



Physical Development Policy

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to their full.

Physical development in the Foundation stage is about improving coordination, control, manipulation and movement skills. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being. (Early Years Foundation Stage - EYFS). Emotional and physical health is inter-dependent. Social and emotional development takes place throughout our lives but the critical foundations are laid in early childhood. At Selly Oak Nursery School we aim to give all children the best opportunities for effective physical development and meet their physical entitlement.

We aim to:

- provide a safe and stimulating environment to enable children to develop their physical skills
- instil confidence through the use of large and small equipment and space.
- develop body awareness and control.
- develop an awareness of basic safety.
- recognise the importance of being healthy
- develop cooperation and turn-taking.
- experience working with a variety of contrasting stimuli.
- encourage enjoyment and pleasure from physical activity.
- continue to maintain the requirements of the Healthy Settings standards.

Objectives

To:

- provide children with opportunities to work freely in the outdoor environment with a cross-curricular approach.
- provide children with opportunities to develop specific skills through structured teaching sessions.
- inform parents/carers of planned sessions and invite participation both in school and home through the Top Start program.
- access outside specialists for specific activities.
- observe, assess and plan for the next stage in learning.

Staff Training

Staff are trained to meet the requirements of the EYFS. Good practice is disseminated amongst all staff. Key members of staff are trained in the TOP Start program and in the delivery of the Forest School curriculum.

Other members of staff have had training in dance activities and in the development of fine motor skills. All staff have had training in the use of the Outdoor Environment.

Curriculum

At Selly Oak Nursery School children are able to use the outdoor classroom area freely during child-initiated time. Staff prepare for outdoor play with the same precision as indoor play. We believe that outside play should provide quality learning experiences that support and develop learning. Opportunities for outdoor learning are available on a daily basis. A member of staff supports play in each area.

Each week all children access an adult directed gross motor skills teaching session. Children go into Forest School one afternoon each week (Parents/carers are welcome to join these sessions).

There are many opportunities for children to develop fine motor skills both in child-initiated and adult directed activities.

Health and Body Awareness.

Children are encouraged to be active and recognise changes in their bodies, before, during and after exercise. Through regular circle time discussions children have an awareness of:

- foods which they need to keep healthy
- the importance of good health and hygiene practices
- the importance of regular exercise and a healthy diet

Children/parents/carers are encouraged to read the menu each day and are able to discuss the meals offered with staff.

Children/parents/carers have the opportunity to take part in a variety of outings throughout the year e.g. a farm visit, the Lickey Hills and a summer outing. We welcome outside specialists to enhance the curriculum (e.g. Bollywood dancing, healthy eating puppet show, Bhangra Tots, Yoga bugs.) These activities depend on funding.

Assessment

Ongoing observations and assessments during child-initiated and adult directed activities inform planning for the next stage of learning and comments are made in the child's profile. Annotated photographs provide further evidence of learning. Information is shared with parents/carers and outside agencies where necessary.

Safety

All children must be reminded of basic safety rules during indoor/ outdoor physical activities and why we have these rules. To:-

- look where they are walking, running, throwing, kicking the balls, riding the bikes.
- keep bikes and wheeled toys in the appropriate area.
- dress appropriately for the weather conditions.
- come down the slide and not walk up it.
- use scissors and tools appropriately.

During indoor PE sessions children should be encouraged to remove their shoes/socks/tights and place them in the red baskets.
Staff should also go barefoot or wear pumps and appropriate clothing.

EQUIPMENT TO PROMOTE GROSS PHYSICAL DEVELOPMENT

- Large climbing apparatus
- Road Safety set
- Bikes, scooters, wheeled toys
- Scarves/Weaving/Dance/Music/Action songs/C.D'S/Tapes
- Sand/Digging implements/Watering Cans and Plant Pots
- Bats, balls (large and small)
- Beanbags
- Large construction equipment
- Stilts
- Quoits
- Paint/Large brushes.
- Tunnels/barrels
- Balancing equipment
- Activity centre
- Skipping ropes, hoops
- Parachute games
- Dressing-up Clothes
- Lengths of material
- Big Boxes/Crates/lengths of guttering
- Cones
- Dance mats

FINE MOTOR DEVELOPMENT

- Sand/Water play
- Mark making implements e.g, pencils, crayons, brushes, felt pens, stampers, small objects to print patterns.
- Portable unit for outdoor activities
- Threading apparatus, e.g. beads, weaving, cards, and sticks
- Pegs/Boards
- Jigsaws
- Small world play
- Construction toys
- Remote controlled toys
- Use of computer, camera, other ICT equipment
- Scissors
- Hole punch
- Staplers
- Glue sticks
- Collage
- Cooking tools
- Play dough, clay and plasticine
- Clothes pegs
- Dressing up, doll dressing
- Wood work
- Musical Instruments

FOREST SCHOOL
(See file)

Date agreed by the Governing Body.....

Signed: (Chair of the Governing Body).....

Review Date:.....