

Curriculum Policy for Physical Development

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 program 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.

Operating Policy

The program of activities will include such areas as hygiene, healthy eating and exercise. The program of activities will permeate all areas of the Pre-School 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 organized 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.



Program of Work

Program of work will be based upon a mixture of general and child initiated 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 program will include some or all of the following types of activity:

Moving and Handling:

- Group games involving running, jumping and hopping.
- Group games involving movement followed by stopping.
- Moving to music.
- Balancing activities and games.
- 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.
- Singing action songs (e.g. Head, shoulders, knees and toes).
- Outdoor play using a variety of equipment e.g. climbing frame and slide, climbing trail.
- Play with wheeled toys e.g. push-along trucks, tricycles, bicycles.
- Practicing kicking, throwing and catching large and small balls.
- Sand play.
- Water play.
- Modelling with play dough and clay.
- Painting, drawing and coloring.
- Peg games and jigsaws.
- Threading.
- Cutting with scissors.
- 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.

Health and Self Care

- Discussions about keeping safe, fit and healthy.
- Discussions about eating a healthy diet.
- Encouraging children to make decisions by choosing between different types of food.
- Making and eating food from a range of cultures that can form part of a healthy diet.
- Providing opportunities for children to talk about health issues.
- Discussions about body parts and bodily activity.
- Dressing-up, buttoning clothes, doing up zips, etc.
- Dressing of dolls.

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis following children's interests. Activity planning occurs on daily basis. The planning sheets used by the Pre-School are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Physical Development is considered whenever planning is done.

Staff are able to observe the children and records of such observations can be made on the children's individual play plans.

Samples of the children's work which relate to Physical Development are kept in the child's individual learning journey as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

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

Signed.....Owner/Manager

Date..... Review.....