

Physical Development Policy

In the Revised Early Years Foundation Stage, Physical Development is broken down into two aspects:

- Moving and Handling
- Health and Self-Care

Moving and Handling

Young children have to learn skills such as walking, balancing and not bumping into things. As well as developing the gross motor skills required to move about safely. Children also need to develop control of all the smaller muscles which move when we pick something up or put it down - these take time to develop and come through using and playing with objects such as spoons, cars, jigsaws and other playthings. From this early start children develop body-confidence which encourages them to want to push a car along a track, ride a scooter or jump in a puddle. As children develop control and coordination they eventually learn how to handle items such as a felt pen, a pair of scissors or a paint brush.



Health and Self-Care

Through Health and Self-care children find out about the effects of a healthy life style on their bodies. This includes all the factors that affect healthy development including making healthy choices in relation to food. It also includes managing their personal needs, such as dressing, when it is appropriate.



What Children will develop and learn through Physical play

- learning coordination and control in large and small movements
- developing confidence in moving in different ways
- learning to use tools competently
- building stamina, energy, confidence and strength
- learning the importance of and how to keep healthy
- learning to manage basic hygiene and personal needs independently



Whole body movement and travel enable children to become coordinated, strong and confident. Fine motor movements help them to learn to use tools, pencils, scissors and to deal with their own clothing.

Also children at Surbiton Children's Centre Nursery learn about using the toilet and hygiene, eating and drinking independently and about a healthy diet and lifestyle in ways that are meaningful to their age group.

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through positive relationships

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Children develop and learn in different ways and at different rates

Aims and Objectives of Physical development policy

- To provide activities that require appropriate physical challenge
- To provide adequate space both indoors and outside to set up various learning opportunities

- To ensure that all children participate in gross and fine motor activities using a variety of equipment to develop specific skills
- To introduce the language of movement to children when performing actions
- To provide time and support to children with disabilities or motor impairments to develop their physical skills
- To use additional adult help to support individuals and to encourage increased independence in physical activities
- To provide resources for children to engage in a healthy lifestyle
- Daily exercise time and weekly Dance sessions
- To promote independent self-care



Implementation

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Surbiton Children's Centre Nursery and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Staff will implement this policy through:



- Providing spontaneous access between the indoor and outdoor environment on a daily basis with sufficient time to persist and learn from their experiences
- Providing opportunities to enable the child to progress with small manipulative apparatus
- Working effectively in comfortable and appropriate positions
- Giving children the opportunity to use specialised equipment appropriately, e.g. climbing frame, slide, woodwork tools, kitchen utensils etc. to develop control of their bodies and the way they move
- Providing co-ordination, control and ability to move effectively, there will be opportunities for the children to run, climb, jump, balance, swing, slide, tumble, throw, catch and kick, etc



- Providing small apparatus such as bats, balls, hoops etc. To help the child develop skills in throwing, catching, kicking, rolling etc., and also to improve social and communication skills
- Giving the children opportunities to partake in free dance, ring games and

action rhymes. Re-enacting a story to music or with props enables children to express feelings and to practice different emotional responses

- Providing ample opportunities to develop an awareness of space
- Emphasising appropriate behaviour when moving self and equipment to re-enforce safety procedures. Taking care and being courteous will be re-enforced by modelling and by given praise, which gives children more confidence and success in designing and making models and objects
- Providing opportunities for cutting and sticking which gives children more confidence and success in designing and making models and objects
- Providing opportunities for children to practice large-scale movements such as climbing under, through, over, around and between and small-scale movements with tools and equipment so that they learn to practice new words and ideas in practical situations
- Providing a range of opportunities and resources to develop mark making in both the indoor and outdoor environment
- Regular outings to develop our Forest School approach to learning and outdoor provision



Record Keeping and Assessment

Guidelines for record keeping and assessment are as follows:

- assessment should take place through observation of the children during sessions and positive verbal feedback should be given to pupils about their progress
- assessments should inform future planning
- practitioners should report children's individual progress and curriculum coverage to parents in annual reports and at consultation meetings
- any classroom support should be deployed in the most appropriate and effective way, promoting access to the curriculum
- Safety



- Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

- We promote the good health of the

children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

- Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink.



