



Physical Development Policy

This Policy applies to St Giles Nursery School and St Giles Nursery School Pre2s

POLICY FOR PHYSICAL DEVELOPMENT

What is Physical Development in the Foundation Stage?

The **Development Matters 2020** states that:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence'.

This "Prime Area" recognises the need to promote an awareness of the fundamental importance of developing a healthy lifestyle and an understanding of making healthy lifestyle choices from an early age. All areas of learning are connected together. (Dev Matters 2020).

To this end, at St Giles Nursery School, we recognise;

Each child is Unique

"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured". EYFS 2012

- We value each child as an individual, accepting their individual needs and rates of development
- We recognise each child as a competent learner and skills developer in gross and fine motor activities.
- We accept and recognise each child's ability, disability, gender, race, and cultural background, so enabling them to enjoy equality of opportunity and support to reach their full potential.
- We aim to support children in recognising that their views count and that their opinion is valued eg in following children's interests and being flexible. All children deserve to have an equal chance of success.

The Importance of Positive Relationships

- We aim to guide and support our children's developing physical skills and understanding of how their body functions by careful observation, assessment and then planning.
- We aim to motivate our children to enjoy an active lifestyle by giving them opportunities, space and time to develop their gross and fine motor skills.
- We encourage children to transfer physical skills learnt in one context to another one; with confidence and support of an engaged adult.
- We aim to encourage our children to take manageable risks in their play, to challenge themselves and increase their self-confidence, whilst ensuring their safety.
- We aim to support our children and their families' understanding of how exercise, healthy eating, sleeping and personal hygiene practices promote good health and well-being.
- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own.

The provision of an Enabling Environment

“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 carers.” EYFS 2012

- We aim to provide challenging, flexible, motivating resources and opportunities which support and develop the skills, independence, creativity and imagination of each child.
- We aim to create an environment where it is “safe” to make mistakes, to share thoughts and ideas, explore different options, and work collaboratively.
- We aim to provide a place where children are able to persevere, concentrate and pursue their own interests.
- We aim to provide resources which are accessible and organised in ways which encourage independence and responsibility (Continuous Provision).
- We plan daily opportunities for energetic play, group activities, and opportunities for children to explore and practice safety, self-care and health lifestyle.
- We provide time and enhanced provision for children with additional physical needs or motor impairments to develop their physical skills and reach their fullest potential. The school works closely with Support Specialists such as occupational/physiotherapists, teachers of visually/hearing impaired children, and others to ensure that additional physical needs are resourced appropriately.
- We will make use of materials and resources to identify and support children at risk of developmental delay in this area (which has been shown to have a significant impact on children’s learning and development in other areas).
- We offer regular and sustained Forest School and Orchard Adventures for the 3-4 year olds

Learning and Teaching within Physical Development

Learning

At St Giles Nursery School the children are;

- given time, space and opportunity to explore, experiment and repeat movements and actions in order to develop their co-ordination, agility, strength, confidence and self-esteem.
- provided with an environment which is exciting, challenging, well-resourced and safe.
- encouraged to access physical activity within all areas of learning eg counting hops and jumps in mathematics, arranging with pose parts, dance in expressive development. Enjoying counting bags with fine motor manipulation.
- encouraged to take risks and learn from their mistakes as well as their successes.
- supported in child-initiated/ independent activities eg staff may support children in finding resources which will enable them to explore rolling down a grassy bank.
- encouraged and supported to become independent in self-care eg fastening own coats, washing hands, having snack.
- valued and rewarded for their efforts, thereby promoting self-esteem and a desire to keep trying.
- acknowledged to develop at different rates, in their own ways, in their preferred style.

Teaching

At St Giles Nursery School Practitioners;

- recognise and are committed to the value of physical activity and the importance of promoting healthy lifestyles. We aim to share these beliefs and promote understanding with parents and carers as well as with the children eg through involving them with gardening projects, asking for their support with group walks and trips, Healthy Living, Family Fun-Days and forest school volunteers.
- plan to ensure that the children have access to daily opportunities for daily physical activities both indoors and outdoors and in all weathers in line with the Chief Medical Officers recommendation of 180 minutes physical activity each day.

- zone the outdoor play area to enable specific skills to be taught safely.
- plan and support child-initiated activities which develop fine and gross-motor skills, and those which promote health and self-care.
- Observe and listen to children to better understand their interests and provide opportunities/resources for child-initiated learning.
- act as role-models in demonstrating the safe use and manipulation of resources as well as allowing children time for exploration and experimentation eg using scissors.
- support children’s understanding of their movements and actions by “narrating” their play so that they can begin to understand the vocabulary of movement alongside their actions.
- counter any stereotypical behaviours eg encouraging and including all children regardless of gender or ability to participate in playing football, digging, construction, home-play etc.
- provide appropriate support/resources for children with additional mobility or learning needs.
- provide appropriate levels of support to children when they are getting dressed to go outdoors, using dress-up clothing or in using the toilet or bathroom, which will encourage them to develop independence in their self-care skills, eg encouraging a child to pull up their zip once fastened, take-off their own clothing if they are being changed.

Planning for Physical Development

Planning at St Giles Nursery School is devised in line with the Early Years Outcomes and Development Matters (2020) framework and Guidance (Early Years Outcomes) and from observation and assessment of children’s needs. It includes;

- Continuous Provision for Outdoor Play and Fine- Motor development
- Elements within PSED planning which have a direct link with Health and Self-Care eg “hand-washing”, “I can make choices for myself” and “Keeping Safe”
- Medium Term Planning for Physical Development – includes indoor and outdoor progressive opportunities for gross and fine motor.
- Short-Term “Focussed” planning – weekly. To ensure that basic skills are taught. Children at their development age and those requiring challenge or support are clearly identified. Staff can easily differentiate the activity to offer challenge or smaller steps as necessary. Staff record any significant progress or difficulty on this sheet so information can be shared between the whole staff team.
- Specific focused group times include opportunity for physical development, e.g music dance, counting and fine motor e.g squiggle while you wiggle and flappy flags.

Planning for Physical development takes account of;

- Individual stages of development within development phases (EYFS 2020) with an understanding that children develop at different rates and in different ways. Guidance from Birth to Five Matter (2020) and offer specific guidance made accessible for staff on Padlet of G drive
- Observations made of the children.
- Individual Learning Plans for children with additional needs.
- Characteristics of Effective Teaching and Learning
- Reflection and Improvement

2-3 years:

		Autumn 1	Autumn 2	Spring 1
PD	Movement & Stillness	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p>	<p>Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can move by walking and stopping.</p>
	Co-ordination and Team activity			I can take turns and wait for my friends on obstacle courses.
	Using Tools	<p>Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.)</p> <p>When holding crayons, chalks etc, <u>Makes</u> connections between their movement and the marks they make.</p>	<p>Explore different materials and tools. (Playdough, real tools, hammers)</p>	<p>Holds mark making tools with thumb and all fingers.</p> <p>Develop manipulation and control (one handed tools).</p>
	Finger Gym	<p>I have a controlled grasp and release. I can bang, drop and take items from containers or shelves. E.g.</p> <ul style="list-style-type: none"> _ Removing and posting shapes from a shape sorter toy _ Taking blocks/bricks out of toy buckets _ Removing toy people from dolls houses/toys buses etc. _ Removing pieces out of inset jigsaw puzzles <p>I am able to demonstrate a developing palmer grip.</p>	<p>I have a strong palmer grip</p> <p>I can point and poke to demonstrate finger isolation.</p>	<p>I am developing my tripod grasp</p> <p>I have effective pinch and thumb control (finger opposition)</p>
	Independence and being healthy	<p>Try a wider range of foods with different tastes and textures.</p>	<p>Placing a drinking cup down on the table surface after drinking. Initially this could be a beaker with a lid. As the child develops introduce a cup without a lid but only put a small amount of drink in the cup to avoid excessive spills. If necessary use a weighted cup that will right itself if not placed own flat.</p>	<p>I am beginning to spread butter</p> <p>I can drink from and open rimmed cup independently.</p> <p>I can wash my own hands, with adult support.</p>



3-4 years:

PD	Movement & Stillness	<ul style="list-style-type: none"> I can move by walking. I can move by balancing. I can jump. I am beginning to explore bikes, trikes, and scooters. 	<ul style="list-style-type: none"> I am learning to skip with my two legs. I am beginning to hop. I am learning to stand still. I am beginning to know how to freeze my body when the music stops. 	<ul style="list-style-type: none"> I can crawl. I can run fast. I can roll. I can slide.
	Co-ordination and Team activity	<ul style="list-style-type: none"> I can dance and sometimes cross the mid-line. 	<ul style="list-style-type: none"> I am learning to play ring games. I am learning to play games with the parachute or yoga. 	<ul style="list-style-type: none"> I enjoy engaging in a range of dance and yoga activities.
	Using Tools	<ul style="list-style-type: none"> I am beginning to learn what equipment to use safely for what task. 	<ul style="list-style-type: none"> I am beginning to choose the right resources to complete a challenge safely. I am beginning to understand other people can help me complete a challenge. 	
	Finger Gym	<ul style="list-style-type: none"> I am engaging in a range of activities to increase my hand and wrist dexterity. 	<ul style="list-style-type: none"> I am beginning to use scissors to snip paper. I am beginning to hold my pencil/graphite/crayons so I can squiggle draw. I am beginning to hold a knife and spoon correctly. 	<ul style="list-style-type: none"> I can use a screwdriver. I can thread bolts, beads and other fine motor items.
	Independence and being healthy	<ul style="list-style-type: none"> I am learning to take off <u>my</u> shoes and coat. I am accessing the toilet with adult support. I can wash my own hands. I am beginning to know when my hands are dry. I am beginning to know what is healthy for me. 	<ul style="list-style-type: none"> I am beginning to know how to put on my outdoor suit with adult support. 	<ul style="list-style-type: none"> I am beginning to use the toilet independently. I am beginning to not need changing for accidents. I am beginning to know what food and drinks are healthy for me. I can tell you why I need to clean my teeth.



SGNS 3-4 Curriculum Sequenc

Observation, Assessment, Monitoring and Record-Keeping

Children’s skills and stages of development are observed and monitored by key people and the whole teaching team. Observations may be long or short and supported by evidence such as annotated photographs using iPads with Tapestry software. These observations may also include Levels of Well-being and CoETL and Involvement (Laevers).

Records of individual children’s progress and achievement are kept electronically as part of each child’s summative assessment on Tapestry. These observations and records inform planning, identify opportunities for the child, may identify a learning difficulty or talent, and provide the school with the means to monitor cohort progress and collect data on the effectiveness of the provision.

Data collected each term will identify children requiring additional support of challenging in the two strands of this specific area of learning (see Medium Term Planning and accelerated Progress Tracker).

Children’s progress in Physical Development is shared with parents/carers during the child’s Curriculum Consultation at the mid-point of their time at Nursery. This enables two-way sharing of information and the planning for progress for children with whom

we have concern. Other opportunities to discuss children who are at risk of development delay are made regularly throughout the year.

Supporting all of our Children's Needs

- Provision will be made to meet the individual requirements of children with any additional needs, to enable them to make progress in their Physical Development and achieve their full potential, eg through specific targets as part of an Individual Learning Plan.
- Staff will liaise and work closely with other professionals involved with the child and respond to the advice they offer.
- Where possible and necessary, resources and equipment to support children with additional needs will be procured from other agencies.
- We will make use of materials and resources, e.g. Tapestry, Early Years Toolkit and Sensory and Physical needs (Oxford County Council) to identify and support children at risk of developmental delay in this area (which has been shown to have a significant impact on children's learning and development in other areas).
- Include pathways of support children's therapy services etc see Castle lesson notes.

Health & Safety – Managing Risk

At St Giles Nursery School we believe that risk-taking is an integral part of promoting physical competence.

“It is counter-productive to focus on keeping children away from every risk, however slight. We are likely to create a boring environment for them, without challenge or excitement. We also project an image of ourselves as people who block children's interests and curiosity” Jennie Lindon, “Too Safe for Their Own Good” 2011

- The Health and Safety of the children is paramount. Staff check resources and areas on a daily basis and remove or report anything which may present a danger or health-risk. Children are encouraged to consider their own and others safety both indoors and outdoors eg using “walking feet” indoors.
- The outdoor play area is “zoned” to ensure that activities can be undertaken safely and uninterrupted.
- Within the Health and Self-care aspect, children are taught the importance of personal hygiene eg hand-washing, disposing of used paper tissues etc.
- Children's dietary needs and medical conditions such as allergies are considered in the planning and provision of activities and snacks.

REFERENCES

1. **EYFS Development Matters – Physical Development 2021**
2. **Timmons BW, Naylor PJ, Pfeiffer KA, Physical activity for preschool children, how much and how? 2007**
3. **Pellgrinia D, Smith PK Physical Activity Play: the nature and function of a neglected aspect of playing.**
4. **Physical Activity in the Early Years: Evidence Briefing 1998 NCSEM-E 2018**

Appendices

1. **Curriculum Mapping Feb 2022**