



Colyton Caterpillars Early Education

Early Years Physical Development Policy

This policy was agreed by trustees/staff:	
Date of last review:	July 2024
Date of next review:	January 2025
Reviewed by:	K.Clode

The Classroom Environment will encourage improving the skills of co-ordination, control, manipulation and movement. Physical development has two very important areas:

- **Helping children to gain the confidence in what they can do**
- **Helping children to gain a positive sense of well-being and be healthy**

In order to give all children the best opportunities to develop their physical skills, practitioners should:

- Plan activities which challenge children in terms of their physical development.
- Provide enough space both indoors and out to allow children to explore their physical skills in a safe and secure environment.
- Provide activities which motivate, support, and develop children.
- Provide time and opportunities for children with physical delays or impairments to develop their physical skills.
- Introduce the language of movement to children, alongside their actions.

Early Years Experience Will:

- A) Ensure that statutory requirements are met in providing, safe, suitable, well planned indoor and outdoor provision.
- B) Give children plenty of time and support to explore, experiment and refine movements and skills (fine and gross motor).
- C) Support other areas of learning through the prime area of Physical Development.
- D) Broaden children's perspectives and enhance their understanding of the world through all their senses.
- E) Build on children's developing skills to promote confidence in their own abilities, and a growing independence.
- F) Provide opportunities for regular and frequent physical activity, both indoors and out.

- G) Encourage growing self-confidence and self-esteem.
- H) Promote collaboration in outdoor play and sharing of resources available.
- I) Offer a wide range of stimuli for movement, e.g. action songs/rhymes, stories, large equipment/apparatus etc.
- J) Introduce the vocabulary of movement and the words of instruction which accompany it.
- K) Teach directly those skills which are required where appropriate, such as getting onto the pole (climbing frame), pedalling a bike, throwing a ball, holding a pencil.
- L) Challenge stereotypes which occur and ensure equal access to physical provision regardless of gender or ability.
- M) Support children to develop their fine motor and gross motor skills in parallel.

Provision will include:

- A wealth of resources encouraging children's fine and gross motor development across the whole curriculum e.g. pegs, construction toys, scissors, a range of writing/drawing/painting implements, threading beads, sewing cards, puzzles, bikes, parachute etc.
- A well planned and organised indoor and outdoor curriculum provided during every session.
- 4 times a week P.E session for all children (PE teacher)
- Adults providing appropriate intervention, and encouragement, to help children gain confidence and improve their skills.
- A variety of outdoor toys, including equipment requiring co-operation and collaboration between children.
- Opportunities to practice and become more independent in their self-help skills.
- Sand and water, encouraging pouring, filling etc.
- A range of fine motor activities and tools e.g. threading, mark making implements, scissors, hole punches etc.

The provider will recognise that physical learning occurs at all times, and across all areas of the Foundation Curriculum, hence its placement as a prime area of learning. It cannot, and should not be separated into distinct areas.

Children who have a physical developmental delay will have additional support in school (inclusion) in line with advice from OT or physiotherapy. Programmes will be followed on an individual basis, after staff training (if required).