



Curriculum Policy for Physical Development

Foundation Stage (Nursery and Reception)

Aim

To promote enthusiasm, enjoyment and confidence in developing and using the physical skills of co-ordination, control, manipulation and movement.

Objectives

To provide a balanced programme of activities to support the physical development and well being of the children.

To provide sufficient space (indoors and outdoors), time and resources to allow effective physical development.

To provide time, opportunity and support for children with motor impairments or physical disabilities to develop their physical skills. If appropriate this will include working with outside agencies such as physiotherapists and occupational therapists.

Operating Policy

The programme of activities will include such areas as hygiene, healthy eating and exercise. The programme of activities will permeate all areas of the Foundation Stage curriculum.

Confidence, self responsibility, enjoyment and enthusiasm will be developed through structured free play and adult directed activities with the emphasis on supporting individual progression.

Provision will be made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control.

They will be encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures, etc.

The equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.

Skills of co-operation, turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

Programme of Work

Programmes of work will be based upon a mixture of general and topic activities. The children may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

The programme will include some or all of the following types of activity in both secular and kodesh lessons:

Movement:

- *Group games involving running, jumping and hopping.*
- *Group games involving movement followed by stopping.*
- *Moving to music.*
- *Balancing activities and games.*
- *Play on a range of landscapes (e.g. flat/hilly) and surfaces (e.g. grass/sand).*
- *Move in a range of ways: slithering, crawling, rolling, skipping, sliding and hopping*
- *Travel in a range of directions, forwards, backwards and sideways*
- *Adjust speed or change direction to avoid obstacles*
- *Jump off an object and land appropriately*
- *Manipulate objects by picking up, releasing, arranging, threading and posting them.*
- *Combine and repeat a range of movements*

Sense of Space:

- *Role play activities giving children the opportunity to create pathways.*
- *Giving the children the opportunity to create their own spaces (e.g. tent from blankets).*
- *Group games that involve following or imitating.*
- *Encourage games and activities that involve sharing resources with other children.*
- *Discussions about body parts and bodily activity.*
- *Singing action songs (e.g. Head, shoulders, knees and toes).*

Health and Bodily Awareness

- *Discussions about keeping safe, fit and healthy.*
- *Encouraging children to walk to school and/or to use the informal 'walking bus' as part of the school's Travel Plan.*
- *Discussions about eating a healthy diet.*
- *Encouraging children to make decisions by choosing between different types of food.*
- *Making & eating food from a range of cultures that can form part of a healthy diet.*
- *Providing opportunities for children to talk about health issues.*
- *Discuss that if we eat well, and exercise we will sleep well.*
- *Talk about how their heart rate gets quicker when they move fast and slows down when they stop for a rest.*

Using Equipment:

- *Outdoor play using a variety of equipment e.g. slides, climbing frames, trampolines.*
- *Play with wheeled toys e.g. push-along trucks, tricycles, bicycles.*
- *Practising kicking, throwing and catching large and small balls with increasing control.*
- *Use climbing equipment to learn how to use alternate feet to go up stairs or walk along a balance.*

Using Tools and Materials:

- *Sand play.*
- *Water play.*
- *Modelling with playdough and clay.*
- *Painting, drawing and colouring.*
- *Peg games and jigsaws.*
- *Threading.*

- *Cutting with scissors.*
- *Dressing-up, buttoning clothes, doing up zips, etc.*
- *Dressing of dolls.*
- *Use of small construction toys (duplo, stickle bricks etc).*
- *Making 'junk' models.*
- *'Reading' books - page turning.*
- *'Writing' with pencils and crayons.*
- *Collage and other pasting activities.*
- *Use of the computer keyboard.*

Curriculum Planning

Objectives and activities for structured free play are planned on a rotational basis. Each child will have the opportunity to use a variety of equipment over the course of a week period.

In addition, children will have regular and frequent adult directed PE lessons focussing on specific gross motor skills eg ball skills, balancing, movements etc.

Pupil recording and assessment

- All staff make on-going daily observations on pupil progress and ***significant achievement***. These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples (including photographic evidence where appropriate) are also stored in the green Foundation Stage pupil record files.
- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the ***Individual Yearly Pupil Progress Record***.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

Children displaying particularly significant efforts and/or achievement in any aspect of physical development will be awarded with a special Headteacher's PE award in the Friday assembly.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Resources

A list of specific resources and equipment for Physical Development will be compiled.

Signed:

Headteacher: ***Sara J. Harris***

Chairperson: ***Eddy Breuer-Weil***

Date: June 2007