St Francis’ Nursery Unit
Physical Development and Movement Policy

We the staff of St Francis’ Nursery Unit recognise the importance of providing quality physical development and movement opportunities. While physical play is essential to ensure long-term health and well-being, it also helps the young child’s cognitive development. Physical development helps children to gain confidence and self-esteem, making them more eager to try more challenging physical activities as they realise their own capabilities.

Most children enjoy physical play both indoors and outside. Consequently we provide physical activities both indoors and out on a daily basis. Children enjoy stimulating physical play that gives them the freedom to move about and be inventive as well as allowing them to be adventurous. Through physical play such as running, jumping and balancing, children develop balance, control, co-ordination and an awareness of size, space and direction.

We also provide the children in our care with plenty of opportunities to respond physically and creatively to a wide range of stimuli including music, songs, action rhymes and stories. Through such activities the children develop personally, socially and emotionally and begin to experience the enjoyment and sense of well-being that comes from physical activity.

Outdoor Physical Play

Playing outdoors gives the children more scope to run about freely, shouting and playing in a boisterous manner within acceptable boundaries, than indoor play does. This plays an important role in the emotional development of the child. We aim to provide well-planned play and a well-planned environment that challenges, motivates and excites the children in our care.

We aim to ensure that effective physical play takes part in our setting by:

- Providing the children with suitable and safe places that they can move about freely in, such as the grass area and the safety mat area
- Providing a wide variety of safety standard approved small and large equipment. This equipment should provide opportunities for developing skills such as, running, jumping, climbing, balancing, kicking, throwing and catching
- Planning the use of space so that it is fully utilised and can be used in different ways for different things as required.
• Planning carefully so that play opportunities are interesting and challenging and that individual needs and abilities are catered for.
• Planning to ensure that the children develop their skills over time.
• Ensuring that play equipment can be altered to provide challenge and progression, such as our wooden climbing equipment.
• Participating sensitively in the children’s play.
• Ensuring that the children are adequately supervised and understand the rules of physical play.
• Encouraging equipment to be used in different ways, such as imaginatively, particularly in the summer term.
• Creating specific learning areas where children can play safely and appropriately and have easy access to well stored resources.
• Participating in Fundamental Movement Skills coordinated by SELB provision.

**Indoor Physical Play**

We aim to provide the children in our setting with quality physical play indoors. This play is usually confined to the mat areas in the classroom. For music and movement activities we clear away our tables and chairs to give the children space to move around safely.

We aim to ensure that effective physical play takes part in our setting by:

• Participating in Tumble Tots Music and Movement weekly
• Participating in Jo Jingles in Term Two

**Fine Motor Skill Development**

In order to develop fine motor skills and hand eye co-ordination on a daily basis we provide sand, water, painting, creative, dough, construction, jigsaw, computer, action song and rhyme, book and drawing activities. We also provide a specific Manipulation Area indoors. At snack we encourage the children to pour milk, water and cereal, spread butter, cut bread, peel fruit, wash and dry their cups. To develop fine motor skills we provide resources such as:

• Big and small links
• Beads, cotton reels and bobbins – threading
• Sewing shapes
• Pegs and boards
• Clothes pegs and hoops
• Tap Tap
• Hammers, wood and nails
- Linking animals and people
- Scissors and glue sticks
- Pencils, pens, markers, crayons, chalk
- Bead mazes
- Stacking blocks, cups and buttons
- Construction materials
- Bottles, jugs, funnels and tubing
- Moulds
- Rollers, cutter, knives, fork, dough plungers
- Jigsaws

Through using such materials we hope to develop skills such as:

- Pouring
- Building
- Threading
- Sewing
- Weaving
- Screwing and unscrewing
- Hammering
- Building
- Mouse control
- Rolling
- Cutting
- Drawing
- Painting