Tachbrook Nursery School
Physical Development Policy

‘Happy, healthy & high expectations’

Updated: September 2024

Physical Development

At Tachbrook we recognise the crucial role of physical development in the early years of a child's life. This policy aims to promote and support children's physical development through a range of age-appropriate activities, resources, and an enabling environment. We believe that a strong foundation in physical development contributes to overall well-being, health, and lifelong learning. This policy reflects our commitment to providing opportunities for children to develop their gross and fine motor skills, coordination, spatial awareness, and physical confidence both in our indoor environment and in our wonderful garden.

Aims:

1. Physical Development Principles:

a. We recognise Physical development is a fundamental aspect of a child's holistic development, alongside cognitive, social-emotional, and creative development.

b. Our provision promotes a play-based approach that allows children to engage in active and exploratory experiences, promoting their physical skills and abilities.

c. Activities and resources are age-appropriate, challenging children at their individual levels while considering their safety and well-being.

d. Inclusive practices are embraced, ensuring that all children, regardless of their abilities, have access to and benefit from physical development opportunities.

2. Enabling Environment:

a. Our indoor environment and garden are carefully designed and equipped to facilitate physical development, offering a range of materials, equipment, and open spaces for active play.

b. The environment will be safe, well-maintained, and regularly assessed for potential hazards, ensuring a risk-assessed approach to physical activities.

c. Adequate supervision will be provided to ensure children's safety during physical play, with staff members trained in first aid and emergency procedures.

3. Gross Motor Skill Development:

a. Opportunities will be provided for children to develop and enhance their gross motor skills, such as running, jumping, climbing, balancing, and throwing.

b. Structured and unstructured physical activities, including outdoor play, climbing, games, and group activities, will be incorporated into daily routines.

c. Regular physical exercise, including activities that promote cardiovascular fitness and muscle strength, will be encouraged to support healthy physical development.

4. Fine Motor Skill Development:

a. Activities will be designed to enhance children's fine motor skills, such as manipulating objects, using tools, and developing hand-eye coordination.

b. Opportunities for activities like drawing, painting, cutting, threading, and construction

will be provided to support the development of hand dexterity and control.

c. Sensory experiences, including activities involving sand, water, and playdough, will be included to promote fine motor development.

5. Physical Health and Well-being:

a. Promoting healthy habits will be integral to our physical development approach, including hygiene practices, healthy eating, oral hygiene and adequate rest and sleep.

b. Staff members will role model healthy behaviour's and educate children on the importance of physical activity, healthy eating, and self-care.

c. Collaboration with parents/carers will be fostered to promote consistency in physical health practices and extend physical development opportunities beyond the early years setting.

6. Staff Training and Development:

a. Staff members will receive training and professional development on promoting physical development, including understanding age-appropriate activities, assessing children's physical abilities, and fostering a positive attitude towards physical activity.

b. Ongoing professional development opportunities will be provided to enhance staff members' knowledge and skills in supporting children's physical development.

How we teach physical development

Children's learning is linked to our curriculum progression map. This maps out progress children should make during their time at Tachbrook. Half termly learning objectives are linked to individual learning activities which all children are able to access.

Physical Development & Play

At Tachbrook Nursery Physical development is key to all areas of children's development and therefore it is an integral part of our school curriculum. Everything children do involves, in some form, them manoeuvring and having control of their body.

We support children's physical development and play by providing opportunities both in our indoor learning environment and garden; enabling children to develop a broad range of knowledge, understanding, skills and attitudes. We want them to:

- Build and develop a range of gross and fine motor movements
- Have space, time, opportunities and encouragement to practice and develop physical skills
- Learn how to use provision safely, assess and take calculated risks
- Know how our bodies move, the names of different movements and which parts of the body are involved in a particular movement
- Know the names of sports and games, how they are played and their rules
- Know how to use a range of tools and equipment safely
- Run, jump, balance, climb, throw, kick, steer, push, pull, carry, sweep, dig, construct models
- Develop good fine motor control including; a firm grip when holding pencils &

paintbrushes, books, scissors, spoon, knife & fork, cups, pencil sharpener, woodwork tools, needles, fasten buttons, manipulate jig saws and construction kits

- Solve problems
- Develop the following attitudes; persistence, confidence, critical reflection, fairness, co-operation, sensitivity, making connections between events

Gross and Fine Motor Development
Through providing gross and fine motor activities we want children to develop the following knowledge, understanding, skills and attitudes:

Gross Motor Activities

- Running, looking for spaces, turning corners
- Finding different ways of walking - slowly, quickly, on toes, long strides, short strides, sideways, backwards
- Jumping - forward, backwards, into hoops, off different heights
- Hopping on either leg, skipping
- Climbing up/downstairs one foot to a step, climbing heights, ladders, along bridge, over A- frame
- Throwing bean bags, balancing bean bags on different parts of the body, throwing as high as you can, throwing at a target, into a box
- Throwing a ball with 2 hands into a space, up into the sky, patting a ball, rolling it along the ground, throwing under/overarm
- Hitting a skittle with a bean bag or ball
- Hitting targets on different levels with a bean bag or ball
- Practising foot motion for kicking, kicking a still ball, walking to and kicking a ball, running to and kicking a ball, dribbling.
- Passing a bean bag round a circle of children, passing it to a partner, moving further away.
- Passing a ball round a circle of children
- Rolling, throwing a ball to partner
- Plenty of practice rolling, throwing, giving a ball before catching
- Aiming to throw straight before being able to catch
- Patting a ball
- Kicking a ball between 2 skittles
- Using a bat to roll a ball along ground, to hit a stationary hanging ball, to hit a ball held, thrown
- Swinging in different ways, heights, on a tyre, rope ladder, grasping things as you swing, drawing chalk on the floor as you swing
- Balancing along planks, horizontal platforms at different levels
- Rolling balls, tyres and own body
- Bending bodies to fit into different spaces
- Lifting a range of equipment
- Crawling into tunnels, hidey holes, through hoops
- Pushing and pulling carts, prams, trolley
- Digging with spades, forks, pushing, lifting, scooping, balancing, wheelbarrow, transporting
- Moving whole body, rolling, stretching, dancing, in paddling pool
- Obstacle courses

Fine Motor Activities:

- Hanging aprons/clothes/coat on hook

- Holding a phone to ear
- Dressing dolls - buttons, Velcro fastenings
- Using cutlery, home corner equipment
- Dressing up
- Dough/clay - manipulating with fingers/hands; cutting; hammering; using range of tools
- Finger painting/shaving foam/cornflour - using fingers, palms, hands in different ways
- Using tongs/tweezers/pegs to pick up a range of materials/equipment e.g. dry pasta/pompoms/buttons
- Cooking - using fingers to stir, scoop, crack an egg, crumble, sprinkle, mix
  Using cooking utensils for stirring/beating/whisking
- Using glue sticks/Sellotape/masking tape/hole punches/staplers/scissors
- Sewing - using needles & thread on a variety of materials - fabric/Binka/card/paper/on a frame/threading beads
- Sand/water - pouring/filling/scooping/sieving/lifting etc. painting with water with increasing accuracy
- Pouring milk/water into cup,
- Turning pages of books
- Using science apparatus - crocodile clips/pipettes
- Construction - using Bau play & Mobilo kits/doing puzzles/blocks
- Music making - shaking/tapping/banging/using beaters correctly
- Maths equipment - sorting pegs/bears etc. moving counters on board games
- Woodwork - using saw/drill/hammer/screwdriver/nails
- Cooking/making dough/mixing paint
- Pond dipping
- Using pens/pencils/clip boards/crayons/chalk etc.

Health & Self Care:

- Children will be taught to wash their hands before & after cooking & at lunch times, after going to the toilet, when their hands are sticky, painted, after touching minibeasts in the garden etc.
- Children will be taught to take care of their personal needs with adult help or independently when toileting, dressing/undressing and oral hygiene.
- When cooking/having a snack/ at lunch times, adults will talk with children about healthy eating
- When we cook we will provide a variety of recipes to promote healthy eating & provide recipe cards so recipes can be cooked at home
- We will encourage children to use the garden and full time children to spend part of each day outside
- When going on trips we will walk, use the bus or tube
- We will talk to children about what it means to be healthy and how to live a healthy life style
- We will encourage children to be observant of changes in their body when they are being active, sedentary and encourage them to use the garden when they are being overly active inside
- We will provide equipment so children can be active in the garden during all

seasons including; sun hats, outdoor suits, hats, mittens, wellies, warm & cold drinks

Organisation & Planning

Staff will ensure that each day there are opportunities in the garden for children to take part in as wide a range of gross motor activities as possible, taking into account restrictions posed by space and weather. Staff will ensure that children have the chance to work in groups as well as independently and that activities vary in their complexity and the challenges they offer. Staff should consider the need to provide for all levels of ability and experience.

Daily and weekly plans will be informed by the curriculum and observations of children, their play and interests. Weekly plans will include the progressive physical curriculum set out by the Curriculum Progression Map. Planning should also incorporate child initiated play and our response to this.

Special Education Needs & Disability

When working with children who have special educational needs and/or a disability we will work closely with other professionals to ensure they get appropriate experiences. There may be some physical needs which may not have been identified by the time children start at nursery. We need to be alert to these in our observations and assessments of children and respond appropriately to these by following the SEN policy and targeted support. This may mean following specific exercise programmes set out by a physiotherapist/ occupational therapist or adapting the environment so a child can access provision.

Policy Review:
This policy will be reviewed periodically to ensure its effectiveness and alignment with current best practices, health guidelines, and educational standards. Feedback from staff members, parents/carers, and external professionals will be considered during policy reviews.

By implementing this policy, we are committed to promoting physical development, healthy life styles and well-being in the early years, laying a strong foundation for children's lifelong engagement in physical development.

Links to other policies

- Health & Safety
- Assessment & Record Keeping
- Special Educational Needs & Disability
- Curriculum Policy
- Packed Lunch
- Food & Hygiene
- Personal Hygiene & Toilet training