



EYFS Understanding the World – National Curriculum Link Physical Education

At Westfield we are committed to giving all our children consistent messages about **all** aspects of health.

We realise that as a school we can provide a valuable role model to children and their families regarding physical activity, food and healthy-eating patterns and how important this is, especially in an area that has very high incidences of obesity.

By working together at all levels of involvement, through our Start Well Family School and the way we plan our curriculum; we can bring together all elements of the community to create an environment that supports a healthy lifestyle.

We aim to:

- To ensure that we are giving consistent messages about food and health.
- To give our children the information they need to make healthy choices.
- To promote health awareness.
- To contribute to the healthy physical development of all pupils and staff.
- Encourage all children to take part in daily physical activity.

We aim to fulfil the requirements of the Development Matters 2021 and believe that:-

- Physical development is vital in children's all-round development, helping them to pursue happy, healthy, and active lives.
- Gross and fine motor experiences develop incrementally throughout early childhood.
- By creating games and providing opportunities for play both inside and outside, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination, and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor skills control and precision helps with hand-eye coordination which is later linked to early literacy.



Physical Education in The Early Years Foundation Phase

Development Matters

Physical Development, Personal Social and Emotional Development

Nursery	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment,</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
Reception	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

IMPLEMENTATION

- Daily exercise and participation in outdoor physical play
- Gross motor activities
- Healthy lifestyle discussions and routines e.g. toothbrushing / hand washing / drinking water / milk
- Daily healthy snack
- Structured PE lesson where pupils learn specific physical skills and about healthy living.
- Learning About and Through Food
- It is a requirement under the Learning and Development requirements that we help children understand the importance of making healthy choices in relation to food.
- Mealtimes offer children experiences to taste different foods, overcome dislikes and learn how to share.
- Sitting around a table eating food together is a good way to teach social skills.
- Cooking activities offer opportunities for learning through working with others and increasing self-esteem.
- Fine and gross motor skills can be developed through activities such as using knives and forks, preparing food, and washing up.
- Mealtimes can be used to help children to make healthy food choices.
- Sitting around a table eating food together is a good way to teach conversation.
- Language can be developed, and senses explored through discussing and describing the taste, texture, size, look and smell of food.
- Many stories involve food. They can teach children about ingredients, where food comes from and about food for special occasions and from different cultures.
- Activities such as counting out spoons and pieces of fruit when setting the table or at snack time can be used to support numeric skills.
- Sorting and matching foods into different types can help promote organisational skills and reasoning.
- Food tasting activities teach children about ingredients, the seasons and where food comes from including food from different cultures.
- Growing fruit and vegetables teaches children about where food comes from, about life cycles, about gardening and how to look after plants.
- Many vegetables and herbs can be grown on windowsills and in pots or bags, which children can be involved in.
- Art activities can engage children with food and alert them to colours and shapes.
- All food is cooked fresh on site.
- Our menus follow MCCS (Metro Fresh) guidelines, there is a 3-week cycle, and this is changed ½ termly according to seasonal availability.

- The aim is to provide all children with a choice of 3 meals on any one day with a hot and cold option.
- All options pay regard to nutritional balance and healthy options.
- Adults who deal with / prepare food for the children to consume have attended relevant hygiene training or received guidance about important hygiene issues.
- Children are encouraged to always wash their hands before handling food.
- In Reception class the children are given guidance about how and when to wash their hands and the reasons behind its importance and these messages are reinforced throughout the school year.
- Clean drinking water is freely available throughout the school day to all pupils and staff.
- Each class has access to fresh drinking water within the classroom environment.
- Children may request to drink their water at any time.
- Children are also encouraged to take a drink (water or milk) with their morning and afternoon snack, which is provided in plastic cups.
- Children are provided with a cup for their use; staff clean these cups daily.