

Manningham Community Nursery Schools Federation



Physical Development Policy

Rationale

“It is time that we recognised that the brain does not learn by itself: the body learns too, and if we are to educate our children properly we must encourage developmental parity between body and brain. Physical education is as important as the teaching of literacy and maths in the early years.” Sally Goddard Blythe

“Children want space at all ages but from the age of one to seven, space that is ample is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood”.

Margaret McMillan The Nursery school 1919

Children have an innate need to move, to challenge and to control their bodies. It is also an important way that they begin to find out about the world. As they develop co-ordination, control and spatial awareness they are supported in taking their learning forward as physical and cognitive development are closely linked, especially during the early years. These skills can also contribute to a child’s personal and social development by enhancing confidence and self-esteem. There is an important link between having a healthy lifestyle and the ability to learn effectively. Children who are physically well are more likely to be enthusiastic about learning and able to make the most of what is on offer. Therefore meeting children’s physical needs is fundamental to their well-being.

To provide effectively for the needs of all our children we will use the ‘Statutory Framework for The Early Years Foundation Stage’ to inform our practice.

The four guiding principles of EYFS, Unique child, Positive relationships, Enabling environments and Children develop and learn in different ways at different times will be at the heart of our day to day practice.

We recognise the individuality of all children and the need to nurture their confidence, capabilities and independence, to this end we will ensure that our practice reflects the characteristics of effective teaching and learning, playing and exploring, active learning and creating and thinking critically.

Aims

Our aims sets out how we intend to deliver a high quality curriculum.

- To provide a cross-curricular and whole school approach to physical development, which is grounded in knowledge and understanding of the subject matter and the most effective ways of teaching and learning
- To support children in developing confidence, good control and co-ordination in large and small movements
- To handle tools and equipment safely and effectively
- To understand the importance of developing a healthy life style
- To become confident and independent in managing their personal needs and basic hygiene
- To ensure that we equip and use both the indoor and outdoor environment to promote physical development

- To have a particular focus on the aspects of physical development in our planning and assessment
 - **Moving and handling**
 - **Health and self-care**
- To ensure that all children are supported in making the best possible progress.

Objectives

Our objectives set out how we implement our aims

- We will develop children's confidence and skill in using their bodies by providing opportunities for them to be active and interactive, in using a variety of large and small equipment in all areas of the environment as appropriate
- We will provide an environment both indoor and outdoor which offers rich opportunities for children to engage in experiences that both help to consolidate and to challenge their physical skills.
- We will ensure that adults teach children the skills and techniques of using tools equipment safely and allow practice of these so that they can use them independently and effectively
- We will use the daily routines to support children's understanding of hygiene and encourage their independence in personal care
- We will use a variety of experiences and daily routines to encourage understanding of the importance of healthy diets and life styles
- We will ensure that children are making the best progress and we will overtime, assess and track their progress. The results of which will inform future planning both at an individual level and also at a curriculum level.

The following support the **implementation** of this policy and ensure we monitor **impact**

- a. Guidelines on Curriculum Planning
Birth to 3 years / 3-5 years
- b. Communication Strategies with Children
- c. Physical Guidelines
- d. Assessment Policy and Guidelines