

## Physical Development Policy

### Introduction

Babies and children learn by being active and Physical Development takes place across all areas of learning. Physical Development helps children gain confidence in what they can do and enables children to feel the positive benefits of being healthy and active. It helps children develop a positive sense of well-being; establishes healthy habits when children first learn about food and activity; and thus helps to safeguard health and well-being throughout life. It also involves the development of gross and fine motor skills, including the manipulative skills which lead into the development of mark making and early writing.

### Aims

At Cambridge Nursery Federation, we aim to provide structured learning opportunities in accordance with the Early Years Foundation Stage Curriculum to ensure a broad and balanced coverage of the curriculum. Physical Development is one of the three *prime* areas which are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. We aim to provide an environment in which children can:

- build on and develop physically from their previous experiences at home and in the community
- have the opportunity to experience a wide range of activities that will challenge and support their fine and gross motor skills (large and small muscles)
- have free access to indoor and outdoor play activities each day and in all weathers
- become confident, independent and happy in their physical skills
- develop an awareness of their bodies and the need to care for and respect themselves and each other
- develop an understanding and positive awareness of the importance of keeping healthy and factors which contribute to this
- explore, experiment and refine their movements and actions unhurriedly
- have time for practising and consolidation and space and time for exploring

### Planning for differentiation

At Cambridge Nursery Federation we make sure that our planning incorporates all areas of the nursery, indoors and out, to develop and challenge a full range of fine and gross skills and to ensure awareness and knowledge of health issues. Our planning always offers time and space for children to explore and experiment. Planning starts with observations and assessments of the children's present physical abilities. Physical development is planned throughout the year and gives equal status to what happens both indoors and outdoors. Following observations, staff plan developmentally appropriate experiences based on the two strands of the Physical Development curriculum - Moving and Handling, and Health and Self-care. Staff plan group and focused experiences and evaluate together,

basing their evaluations on the analysis of children's conversations and observations of their play.

Staff monitor activities to ensure that children have equal access to resources and apparatus. Whenever possible, tools are ambidextrous and for example left-handed scissors are available.

Children's safety is vital. We are careful to order equipment of and furniture which is appropriate for young children, and we give careful consideration to room layouts and movement patterns in the setting, ensuring rooms can be easily adapted to meet differing types of activity (movement sessions, large block play, small construction materials). However, children need to take risks and face challenges in physical activity: e.g. hammering nails into wood and climbing independently, so we plan for these opportunities too. We are a Health Promoting Nursery and are very aware of the health and well-being of children, families and staff, and we plan activities which promote positive attitudes towards a healthy lifestyle.

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 children with additional needs 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 are encouraged to take part. Staff know that they may need to modify the learning environment/equipment to ensure 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 is made to meet their specific needs through planning indoor and outdoor areas to allow for increased choice and challenge.

### **Learning**

Physical development takes place across all areas of learning. Examples of learning opportunities at Cambridge Nursery Federation are:

Developing gross motor skills:

- fixed or moveable climbing frame, low balancing bench, transporting logs
- skipping ropes, goal posts, basketball nets, kites, streamers, parachute
- logs and fallen tree trunks, designated trees to climb at Forest experiences
- every day objects for transporting e.g. tyres, crates, blocks, bricks, large boxes
- balls, bats, beanbags.
- opportunities for self expression through physical activity, music, dance, small world and role play

Developing fine motor skills:

- construction, e.g. clay, lego, threading and puzzles., wooden blocks and small world toys
- threading, stacking and screwing toys, peg boards, puzzles
- clay, dough, cooking and woodwork activities, drawing/painting/collage/model-making materials and tools, wind-up and mechanical toys

Developing health and self-care skills:

- preparing and sharing healthy snacks

- managing own clothing, e.g. putting on wellington boots
- looking after our own bodies, e.g. visits from dental hygienist, climbing in forest.

### **Assessment & monitoring**

Records of children's achievements, development and progress are made from ongoing observations and these observations are used to make judgements as to the child's developmental stage in relation to the age-bands of the Early Years Foundation Stage. These observations and information from parents are used to identify learning priorities and plan relevant and motivating learning experiences for each child. On-going observations are shown in the children's Learning Journeys. Children's experiences and progress are shared with parents and carers during consultations and in written end of year summaries.

### **Communication - Working with parents**

All adults work together to create positive relationships with families. We encourage families to contribute to their children's learning by sharing and discussing their achievements and experiences. Practitioners work together with parents and families, sharing good practice so that we are able to have the same approach towards getting the best for all children.

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

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