Physical Development



An Early Years Curriculum Document

The Lilycroft and St Edmund's Nursery Schools' Federation, Bradford

Physical Development
0-4 Years

Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world.



The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development.

Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging.



Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.

Birth to 5 Matters

Moving & Handling
0-2 Years

Babies are born with an innate physical drive to move and gain control of their bodies; progressing from holding up their own head to moving arms, legs hands and feet. Babies need to grasp, hold and point, reach out, push and pull, stretch and curl up, wriggle and roll over. Discovering what their bodies can do is an endless source of wonder and pleasure to very young children, as they use movement and all of their available senses to explore their world.

Babies need time, space and freedom to practise a range of large and small movements and endless opportunities to be active! Lots of time outdoors is essential to good physical development as well as a range of indoor opportunities.

We consider surfaces (soft, hard, textured), height and space, varying the environment to stimulate a range of physical experiences; cushions, tunnels, slopes, climbing equipment, boxes etc. encourage children to move in different ways, developing positional and spatial awareness, stability, balance, core strength and coordination.

Keeping many things the same is also important as children need to repeat actions, movements, journeys and experiences again and again and again!

Schematic play is often about movement and we support children's early schema by observing carefully, recognising patterns of repeated actions and providing resources, opportunities and lots of time for children to engage in these essential explorations which enable links to be made between a child's movements and their developing ways of thinking.

Warm, caring and trusting relationships with adults are key to the development of the whole child, inclusive of their physical progress and needs.

A key person provides a safe base from which a child can explore and begin to take risks and build confidences. Babies need to be held, cuddled and touched and nurturing, attentive adults tune in to and respond patiently to their individual physical and emotional needs.

Through being in contact with adults, babies are also supported to experience the world from different perspectives and in different positions. Being held up high or rocked too and fro, sitting on a lap or hip or resting against a shoulder, children are physically supported, calmed and motivated, the adult's body providing a source of stimulation as well as comfort.



Adults encourage and support children physically, at the appropriate individual level for their stage of development. We work in partnership with families to support next steps such as increasing tummy time, encouraging a baby to pull up to standing from sitting or begin to crawl. There is no rush to progress from one stage to the next however, as children need lots of time to master and consolidate current and new physical skills before moving on to the next.



We offer a wide range of resources and experiences in the 0-2 Room, carefully considering both gross and fine motor skills and the need for these to develop simultaneously. Sand and water, playdough and paint, balls, bean-bags, bikes, blocks and books (to name but a few) provide a huge range of possibilities to develop moving and handling skills. Adults follow a child's lead, modelling, scaffolding and supporting them to try out new movements and learn new skills.

Even at this very young age, we encourage choices and independence and give children the freedom to do things their way. We support children to keep on trying and celebrate resilience and determination.



We hope to inspire children and families to try new physical experiences, making links to and building on what they have done before in different and exciting ways. We regularly provide sensory experiences which also stimulate movement; for example cornflour in a large tray enables babies to explore how it feels and behaves with their whole bodies, pinching it with their fingers, swiping with their legs or patting with their hands.

Music, songs and rhymes are a firm favourite in the baby room, inspiring spontaneous and collaborative movement - jigging or clapping to the beat, dancing freely or joining in with repeated actions. Adults use singing and music to enthuse and excite but also to help calm the babies, matching movements to the tempo and mood.

We take our youngest children out and about as often as possible, to the shops, the park and also to woods to take part in forest school activities.

They may travel in a pushchair but are taken out as soon as possible so that they can move and explore in different environments. It is important to feel the grass beneath your feet and the wind in your hair, to connect with nature and feel free!

Health & Self-care
0-2 Years

Attachment and warm responsive relationships with adults who know them well are key to babies receiving the essential care that they need. Before starting nursery and during the settling in period, we work very closely with families to find out as much as we can about every child. Routines: sleep, food and intimate care are personal to every individual.

We ensure we have a thorough understanding of what happens at home to enable us to continue in the same ways at Nursery wherever possible, aiding transition and providing familiarity and security for both child and family.

Babies communicate their needs and feelings in different ways: crying, vocalising, movements, gestures & signs and facial expressions. The adults who care for them need to work together to effectively interpret these communications. We again learn what we can from families and then spend lots of time playing with and observing children, getting to know them really well so that we are tuned in to their needs.

In order to feel safe and secure, very young children need lots of warm, sensitive physical contact; stroking, patting, rocking, cuddling, supported often by singing or vocal soothing. Sleeping is another essential part of the Nursery day and we ensure that children's sleep routines are continued from home as closely as possible. We have a range of comfortable calm spaces for children to sleep and attentive adults have the time and patience to provide individual support, comforting and soothing as needed. Children are also enabled to self soothe, sometimes supported by music, lighting and personal comfort objects. Babies sleep when they need to and wake from their naps naturally wherever possible.



Care routines such as feeding, nappy changing and dressing are unhurried. The adult and child really connect during these important times; communicating, singing and learning with and about one another. Adults are respectful towards children and always ask permission and explain what is happening, working with the child rather than doing things to them.

Independence is promoted right from the start and very quickly children get to know routines, can anticipate what is coming next and participate at their own level i.e 'please will you hold your nappy' 'let's wash your hands now, that's right, rub them together to make some bubbles and get them nice and clean'

Nutritious food is cooked in our own kitchen and the babies are served three meals a day as well as a morning and afternoon snack. Mealtimes are a social time where the children sit together in their own room, supported by adults at just the right level. Independence is important and children are encouraged to feed themselves, firstly using their fingers and moving on to cutlery when they are ready.



Babies are encouraged to drink from a cup as soon as they are able to hold it and bring it to their mouths. Children are given choices at mealtimes indicating and selecting their preferences and letting us know when they have had enough.

Adults encourage and support the babies to eat a healthy balanced diet and to try new foods often. Families are of course consulted and dietary needs as well as preferences met. For example, we will always start with blended food if that is what a baby has at home. A key person will always consult with the family when they feel a baby is ready for the next stage and will respectfully advise families about healthy habits concerning food and diet.



Good oral hygiene is actively promoted to families as soon as babies teeth start appearing. Regular brushing is advised as part of home routines and we provide information regarding foods and drinks to be limited or avoided at certain times in order to keep teeth healthy. Mental health and wellbeing are a focus right from the start.

Adults work in very close partnership with families to ensure that we are fully informed about the elements that effect a very young child's mood and disposition. Excellent relationships enable adults to tune in to a babies needs, co-regulating and providing calming or stimulating influences to support a child to move through their emotions safely and return to balance.

Moving & Handling
2-3 Years

As children gain control of their bodies they become more independent and master a wider range of physical skills. Changing position, from squatting to standing for example, can now be achieved with little effort.

Using alternate feet, most are walking confidently; stopping, starting and changing direction. Running is an exciting experience and as children grow in confidence provides independence and freedom.

When climbing stairs children of this age do so by putting both feet on one step and regular opportunities to practise this, as well as climbing ladders and slopes are beneficial. We encourage children to try out lots of different movements; spinning, rolling, bending, jumping and stretching.

Pushing the boundaries of what their bodies can do, children are learning new skills rapidly.

Increased experience and growing understanding enables young children to make the connection between their movements and the effect that these movements have on the world around them.

Enthusiastic adults ensure lots of fun is had by all, as they model movements as part of active games and encourage repetition and trying again and again and again, building resilience and confidence.

Adults also use vocabulary to describe what children are doing, matching words to their actions 'twist, jump, spin, lift, tiptoe' and also to describe how and where they are doing things 'fast, slow, high, low'.

Schematic play is characteristic of this stage of learning and as adults observe children closely, their fascinations and interests are revealed through their movements and actions.

For example if a child has a rotary schema we may see them rolling tyres and hoops, running in circles and spinning whatever they can find!

Children are given lots of time to explore these interests independently as it is the action that supports the child's understanding.

Adults may provide new resources and as appropriate, scaffold next steps. As children begin to play together more, ring games, rhymes and songs encourage collaborative movements where everyone can join in and work and play together. The parachute is also a firm favourite!

Lots of time outdoors is as always of huge benefit to children's physical development. Space to run, a range of different surfaces, slopes and gradients, large equipment to climb up, balance on and slide down are all essential.

Bikes and other wheeled toys are always popular and support increasing co-ordination and strength as well as enabling speed and fun!

Children are learning to throw, catch and kick a ball and use other equipment such as hoops, balance boards and stilts.

Sweeping leaves, washing windows, digging and building with large blocks and crates are all outdoor activities that require a range of large movements which are important to master at this stage alongside the fine motor skills developed through gathering and planting seeds, picking berries, pegging out washing and

Continuous provision indoors also provides a wide range of opportunities to develop physical skills and improve hand eye co-ordination.

Water and sand play enable children to engage in pouring, filling, scooping, patting, squeezing, splashing and smoothing. Playdough is perfect for developing strength in the fingers and hands and learning how to use a range of tools.

We provide sensory experiences such as gel, shaving foam and cornflour which again encourage children to use their hands and a range of tools in different ways.

Making marks using fingers, sticks, chalk, brushes, pens and pencils enables toddlers to see the results of their movements materialise. It is important to enable mark making on a large and small scale and encourage a range of different movements and marks.

Adults use vocabulary to describe the marks 'round and round, up and down, zig-zag' and encourage children to do so too. Manipulation control is developed through exploring and using a range of materials to connect, make and build i.e. connecting a train track, making a box model or building a tower.

We take children out on short walks to the shops, the park and the woods which builds up their stamina as well as providing different environments, challenges and experiences. Running across an open field, climbing a tree, paddling in a stream, walking through long grass and rolling down a hill are all amazing experiences for very young children!





Health & Self-care
2-3 Years

Our key person system ensures that all children develop a strong bond and attachment to their caregivers at Nursery. Toddlers continue to need lots of cuddles, reassurance and support; they use their key person as a secure base from which to explore as confidence and independence build.

Children can communicate their needs more effectively now but it remains essential that we pay close attention and tune in to their words, actions, signs and gestures to enable as clear an understanding as possible.

Growing independence can sometimes cause frustrations and children of this age often need to express their feelings physically to release stress and self-regulate. Adults provide safe, consistent and calm reassurance, allowing children to experience strong emotions and return to balance in their own time.

Both inside and outside, we provide spaces for children to withdraw and be calm, spending time by themselves if they choose to do so. Most children who spend all day at Nursery still need a daytime nap at this age and we have calm restful spaces and a routine that supports the needs of most children.

For those who require alternative arrangements we work in partnership with families to provide for their needs.

Routines for handwashing, mealtimes and toileting / nappy changing are well established, providing a rhythm to the day that children soon become familiar with. Doing the same things at the same times in the same way every day brings consistency and normality, comforting young children and enabling them to feel settled.

Children's growing need for independence is strong and it is important that they are given ownership, choices and the opportunity to do things their own way. Dressing and undressing requires time and the support of patient, understanding adults."Me do it!"

is the catchphrase of so many children at this age and we actively enable and encourage independence, only supporting when required and at the level appropriate for each child. Specific praise is given for effort as we encourage children to keep on trying, building their resilience as well as their practical skills.

By now many children will have an increasing awareness of their bowel urges and begin to communicate when they have a wet or soiled nappy. In partnership with families and when a child is ready, we plan toilet training together. Staff are confident to offer advice and support around home toileting routines as necessary.



We also offer advice to families about healthy eating and oral hygiene and support with maintaining good routines at home as well as at Nursery.

Mealtimes in 2-3s are calm and unhurried. Children sit in small groups, supported by an adult who encourages good habits and manners as they feed themselves with increasing control using a knife, fork and spoon most of the time and drinking from a cup with minimal spills.

Food is healthy and nutritious and children are given the opportunity to try new tastes and textures. We value children's choices, allowing them to specify portion size and select for example, the fruit they would like, according to personal preference.

Mealtimes are a great time to discuss likes and dislikes as well as what and how we all eat at home. Snacktime provides the perfect opportunity for children to really get involved with food.

We ensure healthy habits like washing hands thoroughly and practise skills like peeling, mixing, spreading and chopping. Again, children are given choices 'water or milk?' and are supported to independently pour their own drinks and wash up after themselves.







Moving & Handling
3-4 Years

Our rich continuous provision both inside and out, provides a wide range of opportunities for children to explore, investigate and learn. As they grow and mature physically children need more space and further challenge. They are becoming capable climbers and fast runners!



They can control and coordinate their bodies well, negotiating space and adjusting speed and direction, matching movements and actions to the space they are in. Children are now more competent at following instructions with several parts and can put together a range of movements, remembering sequences and patterns.

They are also learning more complex vocabulary to describe their movements and actions and adults ensure they use lots of interesting words in context 'slither, gallop, glide, rapid, gentle, steady' encouraging children to use them too as they move accordingly.



We provide lots of time for energetic outdoor play. We have large equipment that is open ended such as ladders, tyres, planks and barrels so that children can use them collaboratively in a range of ways.

Large and/or heavy objects encourage children to work together and problem solve. Taking risks is an important part of learning and we value children's own judgement of their limitations and capabilities.

Adults encourage and support children to believe in themselves, to try again and not give up easily when things get tough.
Resilience and effort are recognised and praised, encouraging a growth mindset and learning from challenge.

Hanging upside down, hula hooping, walking backwards, learning a dance routine, hopping and skipping, sliding down the firefighter's pole, digging a hole, making a snowman and balancing on one leg with your eyes closed are the sorts of physical challenges that 3 and 4 year olds relish!

We follow children's interests but also make suggestions and come up with ideas that children may not have thought of themselves, enabling them to try new things and develop their skills further. Games like 'Hide and Seek' and 'What's the Time Mr Wolf?', races and obstacle courses, add an element of competition that excites and motivates children.

Collaborative ring games increasing in complexity are lots of fun and foster a sense of togetherness and community. Wheeled toys remain the firm favourite of many and children are now able to pedal proficiently, negotiate slopes more confidently and steer accurately.

Ball skills are improving and at this stage most can now kick a ball with both feet, throw with force and increasing accuracy, catch a big ball using both hands and hit a smaller ball with a bat, racket or stick.

Football sessions provide specific instruction and teaching, enabling skills to improve and confidences to grow. As well as their ball skills, children work on speed, agility and foot- eye coordination. Music and movement sessions are another opportunity for children to develop their physical skills and confidence, alongside creativity and expression.

Action songs encourage a range of set movements repeated and in sequence and dance can be coordinated or expressive and creative. Children are encouraged to and will choose to respond in a range of ways, moving to music often being compelling and almost irresistible!

At this age and stage, fine motor skills are becoming somewhat more refined, but still need lots of practise and repetition. Motivation to practise manipulative skills is provided in a wide range of ways; cooking, playing instruments, using clay and playdough, painting, threading and construction.

As children gain increasing control over objects, adults are able to teach specific techniques and methods. Skills are often transferable and children can apply what they have learned in a range of contexts, making those all important links in learning and experience which support the development of the whole child.

We have a range of construction toys of different types and sizes that fit together in a variety of ways; by twisting, pushing, slotting, fixing magnetically or using nuts and bolts.

Connections are also explored through joining and fastening paper and cardboard using staplers, split pins and treasury tags, all of which require precise fine movements and develop strength and dexterity of the hands and fingers.



Using tools proficiently is becoming necessary in order to independently execute ideas, create and make things and solve problems. Specific skills such as cutting with scissors are essential and need to be learnt and practised progressively. Clay and playdough tools create a range of interesting results and can be used in different ways.

Brushes come in all shapes and sizes which requires them to be used specifically i.e. a long brush encourages larger whole arm movements, a wide brush can be grasped in the fist where as a narrow fine brush needs to be controlled delicately using a proficient pincer grip.

Mark making is becoming more controlled for many and as children gain experience they are able to produce a wider range of marks. A comfortable grip (often a pincer grip using the thumb and first two fingers) when holding a pen or pencil is developed, which enables children to refine their marks to become drawing and writing.

It is important to remember though, that not all children will be ready for holding a pencil to produce a distinct range of marks controlled by fine motor movements.

For these children, larger movements, improving hand and finger strength and manipulation control through a range of play based experiences is far more helpful than practising something for which their bodies are not yet ready.

Woodwork is on offer as part of our continuous provision in 3-5s which provides so many opportunities to develop moving and handling skills.

Hand-eye coordination is basic to woodwork and children gain increasing
control over their bodies as they develop agility and dexterity, manipulative skills, and muscular strength.



Woodwork incorporates fine motor skills (holding a nail, screwing) and gross motor skills (hammering, sawing). Children's core strength is developed as they push/pull (sawing, filing), rotate (using a screwdriver, drill, wrench, vice), lever (using a claw hammer or Japanese nail puller) and rub (with sandpaper).

Experience of using real tools becomes part of children's physical "vocabulary" and as they do so children also learn and are trusted to work safely.

As children grow and get stronger, opportunities to get out and about in the local area are increased. We are able to take the older children out on longer walks and they also manage public transport much better.

An exciting trip to City Park or the Science and Media Museum provide different physical experiences and a seasonal walk to the park gives children space to run freely in wide open spaces.

Forest School(St Edmund's) and Outdoor Learning (Lilycroft) provide opportunities to be outside and connect with nature, extending the physical experiences we provide in Nursery to the next level. We go out in all weathers embracing the elements; enjoying splashing in puddles, the power of the wind and the excitement of snow and ice!

Health & Self-care
3-4 Years

As children become more capable and independent and develop a greater awareness of their own needs and those of others, we ensure a collaborative approach to health and self care. Children are given further choices and opportunities to take responsibility for themselves, which supports the development of lifelong positive attitudes to self-care and healthy decision-making.

Children continue to need lots of time for physical play, vigorous activity and exercise, facilitated by our freeflow provision which allows children access to outdoors for the vast majority of each session. We find ways to involve children so that they are all able to be active inside and outside in ways that interest them and match their stage of development, health and ability.

We talk to children about their activity and raise their awareness to the effects that this has on their bodies, both in the moment (breathing, heart-beat) and in the longer term (health and wellbeing). Children also need time to rest and be calm and each 3-5s classroom has a quiet, comfortable space enabling retreat and time alone as required.

Relaxation and yoga sessions support children to experience and recognise feelings of calm and also what can support them to reach this state i.e. controlled breathing, soothing music.

Relationships remain key and as children begin to build friendships, responsive adults support them to play together and learn the importance of considering the wellbeing of others and the effect that our actions and words can have upon them. A child's key person provides security, empathy and understanding.

We aim to acknowledge children's feelings and support them to experience strong emotions safely. Children are beginning to use more words to express their feelings and we facilitate this by naming emotions as they arise, talking through situations and using stories and puppets to illustrate, explain and describe feelings and emotions.

Adults remain calm and present, enabling a child to return to balance in their own time, supporting them in individual ways that facilitate their journey towards self-regulation. Some children will still rely heavily upon co-regulation (cuddles, a soothing voice) and adults remain responsive according to need.

For those who are often dysregulated, we work in close partnership with families to identify triggers and stressors both at nursery and at home and share strategies that we hope will support the child effectively. We are aware that a child's current and previous experiences can have a profound and lasting effect upon their relationships, health and wellbeing. Some children will need more support than others and it is these 'Priority Children' that adults will spend even more time with. Again in partnership with a child's family, we will develop an 'Individual Plan' that includes additional experiences and specific support, according to the child's need.



Routines remain important in 3-5s and we aim for a lot of 'normality' and consistency which supports children's wellbeing and feelings of security. Children quickly learn the expectations and most are able to work towards these, supported by adults who clearly model how we do things.

Adults also explain why we do things the way we do, encouraging children to ask questions and seek clarification. We are of course flexible where we need to be and consider children's individual needs, adapting as necessary to enable access for all.

Transitions are times that some children can find challenging, so as well as keeping things consistent, we use songs and rhymes which support them to understand and engage more willingly. Most children of this age are becoming much more capable of managing their own personal hygiene and toileting.

Independence in self-care promotes confidence and self-esteem as well as motivation and perseverance giving children a huge confidence boost and a sense of accomplishment and pride. We show children how to wash their hands thoroughly with soap and support them to do this consistently at key times. We explain why it's important to 'catch your coughs and sneezes' in a tissue, your hand or inner elbow and encourage children to blow their own noses with a tissue that then goes straight in the bin. We work with families to help children with toilet training and we understand that for some this comes later than others; there is no rush.



However, if a child is ready, staff will be proactive in discussing toilet training with their family, encouraging a child's efforts and independence whilst advising and reassuring parents.

Photographs, images, songs and rhymes are used to support children to sequence and remember key elements of all personal hygiene routines. Good oral hygiene is promoted through information leaflets, the school websites and talking to children and families about teeth brushing and healthy food and drink options.

The oral hygiene team visit Nursery to apply fluoride varnish and also separately to lead a session for children and families about the importance of looking after your teeth. Children are becoming more proficient at dressing and undressing and are given time and opportunities to practise this; coats, hats and gloves, wellies and waterproofs, aprons and art shirts and in the summer, changing to play in the water outside, as well as managing their own clothes and underwear when going to the toilet.

We encourage and patiently support individual children at the level that is right for them, ensuring as much independence as possible. We work towards children being able to make their own choices about clothing for outdoor play, dependent upon the conditions.



A healthy, balanced diet is essential for children's health and wellbeing. Mealtimes and snack time support children's growing understanding as we involve them in buying, growing and preparing the food that they eat.

Most children can now feed themselves competently and are developing their cutlery skills to include those needed for preparation too; such as whisking, chopping, spreading and peeling.

We encourage and enable children to pour their own drinks, serve their own food, and wash their own cup. Children are given choices about what they eat and also about how much; whilst at the same time being encouraged to try new things.

Adults are positive role models, encouraging and praising children for trying, talking about the importance of healthy options and explaining that we all need to get used to new tastes and textures by trying things several times.

Involving children in cooking and baking often encourages them to try what they have made but also includes a whole range of opportunities to learn and teach new skills, create, discover and problem solve.

We are aware that some children have sensory issues around food texture, taste, smell, or colour and ensure that we always consider these needs sensitively.

We make mealtimes enjoyable, social occasions giving children positive messages about the role of food in our lives.

We encourage good manners and conversation, which naturally is often about food - what we like to eat at home and what are our favourites! We use the opportunity of celebrations to again try a range of different foods i.e. noodles at Chinese New Year and Pancakes on Shrove Tuesday.

On special occasions and party days for Eid and Christmas, we encourage our families and staff to share the foods that they love to eat at home. Children learn how to keep themselves safe in a variety of different situations and it is important that we work closely with children to enable them to manage their own risk.

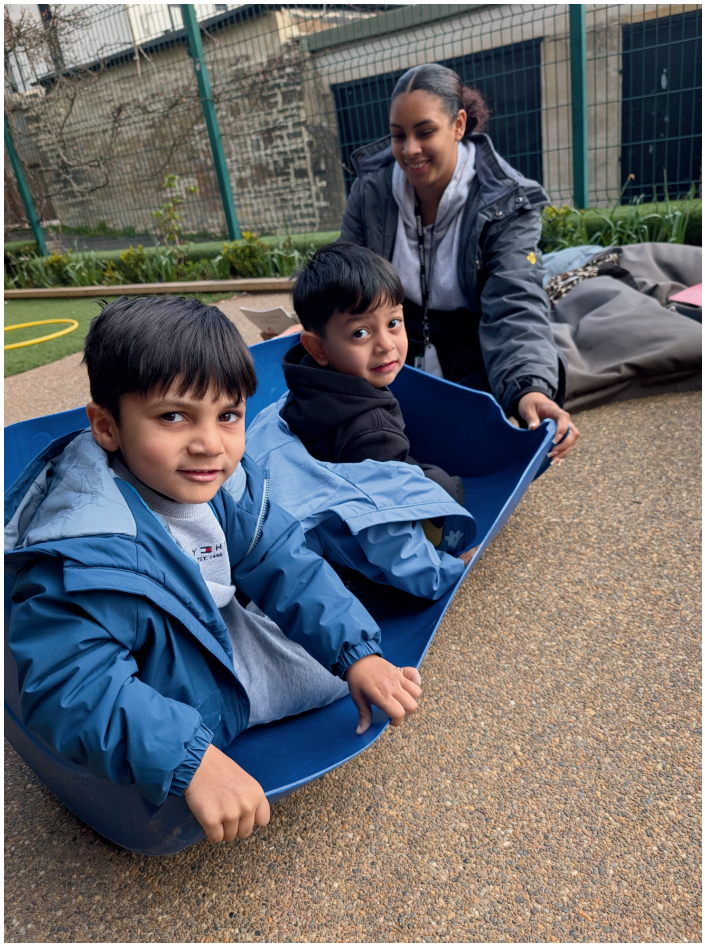
We ensure indoor and outdoor areas are safe and fully accessible to all children, making reasonable adjustments to layout, organisation and resources to meet individual needs safely. Using tools such as scissors, knives, hammers and saws enables children to do a job properly and to the best of their ability.

It also gives them independence and responsibility and knowing that they are trusted increases their self-esteem. Adults model the safe use of these tools and explain the importance of technique to reduce risk. Children need the right level of support and time to practise, supervised by attentive adults, until they become competent.

Road safety and its importance is taught in real life situations whilst we are out and about. We remind children about the importance of holding an adult's hand and walking sensibly. We identify the pavement, traffic lights and the kerb and we use 'stop, look, and listen' when crossing the road in a safe place.



When our local police officers visit, they too will talk about road safety and also remind children about the potential dangers of strangers. The fire brigade talk to children about fire safety and we use opportunities such as lighting birthday candles to remind children not to touch matches or lighters.



As the presence of technology within all our lives increases, online safety is becoming ever more important . Children are taught what to do if they see something online that worries them and families are supported to keep their children safe online through discussion, awareness raising sessions that also include practical tips, leaflets and a section on our websites.

Group Times provide a good opportunity to talk to children about keeping their bodies safe. We teach children that their bodies are their own and that no one has the right to touch them in ways that are unsafe or that they don't like.

We also discuss keeping secrets and when this is OK 'a surprise party' or not OK 'secret touching'. Children are encouraged to name the people they can trust, talk to about absolutely anything and ask for help whenever they need it. Families are encouraged to have important conversations with their children about keeping safe and we provide information to support this on our websites.





Physical Development with Families

As in all areas of the curriculum it is vitally important that we work in genuine partnership with the families of all our children. Trusting relationships built on respect and understanding are the key to engaging our families in their children's learning and the life of our schools and communities.

We want our families to lead happy, healthy lives, spend lots of time outside and engage in fun physical activity with their children but we appreciate respectfully that this is not always easy. We aim to involve families in ways that suit them, that are accessible and fun - no pressure!

We invite families on our local seasonal walks to the park, to forest school and outdoor learning sessions and value their support with planting and maintaining our nursery gardens.

We hold annual events for Sports and Comic Relief where we set up obstacle courses and other fun physical activities where everyone can get
involved.

On 'Better Together Day' families come into nursery with their children to take part in '50 Things to Do Before You're Five' experiences. We provide a range of fun physical activities that involve both large and small movements; dancing, making potions, painting and playing with clay, digging and blowing bubbles!

Families get involved in preparing healthy food and drinks and enjoy sharing them together. When we have visits from the emergency services and health professionals, we encourgae familes to come along, hear their important messages and ask questions to find out more.

We run a range of courses for our families to attend such as 'Exploring Together', 'HENRY' and 'Cook and Eat' often led by our own staff which encourages attendance and puts people at ease.

At St Edmund's we work closely with the Midwives and Health Visitors who run clinics from our centre and at Lilycroft we have links with a local retirement home. Our favourite day of the year is our trip to the seaside where we invite families to come along and enjoy the sun, sea and sand together!

50 things to do before you're five

#1 Get to Know You
#4 Make Your Mark
#5 Squidgy Sand
#7 Making Music
#8 Bubbles
#13 Shout and Shhh
#15 Dressing Up
#18 Dance
#19 Growing Little People
#20 Gigglebox
#24 Hop, Skip, Jump
#26 Spish, Splash, Splosh
#27 Little People Park Keeper
#30 Yummy Picnic
#31 Boing
#34 Woodland Wondering
#44 Fountains of Fun
#47 Great Bradford Baking
#50 Sea and Sand

Ofsted Outstanding Provider

Ofsted

Read our report

WEBSITE

REVIEWS ★ ★ ★ ★ ★

Absolute fantastic nursery school! Teachers and staff are very supportive, friendly and always there for parents and children. They provide fun activities indoors and outdoors. My son really enjoyed it here and it has built his confidence. Can't wait to put my daughter in nursery next Sept.
Thank you for everything x

This place is amazing, so inviting from the moment you walk down the street. Staff are lovely and friendly. The children are happy and smiling. The provision and activities are well thought through and educational. The children are learning all the time. Outdoor activity is ongoing in all weathers and staff never complain!
So many opportunities for parents to join in various activities. I love this place. And so does my son! 😊

50 things to do before you're five™

Scan the QR code below to view all activities

Last Reviewed: 27th Maj 2026
Approved By: Sian Hudson - Executive Headteacher
Next Review Due: 28th May 2029