**Willow Nursery School**

**Policy for Physical Development**

**Rationale**

At Willow Nursery School, At Willow Nursery school, we believe that movement and handling in its widest sense is an essential element in the lives of children; a natural impulse, sensuous, fun, healthy, confidence building and educational. Young children learn through doing, they develop their skills and concepts as they develop physically. Integral to this is the provision of opportunities, both indoors and out, for each child to experience challenge, and refine their gross and fine motor skills.

Children gain a sense of achievement from moving confidently and imaginatively with increasing control and co-ordination and awareness of space and others. At Willow they will have the opportunity to use a range of small and large equipment including balancing and climbing apparatus with increasing skill and a feeling of wanting to do more. They will handle appropriate tools, objects, construction and malleable materials, as well as pencils for writing with increasing control and safety. This will help develop muscle control used with handwriting skills. Movements support growth of the brain and nervous system which is involved in all aspects of development.

We acknowledge that an enjoyment of physical activity and exercise contribute to establishing positive attitudes towards a healthy and active way of life, now and in years to come. Physical Development, as a Prime area of learning, underpins all other areas of learning.

The co-ordinator for Physical Development is: **Big Nursery** **– Mrs Joanne McGowan**

**Little Nursery – Mrs Lydia Watson**

**Catkins – Mrs Suzzanne Field**

This policy was reviewed in the **Spring Term 2022**

Next review: **Spring Term 2024**

In following this policy, all staff need to be familiar with the school’s Health, Safety and Security Policy and also the policy on Outdoor Play

The Statuary Framework for the Early Years Foundation Stage provides the structure for the curriculum for physical development. Physical Development is seen as a prime area in the Early Years Curriculum and is fundamental to support other areas of learning.

**Aims**

The Statuary Framework for the Early Years Foundation Stage (2021) 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Within the birth – 3 years’ age band, our aims in the teaching and learning of ‘Physical Development’ are that the children will begin to:**

* Lift their head while lying on their front.
* Push their chest up with straight arms.
* Roll over: from front to back, then back to front.
* Enjoy moving when outdoors and inside.
* Sit without support.
* Begin to crawl in different ways and directions.
* Pull themselves upright and bouncing in preparation for walking.
* Reach out for objects as co-ordination develops.
* Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
* Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
* Clap and stamp to music.
* Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
* Enjoy starting to kick, throw and catch balls.
* Build Begin to walk independently – choosing appropriate props to support at first.
* Walk, run, jump and climb – and start to use the stairs independently.
* Spin, roll and independently use ropes and swings (for example, tyre swings).
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle. independently with a range of appropriate resources.
* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
* Start eating independently and learning how to use a knife and fork.
* Develop manipulation and control.
* Explore different materials and tools.

**Within the 3 – 4 years’ age band, our aims in the teaching and learning of ‘Physical Development’ are that the children will begin to:**

* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Start taking part in some group activities which they make up for themselves, or in teams.
* Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Guidelines**

The curriculum for Physical Development is covered using the ‘development matters’ document. The teaching targets for the age band ‘birth – 3 years’ are taught in our Catkins class. The teaching targets for the age band 3 – 4 years are taught in ‘little nursery’ and big nursery’.

Weekly planning includes activities to develop physical development. The curriculum for physical development includes a range of adult led activities, as well as child initiated activities. Activities take place individually and/or in small groups.

Throughout children’s time in catkins, little nursery and big nursery, a variety of whole class sessions are taught which encourage the development of children’s physical skills and development.

**Recording and Assessment**

A 3-4 year baseline assessment in physical development is carried out on each child within their first 2 weeks of starting in ‘little nursery’ or ‘big nursery’ depending on when they start at Willow Nursery School. These assessments are recorded in a ‘class list’ for each colour group. The class lists are used as a format for recording children’s progress during their time at Willow Nursery School. They are used daily for planning and they are updated regularly each term. A tracking record keeps account of children’s progress in physical development during their time at Willow Nursery School.

An exit assessment in physical development is carried out at the end of the academic year.

If the child is in Catkins class, a ‘Birth to 3’ document is kept on each child to record their progress and development. Keyworkers update these records regularly and use them for planning for individual children.