



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Physical Development in the Early Years Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel.”***

WITHIN THE POLICY:

- Aims and Objectives
- Strategies for Learning / Development Matters
- Schemes of Work
- Specific Areas Covered in PE

AIMS AND OBJECTIVES – These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage

To follow the guidelines set down in the Early Learning Goals for physical development.

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

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

To practice some appropriate safety measures and transport equipment safely.

During physical activities introduce the language of movement in relation to the children's actions and observe the effects of activity on their bodies.

To teach the children the importance of keeping healthy and those things that contribute to this, ie. eating a healthy range of foodstuffs.

Provide time and extra support for those children with physical disabilities or motor impairments.

STRATEGIES FOR LEARNING

Operating Policy

Children are provided with opportunities that include, healthy eating and how to exercise safely so they understand the importance of keeping healthy.

To teach children the importance of personal hygiene and managing their personal needs, ie. dressing and toileting.

To recognise the changes that happen to their bodies when they are active and say if they need to rest.

Handle tools, objects, construction and malleable materials safely and with control.

Physical activities are planned into all areas of the curriculum.

Each week the Cygnets and Swans have one lesson of PE and a swimming lesson. Cygnets may have a second PE lesson which may be a movement lesson linked to the topic.

Cygnets and Swans have a 'Woodland Warrior' (Forest school) session in the Grace Dieu grounds led by the Forest school coordinator Madam Tatton every week for approximately an hour.

Confidence, self-responsibility, enjoyment and enthusiasm are developed during structured free play and adult directed activities with the emphasis on supporting individual progression and monitoring through assessment.

Children are taught to have an awareness of space, of self and of others.

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

Children are encouraged to respond physically to verbal, auditory and visual stimuli through music, stories, songs and rhymes.

All equipment used is organised so as to develop an awareness of Health and Safety issues. The children are encouraged to think about and discuss such aspects and practice this without direct supervision.

Skills of co-operation, taking turns and working as part of a team, are developed throughout the curriculum with adult support where necessary.

SCHEMES OF WORK

Movement

- PE, Music and Movement lessons each week.
- Swimming (Cygnet and Swans) once a week.
- Group games involving running, jumping, hopping, stopping, changing direction.
- Balancing and climbing activities.
- Play on a range of landscapes and surfaces, eg grass, rubber, tarmac.
- Every opportunity is used to explore local environment and grounds for walking, rambling etc.
- Daily outdoor play (see separate plan). If wet or **very** cold the children use the classrooms.
- Forest School 'Woodland Warriors' activities timetabled once a week.

Sense of Space

- Role play activities giving children the opportunity to create pathways.
- Giving children the opportunity to create their own spaces, for example a tent using blankets, junk boxes or making a house from the barrel unit or climbing circuit.
- Group games that involve following or imitating.
- Encourage games that involve sharing resources with other children.

During PE and Movement lessons children are regularly made aware of their own space and that of others.

Health and Self Care

- Discussions about body parts and bodily activity.
- Singing action songs, for example: 'head, shoulders, knees & toes', 'one finger, one thumb'.
- Discussions about keeping safe, fit and healthy.
- Discussions about eating a healthy and balanced diet, reinforcing this with the weekly lunchtime menus.
- Encouraging children to make decisions by choosing different types of food (healthy choices) at snack times.
- Looking at and eating food from different cultures that can form part of a healthy diet.
- Providing opportunities for children to talk about health issues and how to keep healthy.
- Discussions about toileting, washing hands and flushing the toilet.
- Dressing for PE, Art aprons, coats etc., without adult support.

Using Equipment

Outdoor play using a variety of equipment, for example the extensive climbing apparatus, building bricks, balls quoits, bikes and ride-ons. Play with wheeled toys, for example push-along trucks, tricycles and scooters.

Indoor equipment: Large PE apparatus, for example ladders, benches, graduated steps and large soft play apparatus.

Learning to use small apparatus effectively, ie bean bags, hoops, balls, skipping ropes, quoits.

Using Tools and Materials

- Sand play
- Water play
- Modelling with play dough and clay which includes specific tools
- Painting, drawing and colouring
- Peg boards, mosaic pattern boards, jigsaws etc.
- Threading using various equipment
- Cutting with different scissors
- Dressing-up, velcro, buttons, doing up zips
- Dressing of dolls
- Use of large and small construction toys (see construction resource list)
- Making 'junk' models
- Reading big and small books
- Mark making and writing using various tools
- Collage and other gluing activities

- Use of Roamer and Beebots, cameras, CD players, Listening Centre and ICT equipment, including an interactive table and interactive whiteboards in all of the classrooms.

Resources

Large PE Apparatus

3 sets of graduated steps	1 climbing ladder
6 wooden benches	1 horse
1 soft covered bench	1 spring box
Large PE crash mats	1 slide
Blue PE mats	2 climbing bars

Soft Play Apparatus

1 large barrel
2 cubes
2 wedges
1 cut out cube

Gentili Playground

Large climbing apparatus which incorporates:

Climbing wall	Hidey-hole house
Fireman's pole	Large slide
3 towers	2 seating areas with benches
Swing bridge	

(Reviewed ND August 2017)