge that there is a wide variation in children's physical abilities. Every child's efforts are appreciated and every child is encouraged to progress at their own rate in order to reach their full potential.

The importance of children being provided with activities and experiences to progress physically is embedded in our planning. It gives staff flexibility in order to adapt to the variety of children's needs and interests.

**Curriculum Planning:**

Objectives and activities are planned on a weekly and daily basis. Each child will have the opportunity to use a variety of equipment whilst they are in nursery. Much thought is given to safety: providing a safe, clean environment, using and moving equipment safely and giving consideration to others with the emphasis on stopping, listening, evaluating and reflecting.

**Objectives:**

- To provide a balance of activities to support physical development, physical literacy\* and well-being of each child.
- To provide sufficient space (indoors and outdoors), time and resources to allow effective physical development.
- To provide additional support where required for each child and to plan additional support and resources for children in our care with motor impairments or physical disabilities to ensure equal access and learning (see SENCO and Inclusion Policy).

*'Physical Literacy is: the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at a level appropriate to the individual- throughout life'.*

**How we deliver our objectives?**

All the activities we do at Little Swans are central to each individual child's development. We Aim to meet every child's individual needs through our planning and observations.

- The activities will include areas such as hygiene, healthy eating and exercise. Children are encouraged to think about their own health and bodily awareness. Staff encourage children every day; morning and afternoon to eat healthy snacks such as fresh or dried fruit as well as drinking plenty of water and milk. Giving children choices promotes their understanding of the healthy option.
- Activities carried out both adult-led and child-initiated will link into all areas of learning and development within the Early Years Foundation Stage. Confidence, self-responsibility, enjoyment and enthusiasm will be developed through structured free play and adult directed activities with the emphasis on supporting individual children and tracking their progress.
- Appropriate provision will be made for all children to manipulate large and small pieces of equipment in order to develop both fine and gross motor skills/control.
- All equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.

- Skills of co-operation turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

### **Movement**

#### Movement potential

- Enjoy, choose, take roles, belong, be included, be successful, have a sense of awe, praise, enquire, be curious, be self-aware and take risks.

#### Movement Interaction

- Be confident, take the lead, solve problems, reflect, make decisions, observe, be fair, work with others, be independent, listen, use relevant language and cooperate.

#### Movement Environment

- Use of range of objects, respond to texture and surfaces, be spatially aware, predict, be safe, challenge, be free, explore, use senses, accept and follow rules, plan and engage with adults.

#### Movement Competence, influence and impact

- Be physically active, balance their body and objects, control their body and objects, coordinate their body, increase body endurance, increase body power, be precise, use gesture relevantly, speak, manipulate objects, write, create and use space.

### **Sense of space**

- Role play activities giving children the opportunity to create pathways
- Giving the children the opportunity to create their own spaces
- Group games or rhymes which involve following or imitating
- Encourage games and activities which involve following or imitating
- Discussions about body parts, activity and space of others
- Singing action songs (e.g. head, shoulder, knees and toes)
- Using actions of others which occur spontaneously to extend children's knowledge and learning

### **Health and bodily awareness**

- Discussions about keeping safe, fit and healthy
- Discussions about eating a healthy diet
- Encouraging children to make decisions by choosing between different types of fruit at snack time, cooking activities and meal times
- Providing opportunities for children to speak about health issues
- Children participate in physical activities within the community; weekly trips to the sensory room, local playgrounds, organised outings as well as local walks

### **Using Equipment**

- Outdoor play using a variety of equipment e.g. slides, hoops, and balls, climbing frames and cars and bikes.
- Play with wheeled toys e.g. push – along trucks, tricycles and bicycles
- Practicing kicking, throwing and catching large and small balls with increasing control
- Use climbing equipment to learn how to use alternate feet to go upstairs or walk along a balancing beam
- Exploring open ended resources e.g. tyres, boxes etc...

### **Equal Access**

Each child regardless of ability is entitled to free, equal access to the physical development curriculum. It is therefore important that children wear clothing which is practical and suitable for physical activity. Children need to explore their boundaries so they can begin to understand the concept of risk taking and what this means for them.

### **Gender**

Staff observe and monitor activities in terms of gender access e.g. ensuring that girls have access to large block play, the climbing frames, wheeled toys and football, as well as ensuring that boys have opportunities to take part in activities such as painting, sewing, collage and the home play area. Staff play an important role in initiating and taking part in activities often seen as those traditionally carried out by members of the opposite sex.

### **Additional Educational Needs**

Children with additional educational needs are encouraged to take part in all activities, not being seen as separate or unable to be included. Planning for those children is often carried out following advice from external agencies e.g. physiotherapists and occupational therapists.

Equally, if activities have been specifically planned and designed for children with physical disabilities all children can be encouraged to take part.

Staff are aware that modification of the learning equipment /environment may be needed to ensure all equal access for children with a wide range of disabilities – visual, auditory or motor disabilities.

For children with a high level of ability, special provision must be made to meet their specific needs through planning indoor and outdoor areas to allow for increased choice and challenge.

### **Safety Issues**

Children's safety is of paramount importance (see health and safety policy). However children need to take risks and face challenges in physical activity e.g. climbing independently.

### **Health Promotion**

We are a Health Promoting Nursery and as such are very aware of the health and well-being of children, parents and staff. In addition to nutrition and exercise, we want to encourage healthy lifestyles in a wider sense: self-esteem, mental and emotional well-being.

### **Recording and Assessment**

Records of the children's development and progress in physical development are made following ongoing observations and assessments. Written records are kept on individual children and recorded in their learning journeys and tracked. Alongside these observations, staff make judgements about their achievements in relation to the descriptors outlined in the Framework for the Early Years Foundation Stage.

Assessments of the children's experiences of the physical development curriculum are shared with parents verbally, during parent's evening and on children's reports including next steps for development.

This policy will be monitored and reviewed annually.