

## Chapel Street Nursery School



Playing Together, Exploring Together, Learning Together



### Physical Development Policy

Rationale - Physical activities promotes healthy growth and development. Physical activities helps in the development of better motor skills and in concentration and thinking skills.

#### **Our Aims and Objectives**

- To provide adequate space outdoors and indoors with a variety of physical activities
- To provide a balance of activities to support physical development, Physical literacy and well-being of each child.
- To provide additional support where required for each child and to plan additional support and resources for children in our care with motor impairments or physical disabilities to ensure access.
- Physical literacy is the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at appropriate to the individual throughout life.
- To provide time and support to children with disabilities to develop their physical skills.
- To promote independent self-care.

**Expected Outcome** - When our children leave Chapel Street we expect most of our children to be able to:

- Have a good understanding in healthy and unhealthy foods and be willing to try new foods.
- Be able to use the toilet independently and be able to remain dry throughout the day.
- Understand basic personal hygiene after they use the toilet and before they have snack
- Can catch and throw a ball
- Handles one handed tools safely with increasing control, including how to transport them.
- Be able to form clear recognisable letters from their name
- Travel in variety of ways such as running, shuffling, crawling and avoiding obstacles.
- Understand how to dress for outdoor play.

**Implementation** - Staff will implement this policy through:

- Ensuring physical opportunities are planned each day
- Providing opportunities to use a variety of tools with enough time
- Providing opportunities for children to practise large scale movements such as climbing, going under, over and through objects.

- Providing an area for mark making and encourage children to write their own names on their pictures
- Analysing attainment and progress to inform children's next steps of learning
- Provide small physical apparatus such as balls, bats, hoops and a goal to encourage throwing, catching and kicking the ball.
- Emphasising appropriate behaviour when moving self and equipment, re-inforce safety procedures, model how to transport equipment safely giving the children more success and confidence.

**Monitoring the implementation** - Key workers will track children's progress using their EYFS framework and also their learning stories, this will identify areas of strength and the areas that may need more support.

**Record Keeping and Assessment** -Assessments should take place through observation of the child during sessions. Positive verbal feedback should be given to pupils about their progress.

Assessments should inform the future planning

Practitioners should report the children's individual progress and curriculum coverage to parents in consultation meetings.

Any classroom support should be in the most appropriate and effective way promoting access to the curriculum.