

Evidence: The Voice of the Child

During physical activity, children use their bodies as their voice to express themselves. Practitioners are sensitive to individual children's views, needs, wants and opinions listen to not only very verbal expressions but physical expressions too.

- Children are included in decision making and we listen to and respect their views. During singing and dancing children are given lots of choices, such as how they want to move their bodies, what equipment they would like to use. We take it in turns to ask children what songs they would like to sing and encourage the children to listen to each other during their play.



- To minimise risk of injury we do not allow children to run inside. When children start to use their 'running legs' we redirect them to outdoor play so they can run freely. This is our way of listening to children through their movement as it is their way of telling us that they need to do some big movements, so we redirect them to outdoor play to allow them to do this safely.

- We always listen to children and follow their interests in support them to be active. For example, one child has been attending a 'Mama and Me' fitness class and kept doing her exercises at nursery. We followed this on by asking Mum to bring her fitness mat in and the child helped to lead an exercise class for all of her friends at nursery!



- The movement area provides a safe space inside for children to practice moving their bodies and expressing themselves in different ways. Children can choose their own props to support this, such as coloured scarves, ribbon sticks, shakers and musical instruments.
- During our movement sessions, we introduce the children to different music. The children are also encouraged to share their favourite songs with us, which are used to dance to in movement sessions. This is beneficial as children are more eager to join in and dance when they hear their favourite songs!
- The children regularly used to climb the A frame outdoors and pretend it was a bus during their outdoor play. We built a bus for children to use in their play. Children often roleplay getting on the bus, being the driver and then getting off to visit different locations. This links to PSED as children build relationships with each other, communication and language, as children build narratives in their play and respond appropriately to peers in their play. We often sing whilst playing on the bus, which supports language development.
- We recognised that a lot of children were showing lots of interest in painting inside. We purchased a large outdoor easel to follow this interest on outdoors on a larger scale. The children are highly engaged and focused when painting outdoors.

