

Physical Development Policy (Prime Area)

To be reviewed Annually.

Policy Agreed October 2021. To be reviewed October 2022.



Aim/Intent

At Everton Nursery School and Family Centre, the aim is to provide opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and how best to make healthy choices in relation to food.

Objectives/Implementation

- To provide opportunities for all children to develop their independence and self-care.
- To ensure that children know and understand the importance of oral health.
- To provide a range of physical activities, appropriate to children's development enabling them to develop an awareness of their own bodies.
- To ensure that all activities offer appropriate physical challenges.
- To provide resources which can be used in a variety of ways to support fine and gross motor physical skills and experiences both indoors and outdoors.
- To provide opportunities for children to know the importance for good health, physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
- To provide children with the language of movement alongside their activities.
- To provide time and opportunities for all children to develop their physical skills, working together with outside agencies where appropriate.
- To ensure that all planned learning experiences promote communication and language.

Co-ordination of this area of learning

Across the school/centre, physical development is coordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has a physical development curriculum coordinator. Together they lead the co-ordination of physical development across the school/centre. This involves leading physical development display work, purchasing and storing resources and monitoring standards of achievement in this area.

Planning

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests and assessments. Within physical development a particular emphasis is made upon moving and handling and health and self-care.

Through planning, children are provided with opportunities for regular physical activities, and to develop their independence both indoors and outdoors, ensuring their environment is safe. Children are offered a range of stimuli for physical development to foster

appropriate skills and develop their confidence with small and large equipment. Staff support children's development of their understanding in personal health and self-care.

Resources

All adults working with children across the school/centre have a key role in supporting physical development. Physical resources are mainly kept within each wing e.g. threading, jigsaws, construction equipment, scissors and small world toys for fine motor control, precision and hand-eye co-ordination. All children also engage in daily snack and food preparation of healthy food. Additional resources for gross motor development are located in the outdoor store cupboard providing the foundation for developing healthy bodies and social and emotional well-being. In addition to and including the Forest School the external environment offers opportunities for children to develop a range of gross motor skills. All staff act as guides and role models in the school/centre.

Accommodation

The school/centre indoor and outdoor learning environments enable children's physical development in moving and handling. The school/centre is designed to foster children's varying abilities of personal health and self-care. In each classroom the 3-4's of the Nursery School engage in a peer massage programme which promotes coordination and skill in creating small movements with the upper body that through practice positively effect their gross motor skills/coordination/spatial awareness.

Home / Nursery links

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. Nursery staff share with parents/carers physical development achievements that occur both inside the school/centre and outside in the outdoor learning environments.

Impact

The Everton Assessment structure outlines how the school/centre assesses all areas of learning. Assessment in physical development is through observation. Nursery staff observe children to identify their physical stage of development. Staff use their observations to inform planning. The Early Years Outcomes document is used as a basis for assessment of physical development learning for children from birth to five.

Policy Review

This policy is evaluated annually by the EYFS Committee (see Curriculum, Learning and Teaching Policy) and the curriculum co-ordinator. They review the physical development display work around the school/centre and discuss the standards of achievement by the children in physical development. The review will be undertaken through discussion with staff, evaluating planning and assessment to ascertain if the current policy is effective and takes children forward in the area of physical development.

Staff are committed in developing their expertise in early physical development by sharing their knowledge as well as attending courses to develop their own expertise in this area.

This expertise of staff is developed under the school/centre's 'Professional Development Policy'.

This policy was reviewed by a group of seven Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 5th October 2021 and ratified by the Governing Body of Everton Nursery School and Family Centre Governing Body on Thursday 7th October 2021.