

A Policy for

Physical Development
and
Movement

Cowgate Under 5's Centre

Rationale

The importance of physical development and movement in the early years cannot be underestimated and has an impact on all areas of children's development and learning.

This policy has been developed by all staff to ensure that high quality learning and teaching opportunities are offered consistently to all children. The policy provides helpful guidance to staff and information for parents in this key aspect of the curriculum.

This policy takes account of national guidelines, *A Curriculum Framework for Children 3 - 5* and *The Child at the Centre*.

Centre Aims (relevant to policy)

- The centre is committed to offering high quality learning experiences which take account of national and authority guidelines
- We aim to build partnership with parents and to value their contributions.
- We aim to create a safe, secure and stimulating learning environment.
- The centre is committed to equality and inclusion
- The centre is committed to providing a programme of staff development and review

Key aspect: physical development and movement

In physical development and movement children should learn to:

- enjoy energetic activity both indoor and out and the feeling of well-being that it bring
- explore different ways in which they can use their bodies in physical activity
- use their bodies to express ideas and feelings in response to music and imaginative ideas
- run, jump, skip, climb, balance, throw and catch with increasing skill and confidence
- co-operate with others in physical play and games
- develop increasing control of fine movements of their fingers and hands
- be safe in movement and in using tools and equipment
- be aware of the importance of health and fitness

Features of learning A Curriculum Framework for Children 3-5

The early years are a time of rapid physical and mental development as young children learn to control and use their bodies and become aware of what they can do and what it is possible to do. These are exciting times for children as they grow and change in shape and size.

A Curriculum Framework for Children 3 - 5

Physical development and movement is important for:

- physical growth
- health
- developing a sense of identity, self-esteem and confidence
- problem solving
- co-ordination
- co-operation
- experimentation and goal setting
- personal safety
- spatial awareness
- development of values (honesty, fairness, respect)

Cross curricular links

Physical development and movement is linked closely to other aspects of children's learning. The programme for physical development and movement may incorporate the following features of learning from the five key aspects of the curriculum.

Emotional, personal and social development

- develop confidence, self esteem and a sense of security
- care for themselves and their personal security
- persevere in tasks that at first present some difficulties
- play co-operatively, take turns and share resources

Communication and language

- listen to other children and adults during social activities and play
- pay attention to information and instructions from an adult
- listen and respond to the stories, songs, music, rhymes and other poetry

Knowledge and understanding of the world

- ask questions, experiment, design and make, and solve problems
- be aware of feeling good and of the importance of hygiene, diet, exercise and personal safety
- recognise familiar shapes during play activities

Aesthetic and expressive development

- listen and respond to sounds, rhythms, songs and a variety of music
- make music by singing, clapping and playing percussion instruments
- move rhythmically and expressively to music
- participate in simple dances and singing games

Learning and teaching

The importance of play

Staff see play as the major vehicle to support children's development and learning. Through opportunities for physical play, children become steadily better at those skills requiring co-ordination of different parts of the body, for example, hands and eyes for throwing and catching, legs and arms for skipping with a rope. They also become aware of physical play both as an individual and a social activity. In a range of play contexts children have an opportunity to develop fine and large movement skills.

Refer to appendix

The learning environment

The learning environment is stimulating and challenging and reflects children's interests and experiences. It takes account of different stages of development and allows for choice, offering a good balance between free play and directed activity. High quality resources support learning.

Staff facilitate physical development and movement by:

- planning for a wide range of physical opportunities
- providing stimulating equipment and materials
- ensuring daily access to energetic physical play
- sharing and promoting simple safety rules
- encouraging large motor skills indoors/outdoors
- providing a range of opportunities including:
 - large challenging equipment
 - safe and stimulating outdoor play area
 - wheeled toys
 - walks and outings
 - indoor games
 - musical activities
 - dance
 - handle scissors, pencils, brushes and crayons
 - construction materials, jigsaws and other small apparatus
 - use of computer keyboard and mouse
 - working with wood, clay and other natural substances

Staff child interaction

Staff have a sound knowledge about the processes of children's development. Staff interact effectively to support and extend children's confidence and skills.

Meeting children's needs

Staff take account of the different stages of development of children when providing for physical development and movement. The pace of learning, appropriate resources and experiences are well matched to the needs of individual children. Staff take particular account of the needs of the younger child when planning play experiences.

The assessment process

The assessment process consists of three revolving aspects: planning, recording and reporting.

Planning

- Staff plan effectively to promote children's learning
- Planning establishes clear goals for learning, matching the needs and achievements of individual children
- Planning ensures that staff are clear, confident and well prepared for what they are trying to achieve in children's learning
- Planning is flexible to respond to learning experiences and to allow learning to develop spontaneously
- Planning information is shared with children and parents to assist the learning partnership
- Staff use observations to plan next steps in learning

Assessment keeping records and reporting

- An effective system for assessing individual children is used by all staff
- Staff use observations of the child at play for assessment purposes
- Focused observation and assessment identifies particular goals for learning
- Contributions from parents are included in the assessment profile
- An effective system ensures relevant information is passed on at transition points and this promotes continuity of learning

Monitoring and evaluation

Managers and staff monitor and evaluate provision using *The Child at the Centre, A Curriculum Framework for Children 3-5* and the *Guidelines Towards Good Practice*.

Staff are committed to further developing their skills through relevant training.

Resources

The centre provides a wide range of high quality resources, well matched to the needs and interests of children.

Resources are well organised, easily accessible and well maintained. Staff parents and children are consulted when purchasing new resources. Effective use is made of the outdoor play area and good use is made of the local environment to support all aspects of physical development and movement.

Refer to appendix

Health and safety

Staff adhere to current health and safety and child protection guidelines provided by the City of Edinburgh Council (these are available on the egfl website: <http://www.egfl.net>).

Effective procedures are implemented to ensure that staff child ratios are maintained at all times.

The centre is committed to promoting health and fitness.

Appendices

The ten bedrock principles
Tina Bruce 1996

The 12 features of play
Tina Bruce 1996

Resources

Reference books

Relevant Performance Indicators from *The Child at the Centre*

Relevant National Care Standards

The ten bedrock principles

Tina Bruce 1996

1. The best way to prepare children for their adult life is to give them what they need as children.
2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.
6. There are times when children are especially able to learn particular things.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role-play and talking) develop and emerge when conditions are favourable.
9. Relationships with other people (both adult and children) are of central importance in a child's life.
10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.

The 12 features of play Tina Bruce 1996

1. In their play, children use the first- hand experiences that they have in life.
2. Children make up rules as they play, and so keep control of their play.
3. Children make play props.
4. Children choose to play. They cannot be made to play.
5. Children rehearse the future in their role-play.
6. Children pretend when playing.
7. Children play alone sometimes.
8. Children and/or adults play together, in parallel, associatively, or co-operatively in pairs or groups.
9. Each player has a personal play agenda, although they may not be aware of this.
10. Children playing will be deeply involved, and difficult to distract from their deep learning. Children at play wallow in their learning.
11. Children try out their most recent learning, skills and competencies when they play. They seem to celebrate what they know.
12. Children at play co-ordinate their ideas, feelings and make sense of relationships with their family, friends and culture. When play is co-ordinated it flows along in a sustained way. It is called free-flow play.

Resources

Large motor skill	Equipment
Balancing	Tyre swings, hop scotch mat, balancing beams, rollover pole, stompabouts, climbing frame, slides, trampoline, large blocks, soft play
Catching	Balls, bean bags, quoits
Climbing	Swinging tunnel, climbing board with rope, scramble net, slides, climbing frame, soft play, contracting tunnel
Co-ordination	Tyre swings, balancing beam, riding toys, wooden climbing frame, skittles
Expressive Movement	Ribbons, streamers, scarves, commercial tapers, musical instruments, dressing up clothes
Hopping	Hop scotch mat, jumping, trampoline, dance mat
Jumping	Trampoline, large soft mat
Pedalling	Bikes and trikes
Pushing	Riding toys, wheeled toys
Rolling	Skittles, balls, quoits, mats for body rolling
Running	Parachute, kites, scarves and streamers
Throwing	Balls, bean bags, quoits

Fine motor skill	Equipment
Fine finger movements	Sewing cards, threading beads, peg and peg boards, construction equipment, computer mouse, mark making implements, jigsaws, dolls clothes

Reference books
Physical development and movement

1. *Small and Cool for Early Years*
Sport Scotland
2. *Moving with a Purpose*
Renee McCall & Diane Craft
3. *Early Intervention in Movement*
Christine Macintyre
4. *Inside out and Outside in*
Scottish Natural Heritage
5. *The Nursery Garden*
Cambusbarron Primary School
6. *Play at home Pre-School book*
Health Promotion Dept. Fife
7. *The Great Outdoors*
BAECE
8. *The Outdoor Curriculum*
Northhamptonshire County Council
9. *Outdoor Play in the Early Years*
Helen Bilton
10. *Outdoor Play*
Mindstretchers

Key Area: Curriculum

Performance Indicator 1.1 Structure of the curriculum

Theme:

- breadth and balance of the learning opportunities offered to the children

Level 4 Illustration

- The curriculum has breadth and balance across the key aspects. It provides individual children with a variety of high quality experiences balanced according to their needs.
- It is fully in keeping with local and national guidance.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Key Area: Curriculum

Performance Indicator 1.2 Quality of the programmes

Themes:

- links to national and local curriculum guidelines
- balance and relevance of learning experiences
- design and evaluation of programmes
- support and guidance for staff

Level 4 Illustration

- Programmes take full account of national and local curriculum guidelines.
- Programmes ensure balanced and relevant learning experiences.
- Programmes are well designed, flexible, responsive to children's needs and interests and ensure progression in their learning development.
- Staff receive clear guidance on programmes, learning and teaching, support for children and assessment and recording.
- Programmes are designed to enable learning activities to be continued in extended day care provision.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Key Area: Curriculum

Performance Indicator 1.3 Quality of planning

Themes:

- planning of programmes and day-to-day activities
- effective use of assessment information
- responsiveness of planning procedures

Level 4 Illustration

- Plans are carefully linked to the key aspects of the curriculum and provide clear statements about what is to be done and what children are expected to learn.
- Staff make effective use of assessment information to identify needs and plan next steps in learning. Plans are evaluated regularly and adjusted as necessary to meet changing needs.
- Plans take appropriate account of the varied attendance patterns of children. Parents are kept fully informed of the programmes and daily activities. Opportunities for planning with colleagues are effectively used.
- Planning for the curriculum, play and leisure activities, and care routines are well coordinated to take full account of the needs of all children.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Note: This indicator refers to planning of programmes and day-to-day activities and covers the links between assessment, planning and evaluating in the centre.

Account should be taken of:

- *weekly, monthly and annual plans*
- *planning undertaken in collaboration with all staff*
- *planning undertaken in collaboration with other agencies*
- *individualised programmes for those with special educational needs*

