

## PHYSICAL DEVELOPMENT AND MOVEMENT POLICY

### RATIONALE

The early years are a time of rapid physical and mental development as young children learn to control and use their bodies. Children should be aware that physical activity is a healthy thing to do and be encouraged to participate at all times within a safe and secure environment. A developing sense of identity is closely linked to their own self image, self esteem and confidence. Physical activity should be provided both indoors and outdoors.

### AIM

The aim of Killermont Primary Nursery Class is to promote children's development and learning in movement in relation to their previous experiences, competences and levels of development.

### OUTCOMES

- Children are able to develop their co-ordination while participating in physical activity
- Children use large play and games equipment with confidence
- Children link a series of activities together successfully
- Children participate in energetic activity/games both indoors and outdoors
- Children understand the importance of health and fitness
- Children develop increasing control of fine motor skills
- Children have regular opportunities to develop movement skills through using equipment effectively through pouring and weighing activities
- Children learn to control and manipulate small tools
- Children develop fine finger movements and hand control using a variety of creative and construction materials
- Children experience activities that foster good hand and eye co-ordination

### PROCEDURES

Within Killermont Primary nursery class the curriculum is based on *A Curriculum Framework for Children 3-5* to ensure balance and relevant opportunities for all pupils. Children are always encouraged to think about the importance of health and fitness as an integral part of their learning.

A wide range of activities are offered to the children and evaluated regularly to ensure all needs and interests are met. Within the nursery environment, there is always a large physical play activity on offer either indoors or outside.

The children have regular access to the nursery playground where we have a variety of outdoor play resources to encourage physical development. Energetic play is also promoted when the nursery visits the school gym hall on a weekly basis and children are encouraged to develop a wide range of physical skills eg spatial awareness, football skills, dance, circuits. A range of resources are purchased and rotated to enhance all learning opportunities and take account of the children's interests.

A variety of fine motor skill activities eg using scissors, tracing, threading, writing, colouring, manipulating construction materials etc are always on offer within the nursery. Throughout all activities children are encouraged to move safely and use tools/equipment safely.

- *Please refer to Planning Policy*

Staff are responsive to each child's needs and interests and involve the children in planning by observing their play and seeking their opinions. Staff members carefully consider the children's previous learning experiences to ensure activities are relevant to the children's developmental needs and interests.

Assessment notes are updated regularly to record significant aspects of the child's learning. Information about the child's learning is passed on to the child, parent/carer and other relevant professional.

- *Please refer to Assessment/Reporting Policy*

**ROLES AND RESPONSIBILITIES:****Senior Staff**

- Ensure national and local guidelines are followed
- Monitor and evaluate staff planning and children's development and learning

**Staff**

- Be fully aware of the guidance for the implementation of *A Curriculum Framework for Children 3-5*
- Must take account of the individual needs of the children including any special educational needs

**RESOURCES**

*A Curriculum Framework for Children 3-5*  
*LT Scotland (SCCC) Support Books*

**CROSS-REFERENCES:**

The Child at the Centre	1.1, 1.2
National Care Standards	4.4

In our centre responsibility for implementing this policy is:	
First Draft	Date: November 2001
Consultation with Early Years Community	Date:
The policy was created on:	Date: 27 November 2003
The policy was reviewed on:	Date: 15 January 2010
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