

Physical Development and Movement Policy

Rationale

Children's physical development and movement is influenced by their growing confidence and self esteem. As they develop physically children become aware of what their bodies can do and the enjoyment that it brings. They also become aware of physical play as part of both individual and social play. We in Stepps Primary Nursery Class recognise the importance of physical play and endorse the guidelines set out in the Curriculum Framework for Children 3-5 and the Curriculum for Excellence document.

Aims

Curriculum Framework learning outcomes

Children should learn to :

- Enjoy energetic activity both indoors and outdoors and the feeling of well being that it brings.
- Explore the different ways in which they can use their bodies in physical activities.
- Use their bodies to express ideas and feelings in response to music and imaginative ideas.
- Run. Skip, balance, throw and catch with increasing confidence
- Co-operate with others in physical play and games
- Develop increasing control of the fine movements of their fingers and hands.
- Develop an awareness of space.
- Be safe in movement and in using tools and equipment.
- Be aware of the importance of health and fitness.

Curriculum for Excellence - Principles

Confident Individuals

- We are successful in different areas.
- We think carefully about decisions.
- We can relate to others.
- We try to be independent.
- We are self aware.
- We are ambitious.
- We are healthy and active.
- We are healthy and happy.

Effective Contributors

- We can work as partners and in teams.
- We can use our initiative and take the lead.
- We can solve problems.
- We keep trying even if something is difficult.
- We can communicate in different ways.
- We can use critical thinking.
- We rely on ourselves to make things happen.

Responsible Citizens

- We respect other people.
- We make informed choices and decisions.
- We can think about complex issues.

Successful Learners

- We are creative and independent.
- We can work alone or in a group.
- We listen to new ideas.
- We use what we know in new situations.
- We try hard to do our best.
- We are enthusiastic about learning.

Objectives

We will:

- Provide the opportunity for energetic play indoors on a weekly basis in the gym hall
- Provide the opportunity for energetic play outdoors on a daily basis.
- Provide the opportunity for children to express themselves by moving to music using drama, exercise CDs and action songs every day.
- As staff, be enthusiastic role models, participating in exercises and games, inspiring the children to become involved and develop their skills.
- Provide daily opportunities for children to develop fine motor skills by using scissors, pencils, brushes, crayons and construction materials, and by encouraging children to put on their own shoes and jackets and fasten them, for outdoor play.
- Provide children with threading beads, shapes and jigsaws to encourage hand-eye coordination.
- Effectively challenge children according to their individual needs and skills while also encouraging them to play co-operatively and share with others.
- Help children to feel good about their growing range of physical skills and to enjoy the feeling of well being that it brings by using praise and encouragement when they achieve small tasks, thus improving their confidence and self-esteem.
- As staff to always promote enjoyment, laughter and fun in learning.
- Weekly use of the school gym hall to implement structured PE games
- Greater focus of outdoor play, activities and equipment on targeting specific aims e.g. developing confidence in throwing and catching.

Time Allocation and Flexibility

- Outdoor play will usually be available for 30 minutes per morning and afternoon, much longer during very warm weather.
- Story time activities of 15 to 20 minutes per morning and afternoon provide children with the opportunity to express themselves by moving to music and singing

- Children have access for about 1 hour and 45 minutes per morning or afternoon to items such as scissors and small manipulative toys to develop fine motor skills.
- Morning and afternoon sessions of 30 minutes structured activities in the gym hall will be offered on a weekly basis.
- Morning and afternoon sessions of 30 minutes structures activities in the noisy/quiet room will also be offered on a weekly basis.

Resources

At the beginning of a budget cycle the need for resources throughout the nursery will be considered by the nursery team. Purchases will reflect Development plan priorities. Staff will monitor the condition of the equipment and broken or faulty items will be replaced.

Equal Opportunities

All children shall be given equal access to the equipment. Where an activity is challenging e.g. balancing on the outdoor beams, more direct supervision and support will be provided. Where a child has a special need that precludes them from ordinary use of particular equipment support and/or adaptations will be provided to enable them to participate, whenever practical.

Health and Safety

The outdoor area should be checked for safety when it is set up as should the equipment. Staff working in the physical or outdoor areas will provide supervision appropriate to the risk created by using particular equipment.

Implementation

1. *Staff Roles:* Both members of staff are responsible for planning and supervising physical and outdoor activities, gym hall activities, noisy/quiet room activities and general music activities. Both members are also responsible for supervising the use of small manipulative toys. Any

broken or faulty equipment should be placed in the fix it or ditch it box and a decision should be made at the end of the week by both members of staff as to fixing or replacing the item.

2. Cross curricular links: There are links to all 4 other curriculum areas especially expressive and aesthetic 8, Knowledge and Understanding 9 and emotional, personal and social development 9.

Assessment and Recording Strategies

Children will be assessed in each of the nine PDM learning outcomes. This will be done informally through talking to the children and observing them at play and formally through focused observations, where next steps will be identified. Photographic evidence will provide a record of children's achievements and support staff observations.

Individual pupil profiles will be updated regularly and made available to parents. The DHT will monitor and evaluate records of observation and assessment.

Reporting

Children's progress is reported informally to parents/guardians on a regular basis and formally twice a year at Parent Interviews. Individual pupil profiles are available for parents/guardians to view at Parent Interviews.

A simple written report is provided to parents of ante-pre school children at the end of the school year and for pre-school children a transition record is written and passed onto parents/guardians and Primary 1 teachers.

Review

The nursery team and the DHT are responsible for the review of this policy.

Reviewed February 2014