

# Behaviour Management Policy

<b>Published</b>	October 2014 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Annually



## **Behaviour Management Policy**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. Children should be free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this;

- All adults in the nursery will ensure that the nursery rules with regard to behaviour are applied consistently, so that children have the security of knowing what to expect and can build up good and positive habits of behaviour.
- All adults will provide a positive, role model for the children with regard to manners, respect, friendliness, care and courtesy.
- Adults in the nursery will consistently and frequently praise and endorse desirable behaviour such as kindness, willingness to share and respect.
- Children who misbehave will be given one-to-one adult support in evaluating what is wrong and supporting them towards a better pattern of more positive behaviour.
- Where appropriate this might be achieved by a period of "time out" with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately. This will be through discussion rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- It will not be permitted for any adult to physically chastise or punish a child at any time.
- Adults in the nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the nursery, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some types of behaviour may arise from additional support needs and barriers to learning.

### **Intervention and Physical Restraint –Policy and Practice**

In the unlikely event that the above Behaviour Management Policy fails, and a child's behaviour requires physical intervention, the procedure outlined below would be implemented:

- Whatever the incident, physical punishments or the threat of them, will not be permitted.
- When possible, adults will aim to distract and re-direct the child's attention.
- Adults will not use any form of physical intervention, e.g. holding, unless it is the only practicable means of securing the welfare of the child, or to prevent personal injury to the child, other children, and an adult or serious damage to property.
- Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time. Staff will be trained in CALM techniques as appropriate.
- Any such incident is recorded and the parents/carers informed of the incident as a matter of priority.

### **Nursery Rules and Expectations**

In partnership with children and parents we will work together to develop a caring, considerate environment in which all children are entitled to learn effectively.

As self-discipline is at the heart of effective learning, children at KingsWellies Nursery are encouraged to be responsible for their own behaviour and actions.

Parents are actively encouraged to share responsibility for the behaviour of their child. They are able to contact the Nursery Director or nursery staff, just as the Nursery will contact them in the same circumstances.

In consultation with parents, staff and the children, we have set down simple, realistic codes for our children and they are expected to obey them.

These codes or 'Golden Rules' are posted up throughout the nursery and are discussed at appropriate times e.g. class discussions, circle time etc.

### **KingsWellies Golden Rules**

#### **The children will:**

- Be considerate towards others – adults and peers, in or out of nursery
- Be caring towards others – kind, friendly and polite.
- Be rewarded for good behaviour – through use of praise, stickers, stars etc.
- Be expected to make good effort, taking a pride in what they produce.

#### **Do**

- Be gentle
- Be kind and helpful
- Work hard
- Listen to people
- Be honest
- Look after property

#### **Do Not**

- Hurt anybody
- Hurt people's feelings
- Waste your or other people's time
- Waste or damage things
- Interrupt
- Cover up the truth

### **Rewards**

Rewards for children who keep these rules are many and varied:

- Verbal praise – a quiet word, a public word, positive written comments
- Non-verbal – a smile, thumbs up, pat on the back etc.
- Certificates, stickers, medals etc.
- Receiving a team point / marble for the jar / raffle ticket.
- Being sent to another staff member for praise.
- Being sent to the Nursery Director for praise and a treat from "The Magic Drawer"

The merits of good behaviour are made quite clear. We believe it is essential to highlight good behaviour and to have the highest expectations for our children at all times.

# Children with Additional Support Needs and Inclusion Policy

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## **Children with Additional Support Needs and Inclusion Policy**

KingsWellies nursery is committed to offering a service that meets the needs of all families in the community: as such we are committed to ensuring that as far as possible our service meets the needs of all children regardless of their individual circumstances.

When working with children who have an identified additional support need, KingsWellies Nursery aims to support the family as far as possible to ensure that they have open access to our service. We aim to do this by:

- Meeting with the parent or carer of the child to identify the level of support required by the child, and to assess if the setting can meet this level of support.
- Meeting with other professionals involved with the family, for example, teachers, educational psychologists, and speech and language therapists, to identify how the setting can meet the needs of the child.
- Meeting with the child to introduce the members of staff at the setting and to get to know them. This will be done by a process of assessment whereby staff will assess the child's specific needs.
- The identification of a member of existing staff who will act as a key worker for the child, dependent upon their individual needs and level of support required.
- Initiating additional training where required for existing members of staff to enable them to meet the needs of the child.
- Integrating the child into the setting and allowing them to gain ownership of the setting.
- Implementing the use of an Individual Education Plan (IEP) or an Integrated Assessment Framework Plan (IAF) or Managing Accessibility Plan (MAP) as appropriate to the needs of the child. This will be completed in full consultation with all parents / carers and outside agencies as appropriate.

### **The Use of Individual Education Plans / Personal Plans**

Each child will receive support from staff who respond to his or her individual needs.

1. KingsWellies staff are flexible and responsive to the children's personal, emotional educational and physical needs. They are responsive to the support needs of children and families and are sensitive to individual circumstances including disabilities.
2. KingsWellies staff will work effectively with parents, carers and children to support each individual child's development and learning.
3. KingsWellies staff will establish effective working relationships with support agencies. These may include medical services, health visitors, therapists, educational psychologists, learning support staff and social workers.
4. KingsWellies staff will draw up and put into practice individualised educational programmes (IEPs) and plans to support children and families where appropriate. They will do this in consultation with parents and carers, children and professionals.
5. KingsWellies staff are knowledgeable about, and have a clear understanding of, relevant legislation relating to children with additional support needs.
6. All KingsWellies staff have been trained in the legislation contained within Getting It Right For Every Child (GIRFEC) and this will be an ongoing requirement and improvement plan priority

Please see attached an example of an Individual Educational Plan which will be utilised with KingsWellies children as appropriate and following full consultation with parents / carers and other agencies.

The Integrated Assessment Framework (GIRFEC) model will also be implemented as necessary.

# Individual Education Plan

Name:

Photo here



Start date

Review date

## INDIVIDUAL EDUCATION PLAN (IEP)

For:

Home Address:

Contact telephone number:

Date of Birth:

Gender:

Nursery currently attended:

Date of entry to current Nursery:

### Family information

Surname:

Other names:

Home address:

Contact telephone number:

Relationship to child :

Surname:

Other names:

Home address:

Contact telephone number:

Relationship to child:

### Named person responsible for IEP

Name	Designation	Telephone number	email

**Child Profile**

**Name:**

**Additional Support Needs:**

**Strengths:**

**Strategies that support:**

**Other plans in place:**

**Shared and agreed with:**

**Child:**

**Date:**

**Parent/carer:**

**Date:**



<b>Curriculum Check (as appropriate)</b>
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<b>Name:</b>
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Curricular area	Needs met by standard adaptation	Requires Individual plan
<b>Maths</b>		
<b>Language</b>		
<b>Health &amp; Well Being</b>		
<b>Social Subjects</b>		
<b>Science</b>		
<b>Technologies</b>		
<b>Expressive Arts</b>		
<b>Religious &amp; Moral</b>		

Curricular Profile	
Name:	Playroom:

Additional Support Needs requiring IEP:

Strengths:

Strategies in place:

<b>Shared and agreed with:</b>	
Child:	Date:
Parent/carer:	Date:

Child name:	Room:	Date started:	Review date:
Supervisor:	Key Person		
Long term target:			
Short term targets:	Additional support strategies:	Resources and techniques:	Success criteria:
			Evaluation:
Anticipated difficulties		Possible solutions	

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**Contact information for people contributing to the IEP:**

Name:	Designation:	Telephone number:	Email:

Date of meeting:

Review / Evaluation:

Child's comments:

Parent / Carer's comments:

Next steps:

# Gifted & Talented Children Policy

Published	June 2018 (V1)
Revised	Annually



# Gifted and Talented Children Policy

At KingsWellies Nursery we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision

Gifted children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

# Literacy & English Policy

<b>Published</b>	March 2015 (V1)
<b>Revised</b>	Session 2017/18





## **Literacy and English Policy**

### **Rationale**

Literacy is defined as: The set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Even for our youngest children, literacy is fundamental to all areas of learning and their subsequent individual development.

### **Principles and Practice**

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, KingsWellies children can gain access to the literacy heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literacy heritage. Children enjoy and learn from the diversity of language used in their homes, their nurseries / schools and their communities. They learn through the range of language used by the media, by the adults around them and by their peers.

The KingsWellies Literacy and English Policy promotes the development of critical and creative thinking in our children aged from 0 – 5 years old. At KingsWellies, we will also promote competence in Reading, Writing, Listening and Talking and the personal, interpersonal and team-working skills which are so important in life and in the world of work. These will be developed through the Early Level Experiences and Outcomes.

### **Literacy and English Aims**

**At KingsWellies Nursery, the aim of teaching Literacy and English is to enable all of our children to:**

- Communicate, collaborate and build relationships
- Reflect of and explain literacy and thinking skills, using feedback to help, improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- Develop understanding of what is special, vibrant and valuable about their own and other cultures and languages
- Explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, writing and reading
- Develop an enjoyment and appreciation of language and how it can enhance their lives

**In developing English language skills, KingsWellies children will:**

- Engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- Enjoy exploring and discussing word patterns and text structures

## **Literacy across Learning**

Literacy is fundamental to all areas of learning and at all stages of learning, therefore all KingsWellies staff are responsible for promoting language and literacy development. Every nursery practitioner at KingsWellies will find opportunities to encourage KingsWellies Nursery children to explain their thinking, debate their ideas and develop their Reading and Writing skills using the Early Level Experiences and Outcomes.

Even for our youngest learners, there are huge opportunities to develop literacy in many areas of the curriculum. For example, there are close links between the expressive arts and creative writing / imaginative story-telling. Topic work is likely to involve research and provide a valuable opportunity to extend language, listening and talking skills.

## **Experiences and Outcomes**

To help teachers / nursery practitioners to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve. These have been sectioned into broad stages of development:

- **Early Level – approximately nursery to P1 but earlier or later for some. The KingsWellies children will be working towards the development of the Early Level E's and O's.**
- **First Level –** approximately P2 to P4 but earlier or later for some
- **Second Level –** approximately P5 to P7 but earlier or later for some
- **Third Level –** S1 to S3 but earlier or later for some

## **How is the Literacy and English Framework Structured?**

**Literacy and English can be sub-divided into the following organisers:**

- Listening and Talking
- Reading
- Writing

**Within these organisers there are the following subdivisions:**

- Enjoyment and choice
- Tools
- Creating texts
- Finding and using information
- Understanding, analysing and evaluating

## **The Learning Environment**

For effective learning and teaching in Literacy and English, the KingsWellies Nursery learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, motivating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed (regardless of age or stage)
- provide children with appropriate materials and equipment
- provide a nursery ethos which is supportive of all children
- create opportunities to place Literacy and English in the wider context of the community

## **Planning**

### **Our Nursery Practitioner's forward planning takes account of:**

- Long-term (yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessment criteria, learning intentions and success criteria which specify what the children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work and home
- Cross – curricular links
- Both interdisciplinary and disciplinary learning opportunities

### **Learning and Teaching of Literacy and English at KingsWellies Nursery**

Throughout their education at KingsWellies Nursery, children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.

Children need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Nursery staff will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics at Early Level.

### **Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:**

- The use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- Teaching as a discrete Literacy topic or lesson
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children's interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for children across the different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the nursery
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT
- Through volunteering in the local community and promoting outdoor education
- Personal reflection and independent learning

Differentiation in the children's responses and behaviour will reflect their broad level of development at Early Level.

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage the children to recognise that the knowledge, skills and attitudes identified are inextricably linked. Literacy and English can be an opportunity for children to feel valued as part of a whole nursery class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

KingsWellies Nursery staff will select the most appropriate nursery organisation according to the kinds of activities which are taking place. These could be:

- Whole group
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged at all times. Where appropriate, links will also be made with the rights and responsibilities that children are entitled to.

### **The Four Capacities for Learning**

Through Literacy and English, KingsWellies children will be encouraged to develop, grow and become:

- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experience of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise
- **successful learners**, who can express themselves, think innovatively, meet challenges positively, find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experience and feeling, and through successful participation

### **Continuity and Progression**

The Literacy and English programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Literacy and English at Early Level.

At nursery stage, there will be a major focus on Reading, Writing, Listening and Talking with further learning taking place within the context of play and interdisciplinary cross-curricular experiences.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to Literacy. The learning expectations are progressively greater as children develop and grow. By building on their own knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about Literacy and all the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. Literacy and English Experiences and Outcomes encourage links with other areas of the curriculum to provide our children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The Experiences and Outcomes do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for increased depth and breadth.

## **Assessment**

### **What are the broad features of assessment in Literacy and English?**

As literacy is the responsibility of all KingsWellies Nursery staff, and because of the importance of literacy across all aspects of a child's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy.

Assessment in literacy will focus on children's progress in developing and applying essential skills in listening and talking, reading and writing.

KingsWellies Nursery staff and children need a common understanding of expectations in literacy across all curriculum areas and discussion and sharing examples of work will help to achieve this.

Approaches to assessment should identify the extent to which the children can apply their literacy skills across their learning.

#### **For example:**

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

The children's enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in ways they apply their skills in the learning and communication. These aspects will be indicators of their long-term success in using literacy in their lives, as citizens and in preparing for the world of work.

#### **Evidence of progress in Literacy and English comes from what the children say, write and do.**

Children's learning experiences will involve them in listening, talking, writing and reading activities. Through observing the children as they work through the Literacy and English Experiences and Outcomes, KingsWellies Nursery staff can assess pupil's progress.

Assessment, recording and reporting of Literacy and English will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

#### **In assessing Literacy at Early Level, KingsWellies Nursery staff are likely to use:**

- say, write, do
- day to day learning
- assessment tasks
- observation of children's ability to listen, express opinions and communicate with others
- evidence from workbooks, writing and reading and other items produced by the children
- discussion

### **At KingsWellies Nursery, we undertake assessment that:**

- is well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress to the next level
- has an appropriate blend of self, peer and teacher evaluation
- is both formal and informal
- is useful and provides information which is shared with learners and where appropriate with parents and other agencies
- is based around the key principles of Assessment is for Learning

### **Observations - What should staff be looking for when assessing a child?**

- What is the learning taking place?
- Where is the observation taking place? (sandpit, mark making table, easel etc)
- Who is there? ( the child being observed plus peers / staff / child is alone etc)
- Note the observation. Re-read it and ask yourself 'what does this observation tell me?' Is it an important observation to record in the child's profile or have you recorded an observation that is already in the file stating the same thing?
- Does the observation tell other readers what you are trying to convey?
- Is it a planned observation?
- Is it a spontaneous observation?
- Consider where in the profile the observation will be placed?
- Are there any 'next steps' leading on from this observation?
- Did you speak to the child about what he / she was doing?
- Did the child make any comments about his / her learning?
- Remember to record what the child says
- Are you sure the observation is valid and reliable eg.If you were observing left / right hand preference – do you have enough evidence and observations to make this reliable information?
- Do I need to share this observation with others? (parent, other staff, other professional)
- Is this observation significant enough to be taken forward into planning for that child?

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Literacy and English will be carried out by the Nursery Director / Nursery Manager and is set within the KingsWellies Nursery quality assurance framework.

### **Recording and Reporting**

KingsWellies staff report to parents on children's progress in Literacy and English in individual reports annually. They are available to discuss children's progress on specific areas yearly at parent interviews and open events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Literacy and English programme.

**Literacy and English Assessment Criteria - what are we looking for at Early Level? Can the child:**

- Listen to stories, music and poems actively with enjoyment
- Play with patterns and sound of language
- Understand stories, ask questions and link what I am learning to previous knowledge
- Explore events and characters in stories and texts and use my knowledge to invent my own stories and share them in an imaginative way
- Discover new words and phrases to express my ideas thoughts and feelings
- Retell stories and rhyme in own words
- Listen and respond to instructions / information
- Listen to others in large / small group experiences
- Fluency of speech
- Talk to others about themselves and their experiences
- Express needs, thoughts and feelings appropriately to communicate their message
- Recognise and reproduces rhythm
- Recognise and reproduces rhyme
- Ask and answers questions in pair / group
- Can carry a message to a third person
- Contributes effectively in conversation taking turns and keeping relevant to the context
- Is aware that print has meaning and explore sounds and words and how they work together to help me as I read and write
- Identifies letters of the alphabet by sound
- Chooses to spend time looking at books
- Read to other children and adults
- Know how to hold books and turn pages appropriately
- Understand the relationship between print, illustrations and the spoken word
- Use books to find information
- Recognise own name, signs and labels in the environment
- Identifies words which start / end with the same or different sound (rhyme)
- Choose to 'write' in play / activities, using pictures, symbols, letters and in cases words in writing
- Has fun with language and making stories
- Sharing made up stories with others
- Use language to describe, explain and develop ideas
- Use talk during role-play
- Use own drawings and written marks to express ideas and feelings
- Explore different materials for writing
- Explore different texts for reading
- Explore different ways of recording ideas, feelings and experiences
- Ask for print to be put on a drawing (scribing)
- Experiment with symbols / letters / words

## KingsWellies Nursery

KingsWellies Nursery CfE Early level

## LISTENING & TALKING

Class/Group:

Term/Date:

<p>● <u>red</u> = early experiences at this level    ● <u>orange</u> = working towards outcomes at this level    ● <u>green</u> = established and consolidating outcomes and widening experiences</p> <p style="text-align: center;">level in a variety of ways.    Decreasing level    at this level.</p> <p>Increasing pupil independence.    Text structure, idea &amp;    of support    vocabulary</p> <p>more complex</p>					
Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention <small>Introduced (I) Practical (P) or Extended (E)</small>	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
<p>I enjoy exploring and playing with the patterns &amp; sounds of language and can use what I learn</p> <p>LIT 0-01a/0-11a/0-20a</p>	<p>Nursery rhymes Songs Rhyme &amp; analogy Poems stories Word building Phonic and sound games HLP phonics &amp; spelling games Playground games</p>				
<p>I enjoy exploring &amp; choosing stories &amp; other texts to watch, read or listen to, and can share my likes &amp; dislikes</p> <p>LIT 0-01b/0-11b</p>	<p>Sharing books, poems, songs, rhymes: * as class * with peers * individually Free choice of a variety of texts Class library Paired reading Re-telling stories</p>				
<p>I enjoy exploring events &amp; characters in stories &amp; other texts, sharing my thoughts in different ways</p> <p>LIT 0-01c</p>	<p>School library/van HLP core reading HLP writer's craft Teacher reading to pupils Paired reading Listening centre TV/Film – short stories Class/ group discussions</p>				



<p>As I listen &amp; talk in different situations, I am learning to take turns &amp; am developing my awareness of when to talk &amp; when to listen</p> <p>LIT 0-02a / ENG 0-03a</p>	<p>Collaborative learning  Circle time  Role play areas  Puppets / drama  Free play  Structured play  Class / group discussions</p>				
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## KingsWellies Nursery

KingsWellies Nursery CfE Early level  
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## LISTENING & TALKING

Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention Introduced (I) Practical (P) or Extended (E)	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
I listen or watch for interesting information & I use this to make choices or learn new things  LIT 0-04a	HLP reading for info lessons Circle time Listening for information in class / group lessons Collaborative learning (peer to peer)				
To help me understand stories & other texts, I ask questions and link what I am learning to what I already know  LIT 0-07a / LIT 0-16a / ENG 0-17a	Class story time Peer to peer sharing of texts HLP core reading HLP reading for information HLP writer's craft Questioning peers during 'show and tell'				
Within real & imaginary situations, I share experiences & feelings, ideas & information in a way that communicates my message  LIT 0-09a	Role play corner Puppets Drama Circle time Class / group lessons Sow & tell / news time				
I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways  LIT 0-9a / LIT 0-31a	Free writing table Recording devices Role play Drama Puppets Oral writing plan				
As I listen and take part in conversations & discussions, I discover new words & phrases	Collaborative learning Circle time Following listening and talking rules Class / group lessons Role play				

which I use to help me express my ideas, thoughts & feelings  LIT 0-10a	Free play Structured play 'show & tell /news'				
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<b>Challenge &amp; enjoyment</b> <b>choice</b>	<b>coherence</b>	<b>breadth</b> <b>relevance</b>	<b>progression depth</b>	<b>personalisation &amp;</b>
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# KingsWellies Nursery

## READING EXPERIENCES & OUTCOMES

	EARLY
<p><b>Enjoyment and choice</b></p> <p>* within a motivating &amp; challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</p> <p>LIT 0-01b / Lit 0-11b</p>
<p><b>Tools for reading</b></p> <p>* to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>
<p><b>Finding and using Information</b></p> <p>* when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>	<p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</p> <p>LIT 0-14c</p>
<p><b>Understanding, analysing and evaluating</b></p> <p>* investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways</p> <p>LIT 0-19a</p>

# KingsWellies Nursery

## WRITING EXPERIENCES & OUTCOMES

	<b>EARLY</b>
<p><b>Enjoyment and choice</b></p> <p>* within a motivating &amp; challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p style="text-align: center;">LIT 0-01a / LIT 0-11a / LIT 0-20a</p>
<p><b>Tools for reading</b></p> <p>* using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p style="text-align: center;">ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p style="text-align: center;">LIT 0-21b</p>
<p><b>Organising and using Information</b></p>	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p style="text-align: center;">LIT 0-26a</p>
<p><b>Creating texts</b></p> <p>*applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p>	<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p style="text-align: center;">LIT 0-28a / LIT 1-29a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p style="text-align: center;">LIT 0-09b / LIT 0-31a</p>

## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Listening &amp; Talking</b>	
<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <b>LIT 0-01b / LIT 0-11b</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-01c</b></p> <p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen <b>LIT 0-2a / ENG 0-03a</b></p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. <b>LIT 0-04a</b></p>	<ul style="list-style-type: none"> <li>• Encourage all children to find a ‘magic spot’ outside, this spot can be used for many activities, reflective time, and solitary activities and it is their special place that no one else can use.</li> <li>• Regular outdoor activities: circle time gatherings, storytelling and listening, sharing events during plenary songs, games and dance, pupil council / eco meetings.</li> <li>• Create a storytelling seat / area outside as a dedicated spot for outdoor storytelling.</li> <li>• Gather leaves outside and then get into a gathering circle to discuss what they have found, i.e. size, shape, colour.</li> <li>• Sticky bands round children’s arms, using double sided tape, encourage children to find things outside and stick to keep. During plenary ask children to discuss in a gathering circle what they have found.</li> <li>• Listen for the number of sounds you can hear around you. Hold up one fist, every time you hear a sound, raise a finger. Afterwards recall the sounds heard.</li> <li>• Practise copying the sounds you hear outside. Cats, dogs, gulls, cars etc etc.</li> <li>• Using digital sound recorders let the children record sounds outside. After each sound, ask “What is it?” Leave a 6 second pause then say the answer. Use the recordings for future listening quiz.</li> <li>• Hide pieces of a giant jigsaw in various locations outside, children partner up and then locate the missing pieces, encourage children to talk and listen to each other.</li> <li>• Owl ears – get the children to pretend they are scooping up water using their hands as pretend cups. Ask them to tip out the water then put the “cups” behind their ears and listen. Cupped ears collect sound like satellite dishes on the side of your head. This is how rabbits, owls and deer hear.</li> <li>• If any child discovers a snail or a slug encourage the children to leave it on the ground and hum to it. Experiment with different pitches. At the correct pitch, the creature will uncurl, stretch its antennae and start moving.</li> <li>• Kim’s Game – using objects found outside.</li> <li>• Outdoor treasure chests – any work undertaken outside can be placed in the chest for future discussions</li> <li>• Play eye spy but have the children run and touch the object outside before coming back to you. Or have 2 teams and when a child guesses correctly, a child from each team goes and touches the object and comes back to the group</li> </ul>

**KingsWellies Nursery – Outdoor Education**

**Literacy & English**

**Early Level**

<b>Experiences and Outcomes</b>	<b>Outdoor Learning Opportunities</b>
<b>Listening &amp; Talking</b>	
<p>To help me understand stories and other texts, I ask question and link what I am learning with what I already know.</p> <p><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p><b>LIT 0-09a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p><b>LIT 0-09b / LIT 0-31a</b></p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p><b>LIT 0-10a</b></p>	

## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Reading</b>	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.  <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  <b>LIT 0-01b / LIT 0-11b</b></p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.  <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  <b>LIT 0-14a</b></p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  <b>LIT 0-19a</b></p>	<ul style="list-style-type: none"> <li>• Have blankets, sleeping bags and cushions available to make reading outside comfortable.</li> <li>• Develop outdoor stories over a few days. This allows for repetition of the story, familiarity and an opportunity for children, using props to stimulate interest. For example using <i>Handa's Surprise</i> by Eileen Browne. Toy animals could be hidden in trees around the nursery grounds for children to look for. African material (to make dresses, skirts etc) can be used outside with baskets of fruit for re-enacting the story. The fruit illustrated in the story could be eaten outside as a snack with the seeds or pips planted afterwards to see if they will grow. African games can be played outside, such as using spinning tops or playing jack, but just using small pebbles.</li> <li>• Trip to local library.</li> <li>• Environmental print walks in nursery grounds and local areas. Look for signs in the nursery grounds such as emergency exits. Fire hoses, alarm locations. Let them take photographs and use them for future discussions.</li> <li>• Laminated photographs and texts for outside to continue children's interests and themes outdoors.</li> <li>• Use tents / shelters for reading areas.</li> <li>• Make an outdoor alphabet big book – use photos and objects to develop the book over the year.</li> <li>• Photograph objects in the nursery grounds from different angles. Laminate the photos and let the children match them.</li> <li>• Have a basket of pebbles with pictures and letters painted on them for telling stories.</li> <li>• Use hidden objects to focus on prepositions – hide animals in, beside, under, over, on top of places in a garden and have the children describe the location.</li> <li>• Bury plastic letters in the sandpit for the children to find.</li> <li>• Play alphabet hide 'n' seek where children hide and hunt for letters.</li> <li>• Have sponge letters in the water area.</li> <li>• Go on a Bear Hunt!</li> </ul>



## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Writing</b>	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. <b>LIT 0-21b</b></p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. <b>LIT 0-26a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways <b>LIT 0-19a</b></p>	<ul style="list-style-type: none"> <li>• Let children make signs and symbols for places and objects in the outside area e.g. signs on bikes to represent emergency services, road and rail signs for a road or railway track, superhero symbols on capes and costumes, instruction signs such as 'no entrance' and 'remember to wash your hands'.</li> <li>• Have alphabet tiles outside for large scale printing or pouring water over them to see the imprint left behind.</li> <li>• Make letters using stones and sticks.</li> <li>• Using chalk, make an alphabet trail for the children to follow around the playground.</li> <li>• Have writing equipment ready to go. Transparent labelled boxes containing felt tip pens, rulers, writing equipment, pencils and crayons.</li> <li>• Have a blackboard / whiteboard outside.</li> <li>• Have a pin board for posting pictures and messages.</li> <li>• Have clipboards and scoreboards for games and children carrying around with them.</li> <li>• Have interesting pieces of paper. Show children how to roll up metre strips of paper with a secret message that can be stored in crack in a wall or put in a pocket.</li> <li>• Make water trails and patterns using bottles with a hole in the bottom encouraging mark making. Also use spray bottles, hoses and watering cans as well as a variety of cups and containers.</li> <li>• Paint and draw on walls with a variety of media.</li> <li>• Make patterns in the sand / digging areas.</li> <li>• Take sticks on walks and use for drawing, making messages, dragging along the ground, poking in puddles and dirt.</li> <li>• Draw round objects such as logs.</li> <li>• Use chalk on playground and sticks in sand.</li> <li>• Have mark making materials available for small world play, e.g. chalk to make a roadway, runway, train track.</li> <li>• Spell simple CVC words, by jumping from letter to letter on a tile mat or on letters chalked onto tarmac.</li> <li>• Create hopscotch and other jumping games but use letters instead of numbers.</li> </ul>

# Enterprise and Citizenship Policy

Published	October 2014 (V1)
Revised	Session 2015/16



## **Enterprise and Citizenship Policy**

### **“Preparing Children for Life”**

#### **Rationale**

Enterprise and Citizenship in Education seeks to promote positive attitudes in children and young people so that they have a better chance of achieving their full potential. At KingsWellies Nursery we want our children to leave school with the knowledge, understanding, confidence and enterprising attitudes, which will allow them to prosper in their life and work. Enterprise and Citizenship in Education is relevant to every child in our nursery.

The Enterprise and Citizenship agenda has clear links to a Curriculum for Excellence and to the many cross-curricular themes such as RRSA, Eco Schools, PSD and health promotion. It permeates all areas of the curriculum and nursery and school life. It is a process, not a subject. Individual enterprise projects and activities are a great value. It is imperative, therefore, that enterprising approaches to learning and teaching are embedded into our Early Level curriculum. Such approaches will contribute greatly to the development of the four capacities outlined in Curriculum for Excellence for our Early Level learners.

#### **AIMS**

***Within the above context, the over arching aims of enterprise and citizenship in education are:***

- To promote enterprising and citizenship values in all our children through the development of appropriate knowledge, skills and attitudes.
- To develop in our children, high aspirations, self-confidence and awareness of the contribution of enterprise to individual, collective and social prosperity and well being.
- Within the wider context of the National Priorities and life long learning; promote and develop enterprising values to ‘close the opportunity gap’, particularly for our lowest attaining learners.
- To work with a range of partners to develop an inclusive, coherent and sustainable strategy for promotion of enterprise in all our children.
- To embed enterprise and citizenship into our curriculum and support the development of successful learners, confident individuals, responsible citizens and effective contributors to society.
- To encourage children of all ages and abilities to have clear goals and expectations enabling them to prosper in our changing society through a ‘be all you can be’ approach to their lifelong learning.
- To form and develop sustainable links with our local community and businesses, enabling children to look beyond the nursery environment and to see themselves as active citizens in their community.
- To establish a consistent, well balanced, whole nursery approach to enterprise and citizenship which will develop well-rounded, responsible children who will leave nursery well prepared for the life challenges ahead in school, work, citizenship and family.

**At KingsWellies Nursery we will attempt to achieve the above by:**

- Embedding the characteristics of an enterprising nursery / school into our work
- Developing children's core skills and knowledge so that they can realise their full potential in all aspects of their lives.
- Developing the interpersonal, social and team working skills of our children.
- Supporting children's personal development including intellectual, emotional, aesthetic, social and moral development through planned curricular and extra curricular activities.
- Providing all children with a realistic understanding of the world of work.
- Developing informed attitudes in relation to changing circumstances in employment.
- Developing in all children a range of positive attitudes towards themselves and their peers including concerns for others, tolerance, enjoyment, co-operation and sharing.
- Maintaining an interest and enthusiasm for the world of work throughout their nursery and school career.
- Fostering creativity and enterprise in all staff and children.
- Providing an environment in which learning is real and relevant involving the learner taking responsibility for his/her part in a process which involves real-life links.
- Developing thinking skills through participation in a wide variety of teaching and learning opportunities inside and beyond the nursery classroom.

As a Nursery / pre-school we are required by the recommendations made in Determined to Succeed to ensure that every pupil in Nursery has an involvement with enterprise activities on a regular basis.

**Objectives**

**KingsWellies Nursery children should be able to:-**

**Demonstrate creative approaches, enterprising attitudes and core skills related to:**

- Number
- Communications and negotiation
- ICT
- Personal and interpersonal skills
- Problem solving
- Decision making
- All curricular areas

**Develop enterprising attitudes such as:**

- Flexibility
- Initiative
- Managing change
- Risk taking
- Determination
- Seeking opportunities
- Resilience
- Identifying possibilities
- Persistence
- Independence
- Self awareness

**Develop wider enterprising skills such as:**

- Decision making
- Awareness of others
- Working with others
- Effective communication

## Learning and Teaching

Enterprising nurseries and other educational establishments must make education purposeful and meaningful. At KingsWellies Nursery, we will seek to provide a consistent, well-balanced, whole nursery approach to education which will develop well-rounded, responsible children who will leave school well prepared for the life challenges ahead in work, citizenship and family.

Establishments, teachers and other professionals who adopt an enterprising approach make connections across the curriculum and help children to understand what they are doing, why they are doing it and the relevance to their present and future lives outside nursery and school. They build opportunities for children to develop enterprising skills, such as good communication skills, awareness of others, flexibility and resourcefulness, into the everyday activities of educational life.

Enterprise and Citizenship in Education will be an integral part of our learning and teaching. Through the adoption of creative approaches to learning and teaching, enterprise will permeate all areas of the curriculum. Whatever approach is used, creativity and thinking skills can be developed through participation in a wide variety of teaching and learning opportunities inside and beyond the nursery classroom.

We will seek to provide a holistic approach to Enterprise Education, which will develop well rounded, responsible and enterprising children. We will include the following:

- Employment of a variety of teaching methods including active learning
- Opportunities for learning to take place in a range of settings beyond the nursery, for example visits to local businesses and within the local community.
- Contribution of children to planning for events, for example visits by parents and members of the community
- Collaborative working between teachers, nursery staff, other professionals and partners

An enterprising nursery provides an approach as well as a context for learning and prepares children for life by developing the whole person. Opportunities will be provided for children to think and act in enterprising ways across the curriculum. Focused enterprise activities will enable children to be involved in all aspects of a project including the planning, implementation and evaluation.

Features within our KingsWellies Nursery classrooms / curriculum will include:

- The use of authentic real life contexts
- Active learning
- Formative assessment
- Collaborative cross-curricular work
- Development of critical thinking skills
- Learner ownership
- Cooperative learning activities
- Experimental learning
- Reflection on learning

## Methodology

At KingsWellies Nursery, we have a programme of activities that cover the 4 elements of Enterprise Projects:

1. **Selling** - Making and selling, buying and selling, recycling and selling, community cafe, allotment etc.
2. **Event** - Concert, fundraising, shows, Nursery Fair, discos, community cafe etc
3. **Display of Knowledge** - Exhibition of work, leaflets, performances etc
4. **Campaign** - Recycling, anti-litter, anti-bullying, health, road safety, charities, volunteering etc.

### **Each KingsWellies project will have the following elements:**

1. **Real** - Involving the children in a 'real' project that will provide skills for life long learning
2. **Role** - Every child has a role to play in the Enterprise Project
3. **Responsibility** - Every child has an element of responsibility
4. **Risk** - The project may not go to plan so the children can experience success and sometimes failure

### **Assessing and Monitoring Classroom Practice**

The development of enterprising and citizenship skills and attitudes of young people will be assessed using a range of formative and summative strategies such as:

1. Oral questions between teachers and learners
2. Listening to learners as they discuss issues with each other and in groups
3. Observation of tasks
4. Self and peer evaluation
5. Completed work or tasks (including photographs)

### **Evaluation**

As part of the school's Quality Assurance process, enterprise activities will be evaluated using:

- Quality Indicators in Enterprise Education – HMIE
- Moving Forward in Enterprise in Education Toolkit
- The Enterprising School: The University of Strathclyde
- How Good is Our School 3 – HMIE
- The Child at the Centre 2 - HMIE
- The Journey to Excellence - HMIE

### **Business/Community Links**

KingsWellies Nursery will work hard to establish meaningful partnerships with the business community and will continue to develop and sustain such links. These are designed to develop child understanding of the role of business and the impact on the local and national economy.

Opportunities will also be sought to work with parents and members of the wider community to provide opportunities for them to bring their skills and expertise which will enhance the education provision for our children.

In addition, working in partnership with the community, we aim to:

- Invite people from the community into the school to help and advise children with projects and lesson Experiences and Outcomes
- Participate in collaborative projects with external groups and agencies

## **Roles and Responsibilities**

### **The Nursery Manager/ Nursery Director will:**

- Communicate with children about fund raising, recycling, volunteering, RRSA, business activities and citizenship activities that they can 'take ownership' of.
- Encourage an interest in continued personal development for staff in Enterprise and Citizenship Education.
- Extend and develop existing business and community links within the local and wider community
- Monitor and evaluate the impact of Enterprise and Citizenship in Education for the staff and children through systematic feedback and observation
- Continue to liaise with the local authority and other external agencies in assisting the embedment of Enterprise and Citizenship within the curriculum.

### **Staff will:**

- Participate in CPD activities that promote knowledge and awareness of the benefits of Enterprise Education
- Implement Enterprise and Citizenship activities with each nursery group on a regular basis which will involve children undertaking real roles, real responsibilities and encountering real difficulties
- Develop the children's knowledge, understanding and skills in line with the Curriculum for Excellence
- Ensure that visits to and by business contacts are appropriate and well prepared.
- Through the process of observation, assessment and evaluation, develop children's abilities to work together within a team, problem solving and participate in Enterprise and Citizenship projects.
- Encourage children to work and think independently and to learn from their mistakes.
- Promote a "can do" attitude and lead by example.
- Embed enterprise and citizenship activities in to all curricular areas and not as an "add on" or extra.

Of course, staff are aware that Enterprise should not necessarily be planned and favourable circumstances for developing Enterprising skills can emerge from all nursery endeavours. We should be continuously looking for ways of bringing a topic to life by setting it in a meaningful context for our children. Through extending our own approaches to teaching and learning through enterprise, we can ensure our KingsWellies children develop creative attitudes and a range of enterprising skills.

## **Developing an Enterprising Nursery / School**

An enterprising nursery / school provides an approach as well as a context for learning and prepares children and young people for life by developing the whole person.

*Characteristics of an enterprising Nursery / School include:*

- Innovative leadership and effective management of change.
- A culture of collegiality.
- An emphasis on values, purposes and principles in education.
- A positive ethos through developing the whole child: personal, social, vocational and academic.
- A shared understanding of curricular issues 3-18.
- Flexible, innovative approaches to curriculum design.
- Making connections across whole of the curriculum.
- A focus on inclusion and achievement as well as attainment.
- The active participation of children and young people.
- Strong partnerships with parents, carers, business and the community.
- Opportunities for staff to access CPD related to developing enterprise in education.
- Developing enterprising attitudes and skills through learning and teaching.
- Imaginative learning and teaching approaches.
- Learning in an authentic, 'real' context.
- Formative assessment to connect assessment and learning and teaching.
- In addition to the above, an enterprising school will provide a curriculum which includes:
- Opportunities for children and young people to think and act in enterprising ways across the curriculum.
- A clear emphasis on core skills and the ability to transfer to these to different contexts.
- Opportunities for work-related experiences from early years onwards.
- Enterprising learning and teaching which encourages positive attitudes and develops skills such as problem solving, decision making and evaluation risks.
- Entrepreneurial experiences.
- Career education which promotes knowledge and understanding of the world at work and included a focus on entrepreneurship.



## **Improving Enterprise in Education - A report by HM Inspectorate of Education**

### **Successful Learners who**

- are skilled in generic processes and activities such as core skills
- appreciate the relevance of what they are learning
- can use experiences in enterprise to reflect on other learning and make connections
- are self-motivating and accept setbacks as learning experiences
- can generate and act upon original ideas
- understand transitions throughout life and the importance of making connections between past, present and future experiences

### **Confident Individuals who**

- have a 'can do', 'be all you can be' attitude
- are self-aware and can reflect on their own particular strengths, development needs, interests and aspirations
- are skilled in planning, influencing, negotiating and teamwork
- are creative, flexible and resourceful in managing change
- have experienced challenging, entrepreneurial projects
- have developed a constructively critical attitude towards commerce and business
- take imaginative and informed approaches to problem solving involving calculated risks

### **Responsible Citizens who**

- have knowledge and understanding of the nature of work and social and economic enterprise
- understand the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers and global citizens
- are willing to take responsibility for and accept the consequences of their own actions
- understand the positive and negative contributions of technology and business to society
- have knowledge and understanding of personal finance, as well as national and global economies

### **Effective Contributors who**

- have an understanding and appreciation of the world of work, the value of different occupations and entrepreneurship and their contributions to the economy and to society
- have knowledge and understanding of wealth creation and wealth distribution both nationally and globally
- are willing to take the initiative and lead
- actively engage in school and community life in a positive manner to the benefit of the school and the wider community
- understand the roles and contributions to society of voluntary organisations
- have experience of engaging positively with a wide range of people in society

**Enterprise Opportunities in KingsWellies for implementing the Five Principles of the Enterprise Approach**

<b>Campaigns</b>		<b>Events</b>	
Health Anti – Bullying Road Safety Safe Parking Healthy Eating Water Best Buddies Caring for People Caring for Animals Recycling Personal Safety Head Lice Outside Games Anti – racism Anti – litter Anti – vandalism	Reusing Books Keeping things tidy Positive Awareness Environmental Issues Use Less Paper Dress Code Oral Hygiene	Bring Your Parents to Nursery Day Puppet Show Nativity Play Fashion Show Daffodil Tea Harvest Disco Sponsored Events Grandparents' Day Fun Day Christmas Fayre Concert Coffee Morning	Bring and Buy Sale Football Day Charity Collections Burns/St. Andrew's Day Easter Parade International Days Sports Day Workshops Talent Show Art Auction
<b>Selling</b>		<b>Presentations of Knowledge</b>	
Masks Mothers'/Fathers' Day Gifts Glove Puppets Christmas Cards Christmas Decorations Magnets Egg cosy Calendars Personalised Stories and Gifts Keyrings Colouring Books Programmes for School Events Pen/Pencil/Rubber/ Sharpener Packs Moving Toys Glass Table Mats Book Marks Glass Painting Plants	Picture with a Pal Bring and Buy Raffle Tuck Shop Mothers' Day Baskets T – shirts Jewellery Mouse Mats Joke Book Picture Frames Pot Stands Reindeer Food Magnets Class Newspapers Growing Plants Seasonal Signs	Talk from individual children about their culture Show and tell Photographic Exhibition Power Point Video Making books/leaflets Website Museum CDs Information Board Song Writing Information Leaflets	Tourist Guides Science Fayre Technology Display Parent and Child Initiatives Social Subjects Art Exhibition

# Health and Wellbeing Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Health and Wellbeing Policy**

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every member of KingsWellies Nursery staff to contribute to learning and development in this area.

### **Experiences and Outcomes**

A variety of activities have been created for Early Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence. These have been structured underneath the following organisers:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport (see Dunnottar Expressive Arts Policy)
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood (see separate Dunnottar Policy)

KingsWellies Nursery staff are expected to identify appropriate learning and teaching styles to suit the needs of their children while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Everyone within each learning community, whatever their contact with children, shares the responsibility for creating a positive ethos and climate of respect and trust.

### **Working with Parent/Carers**

The positive and continuing engagement of parents is essential to ensure the aims of this policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the nursery session.
- Communication with parents and carers on health and wellbeing themes and health related issues in nursery
- Engagement with parents on how to deal with sensitive health issues such as Sex
- Education
- Opportunities for parents to work with the nursery and support the learning of children.

### **Working with the community**

KingsWellies Nursery staff demonstrate sensitivity and non judgemental attitudes when considering the lifestyles, life circumstances and cultural diversity of the pupils, their families and the broader local community.

KingsWellies Nursery staff should encourage positive qualities in children of self esteem, confidence, initiative, resilience and emotional intelligence to ensure children can become responsible, caring and effective contributors to their community.

## **Working with other professionals and outside agencies**

KingsWellies Nursery welcomes the involvement of all professionals committed to improving the health and wellbeing of our children through our health and wellbeing programme.

To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctors
- School Nurses
- Health Visitors
- Road Safety Officers
- Health Promotion Team
- Dentists
- Active Schools Co-ordinator
- Speech and Language Therapists
- Community and Learning Development
- Fire Service
- Educational Psychologist
- Social work department

## **Learning and Teaching**

Health and Wellbeing may be taught in the following ways:

- As a discrete topic
- As part of RME and Social Studies
- Spontaneously, in response to situations or news stories
- Development of enquiry, critical thinking and problem solving skills
- Personal reflection and independent learning
- Collaborative discussion and debate
- Active learning and planned, purposeful play
- Through volunteering in the community and outdoor education
- Through links within an interdisciplinary learning project
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage learners to recognise that the knowledge, skills and attitudes identified are inextricably linked. Differentiation in the children's responses and behaviour will reflect their broad level of development.

Health and Wellbeing can be an opportunity for children to feel valued as part of a whole class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

Nursery staff will select the most appropriate class organisation according to the kinds of activities which are taking place. These could be:

- Whole class
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's ideas and opinions will be encouraged. Where appropriate, links will also be made with the rights and responsibilities that children are entitled to. It is the responsibility of every member of nursery staff to provide learning and teaching opportunities which:

- Engage children and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- Take account of research and successful practice in supporting the learning and development of children, particularly in sensitive areas such as substance misuse
- Use a variety of approaches including active, cooperative and peer learning and effective use of technology
- Encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment
- Encourage children to act as positive role models for others within the nursery and local community
- Lead to a lasting commitment in children to follow healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- Help to foster health in families and communities through working with a range of professions, parents and carers, and children and enables them to understand the responsibilities of citizenship
- Harness the experience and expertise of different professions, including developing enterprise and life skills

### **Assessment**

Assessment in Health and Wellbeing will focus on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood and their social and life skills.

Evidence of progress in Health and Wellbeing comes from what children say, write and do. Children's learning experiences will involve learners in talking, writing, practical activities, personal planning, assessing risk, decision making.

Assessment, recording and reporting of Health and Wellbeing will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values. Assessment may focus on, for example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in nursery, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

In assessing Health and Wellbeing KingsWellies staff are likely to use:

- Day to day learning
- Assessment tasks
- Observation of children's' ability to listen, express opinions and help others
- Evidence from pictures, writing and drawing and other artefacts produced by children
- Discussion

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages children to achieve their full potential
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher evaluation
- Both formal and informal
- Useful and provides information which is shared with children, and where appropriate parents and other agencies

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Health and Well being will be carried out by the Nursery Manager / Nursery Director and is set within KingsWellis Nursery quality assurance framework.

### **Recording and Reporting**

A child's performance in Health and Wellbeing is discussed with parents at parent's evenings and is reported upon in school reports.

Parents are welcome to contact the school at any time if they have any concerns or queries regarding their child's involvement in the Health and Wellbeing programme.

### **Equal Opportunities**

Equal opportunities means ensuring that all children, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop their own potential. Such an education recognises the uniqueness of the individual through ensuring that all children:

- Are equally valued, respected and cared for
- Have access to the full range of appropriate activities and outcomes

### **Forward Planning**

Our Nursery staffs' forward planning takes account of:

- Long-term(yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile/kinaesthetic
- Setting targets/assessment criteria which specify what children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work and homework
- Cross-curricular links
- Both interdisciplinary and disciplinary learning opportunities

### **Continuity and Progression**

The Health and Wellbeing programme of study at KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Health and Wellbeing and has taken into account the views expressed by parents, pupils and staff during the ongoing consultation process.

The Health and Wellbeing programme has been designed to build from the children's own experiences and levels of understanding in the Early Years.

As they progress through the programme, pupils will build on their prior learning and gain a deeper understanding of their own and others' motivations, attitudes, beliefs and behaviours. The learning expectations are progressively greater as children go from stage to stage.

The intention of the programme of study is to make learning easier and more accessible for our children. By building on their knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about Health and Wellbeing education and all of the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. Health and Wellbeing experiences and outcomes encourage links with other areas of the curriculum to provide learners with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

KingsWellies Nursery staff are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

In KingsWellies Nursery, we will focus on the following Early Level Health and Wellbeing priorities with all children.

- Mental Health
- Food and Oral Health
- Physical Activity
- Alcohol, Tobacco and Drugs
- Sexual Health and HIV
- Accident Prevention

### **The Learning Environment**

For effective learning and teaching in Health and Wellbeing the learning environment should:

- Stimulate and promote problem solving, discovery, experimentation and enquiry
- Promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- Encourage practical activities which are stimulating, challenging and safe
- Provide appropriate differentiation, giving every child opportunities to succeed
- Provide children with appropriate materials and equipment
- Provide a playroom ethos which is supportive of all children
- Create opportunities to place Health and Wellbeing in the wider context

### **Organiser- Physical Education, Physical Activity and Sport**

#### **Aims**

Children should encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all children.



## Key Principles

Physical Education, Physical Activity and Sport will:

- Improve aspects of fitness
- Develop personal and interpersonal skills and attributes
- Develop skills necessary to participate in a range of physical activity, sport, dance and outdoor learning
- Be purposeful, challenging, progressive and enjoyable
- Have choice built in for learning

Physical Education, Physical Activity and Sport should provide all children with opportunities to:

- Engage in purposeful and enjoyable physical activities
- Develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts
- Develop self awareness, confidence and cooperative relationships with others( including team sports and games) and the ability to meet challenges presented in a variety of physical settings
- Develop critical appreciation of their performance and those of others and demonstrate qualities of good sportsmanship

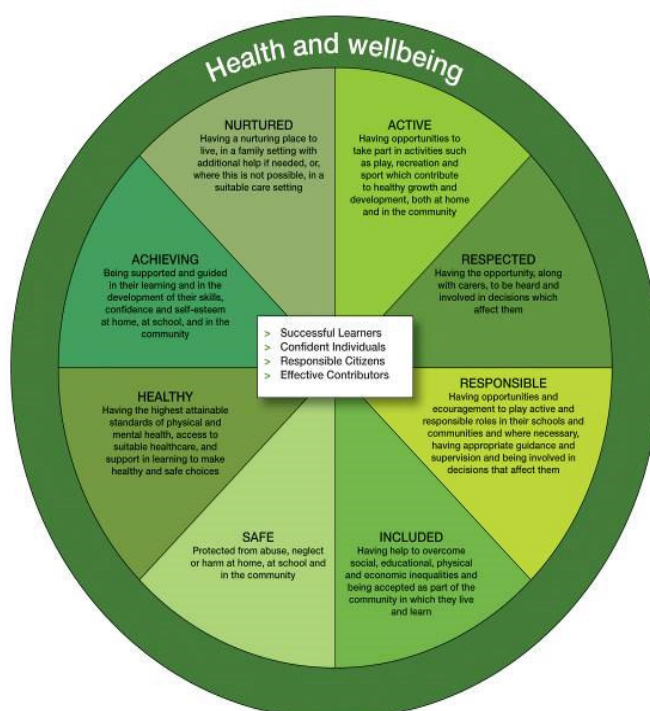
In Physical Education, Physical Activity and Sport, KingsWellies children will focus on developing

- Physical education
- Cooperation and competition
- Physical activity and sport
- Physical activity and health

At KingsWellies Nursery, physical activity and sport will take place in the playroom, during travel such as walking and cycling, in the outdoor environment, through Forest Schools and in the community.

**Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum and will be a key focus at KingsWellies Nursery.**

The diagram below illustrates the shared vision and common goals for KingsWellies Nursery in relation to the Health and Wellbeing Curriculum at Early Level:



## **Update to Food Safety Procedures**

### **Entier Ltd**

**Entier Ltd** will provide all food within the nursery environment i.e. Breakfast, Morning Snack, 2 Course Lunch, Afternoon "Mighty" Snack.

Entier Ltd have full responsibility for all food safety and food handling procedures within KingsWellies. Entier Ltd have full management responsibility for the food operation within KingsWellies Nursery.

### **KingsWellies Nursery Staff**

**KingsWellies Nursery Staff** will support children when involved in curricular activities involving food preparation e.g. baking, smoothie making etc. They will also serve ready-prepared meals to the children.

All KingsWellies staff will have training in basic food hygiene principles. Food Hygiene Training will be reviewed and provided for all staff every 3 years. Infection Control and Risk assessment training will also be provided for all staff as appropriate.

Good practice will be adhered to at all times by KingsWellies staff when handling and preparing food with the children i.e. appropriate staff: children ratio, hand washing procedures by all staff and children, use of aprons, all food dated and packaged appropriately, etc.

Good practice is detailed as appropriate throughout the attached KingsWellies Nursery Operational Policies and Procedures.

# Learning and Teaching Policy

<b>Published</b>	October 2014 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Session 2015/16



## Learning and Teaching Policy

### Rationale

At KingsWellies Nursery, the children are at the heart of all that we do. In this policy we aim to set out a rationale for how we aim to motivate and engage with our learners and how we ensure that all of our children are supported and challenged to achieve and attain their absolute best.

*“Learning and teaching is the core business of nurseries, schools and other centres of learning. Nurseries and schools must ensure that children and young people have the highest quality learning experiences. A clear focus on outcomes for young people is essential, with lesson and programme planning that helps learners achieve to their fullest extent. These learning and teaching aims lie at the very heart of Curriculum for Excellence.”*

*The Journey of Excellence, Education Scotland [www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk)*

It is with this statement in mind that at KingsWellies Nursery, we will utilise every opportunity we have to help children learn and enhance their entire nursery experience. This policy sets out clear expectations of what children do, what nursery staff do, how time is managed, the organisation of the nursery playroom and what the nursery as an organisation does to create an effect and well-managed learning environment in which the individual needs of every child is met.

### Aims and Objectives

We believe that people learn best in different ways. At KingsWellies Nursery, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

#### Through our teaching we aim to:

- enable children to become successful learners, effective contributors, responsible citizens and confident individuals;
- foster children’s self-esteem and help them build positive relationships with other people;
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand, appreciate and learn through their local environment, understand their place in it and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21<sup>st</sup> century, familiar and confident with new technologies;

### Learning and Teaching

#### Effective Learning

At KingsWellies Nursery, we realise the need to foster individuals and cater for the needs of all. This, in turn, is reflected in how we plan and deliver all aspects of the curriculum. Children are taught skills appropriate for their age and stage of development which in turn allow them to access a curriculum of experiences and entitlements tailored to meet their needs. We are aware of the need to cater for a wide range of abilities in each stage. We also allow for differing learning styles such as visual, auditory and kinaesthetic. To this end we believe that children learn best when they are:

- Enthusiastic and Motivated
- Challenged and stimulated
- Clear about learning intentions and success criteria
- Determined
- Able to listen and take on board new ideas
- Independent

- Creative
- Allowed access to new technologies
- Able to justify their thoughts
- Able to apply new knowledge and skills

At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. The children are encouraged to consider their own strengths and identify how they can improve. The children will be involved with peer and self assessment as is appropriate to their stage.

All children are expected to achieve their very best, setting high yet realistic targets for themselves. They are fully supported to work at a level that challenges them. KingsWellies staff will encourage our older children to learn how to plan their own learning and reflect on their progress. These critical thinking skills will help them become more independent and life long learners.

### **Effective Teaching**

At KingsWellies Nursery, nursery staff will use a variety of strategies to deliver Curriculum for Excellence for our older children. Staff working with our younger children will develop the curriculum through following the guidance set out in Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families.

We aim to match the abilities, preferred learning styles, interests and experiences of the children to their immediate environment. We are striving to develop knowledge, concepts, skills and positive attitudes which form the basis for the four Curriculum for Excellence Capacities and the Four Key Principles from Pre-Birth to Three

### **Curriculum for Excellence Capacities:**

- Successful Learners
- Effective Contributors
- Responsible Citizens
- Confident Individuals

### **Birth to Three Principles:**

- Rights of the Child
- Relationships
- Responsive Care
- Respect

Children will be provided with the opportunity to work as individuals, groups and as part of a class. This will enable them to develop their interpersonal skills, self dependency and ability to self and peer monitor both the academic and social aspects of their schooling.

All of the lessons we plan for have an emphasis on active and imaginative rather than passive learning where the children are encouraged to set their own targets and success criteria. These are discussed and recorded regularly in nursery staff's long and short term plans and regularly shared and revisited during nursery sessions.

### **Learning and Teaching Framework**

Our Framework for Learning and Teaching will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of all children. It will also provide flexibility and choice for both staff and children which will sustain interest and enthusiasm. It allows for effective learning and teaching, and will draw upon a variety of approaches including:

- Learning through play at EVERY opportunity
- active learning which provides opportunities to observe, explore, experiment and play

- use of relevant contexts and experiences familiar to our children
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors

## **Skills**

Our developing range of skills will include:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia.

## **The Learning Environment**

We believe at KingsWellies that every child has the right to work, learn and play in an area that is interesting and stimulating. This environment should celebrate success and achievement and also act as an aide memoir and be a useful learning and teaching tool.

Staff at KingsWellies will arrange their playrooms as they see fit and explain clearly to the children where things are and what they are for at the beginning of every session.

The equipment and resources available to children and staff should be used to motivate the children and facilitate all learning styles and strategies for working as listed below:-

- investigation and problem solving;
- research and finding out;
- imaginative play;
- group work;
- pair work;
- independent work;
- whole class work;
- asking and answering questions;
- use of ICT;
- outdoor education:
- creative activities;
- watching television and responding to musical or tape-recorded material;
- discussions, role-plays and oral presentations;
- designing and making things;
- participation in physical activity;

### **At KingsWellies, learning takes place in an environment which is:**

- challenging and stimulating;
- peaceful and calm ;
- happy and organised;
- well resourced and clearly labelled;
- makes learning accessible;
- encouraging and appreciative;
- welcoming;
- provides equal opportunities;
- provides a positive and pleasant working atmosphere;

We believe that a stimulating environment sets the climate for learning, and an exciting playroom promotes independent use of resources and high-quality work by the children.

### **Pace and Challenge**

Nursery staff are responsible for setting the pace of work and ensuring that all children's needs are met. Nursery staff will be responsible for regular monitoring, evaluation, assessment (both formative and summative) and for the planning of next steps in learning for all children in the nursery.

### **Assessment**

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identifying what has to be achieved to progress
- Both formal and informal
- Provides useful information which is shared with learners, parents and other agencies.

### **A Broad General Education**

Every child and young person in Scotland is entitled to experience a broad general education. This broad general education takes place from the early years to the end of S3 and is represented by learning across all of the experiences and outcomes to the third curriculum level together.

### **Understanding the Curriculum as a Whole**

By exploring the entire set of experiences and outcomes, staff will be able to see the curriculum from the early years to the end of S3 as a whole. Those who teach a particular stage eg KingsWellies Staff who teach Early Level only, will be able to see where their contributions to a child's learning and development sit in the span of progression.

Nursery staff will also see where they can make contributions to experiences and outcomes from more than one curriculum area. Staff can then plan, with colleagues, their contributions to each child's education and also support learners in making connections in their learning. By doing this successfully, they will ensure that each learner experiences a coherent curriculum, achieves the highest possible standards, and is prepared to move successfully into the next phase of their educational journey.

The Curriculum for Excellence framework is less detailed and prescriptive than previous curriculum advice. It provides professional space for staff to use in order to meet the varied needs of all children.

## **Why 'Experiences and Outcomes'?**

The title 'Experiences and Outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An Outcome represents what is to be achieved.

Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the four capacities for learning. They apply to the totality of experiences which are planned for children and young people, including the ethos and life of the school and interdisciplinary studies as well as learning within curriculum areas and subjects.

## **Curriculum Areas (from Early Level to Third Level)**

The Curriculum learning and teaching guidance is structured under the headings of the eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

## **Monitoring and Review of Policy and Practice**

The learning and Teaching at KlngsWellies Nursery is related to our Nursery Aims and our Nursery Improvement Plan. We use the Quality Indicators in "The Child at the Centre 2" to evaluate our learning and teaching on an ongoing basis. It is reviewed in light of national priorities, findings of Quality Assurance Reports, HMIE inspections, Care Inspectorate Inspections, monitoring and review of practice.

Playroom practice is monitored by the Nursery Manager and Nursery Director on a regular basis and progress is tracked and monitored by the Nursery Manager on a weekly basis. This helps to inform us of the effectiveness of our learning and teaching within the nursery. All nursery staff undergo ongoing self-evaluation to evaluate the effectiveness of their playroom practice.

We review learning and teaching methods to ensure they are still relevant when we are considering our Nursery Policies or auditing aspects of the Nursery Improvement Plan



## Curriculum for Excellence Explained

**Curriculum for Excellence (or CFE) is the curriculum in Scotland which applies to all children and young people age 3-18.**

It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The curriculum aims to develop in pupils the 4 capacities to enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

What each of the 4 capacities means is explained in the diagram below:

<b>Successful Learners</b>	<b>Confident Individuals</b>	<b>Responsible Citizens</b>	<b>Effective Contributors</b>
<b>Attributes</b>	<b>Attributes</b>	<b>Attributes</b>	<b>Attributes</b>
<ul style="list-style-type: none"> <li>• Enthusiasm and motivation for learning.</li> <li>• Determination to reach high standards of achievement.</li> <li>• Openness to new thinking and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-respect.</li> <li>• A sense of physical, mental and emotional well-being.</li> <li>• Secure values and beliefs.</li> <li>• Ambition</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for others.</li> <li>• Commitment to participate responsibly in political, economic, social and cultural life</li> </ul>	<ul style="list-style-type: none"> <li>• An enterprising attitude.</li> <li>• Resilience.</li> <li>• Self-reliance</li> </ul>
<b>Capacities</b>	<b>Capacities</b>	<b>Capacities</b>	<b>Capacities</b>
<ul style="list-style-type: none"> <li>• Use literacy, communication and numeracy skills.</li> <li>• Use technology for learning.</li> <li>• Think creatively and independently.</li> <li>• Learn independently and as part of a group.</li> <li>• Make reasoned evaluations.</li> <li>• Link and apply different kinds of learning in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Relate to others and manage themselves.</li> <li>• Pursue a healthy and active lifestyle.</li> <li>• Be self aware.</li> <li>• Develop and communicate their own beliefs and views of the world.</li> <li>• Live as independently as they can.</li> <li>• Assess risk and make informed decisions.</li> <li>• Achieve success in different areas of activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the world and Scotland's place in it.</li> <li>• Understand different beliefs and cultures.</li> <li>• Make informed choices and decisions.</li> <li>• Evaluate environmental, scientific and technological issues.</li> <li>• Develop informed, ethical views of complex issues</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate in different ways and in different settings.</li> <li>• Work in partnership and in teams.</li> <li>• Take the initiative and lead.</li> <li>• Apply critical thinking in new contexts.</li> <li>• Create and develop.</li> <li>• Solve problems.</li> </ul>

## Curriculum for Excellence

There are 4 **contexts for learning** in Curriculum for Excellence.

- Curriculum areas and subjects
- Ethos and Life of the school as a community
- Interdisciplinary learning
- Opportunities for Personal Achievement

<b>Curriculum areas and subjects</b>	The <b>curriculum areas</b> are the organisers for setting out the experiences and outcomes, <b>Subjects</b> are an essential feature of the curriculum, particularly in secondary school. They provide an important structure for learning. Throughout a young person's learning there will be increasing specialisation and greater depth.
<b>Ethos and life of school as a community</b>	A positive <b>ethos</b> in the school supports learning in its widest sense.
<b>Interdisciplinary Learning</b>	<b>Interdisciplinary Learning</b> enables children and young people to make connections between different areas of learning making it more relevant, challenging and enjoyable and also more coherent and meaningful.
<b>Opportunities for personal achievement</b>	There are <b>opportunities for a range of achievements</b> in the classroom and beyond and young people are encouraged to undertake activities which they find challenging.

There are **8 curriculum areas** in the primary curriculum, each containing a range of subjects.

Each of the curriculum areas is broken down into experiences and outcomes (E's and O's) which describe the knowledge, skills, attributes and capabilities and the progression for learning for each area.

Courses are planned by teachers around the E's and O's for their subject.

The 8 curriculum areas are:

- Languages
- Mathematics
- Social Studies
- Sciences
- Expressive Arts
- Technologies
- Health and Wellbeing
- Religious and Moral Education

# Numeracy & Mathematics Policy

Published	March 2015 (V1)
Revised	Session 2017/18



## **Numeracy & Mathematics Policy**

### **Rationale**

All teachers have a responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.

### **Building the Curriculum**

All nurseries and schools need to have strategies to ensure that all children develop high levels of numeracy skills through their learning across the curriculum. These strategies will be built upon a shared understanding amongst staff of how children progress in numeracy and of good learning and teaching practices in numeracy and mathematics.

### **What does it mean to be numerate?**

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics: it is also a life skill which permeates and supports all areas of learning, allowing children (no matter their age and stage) access to the wider curriculum.

A numerate person will have acquired and developed fundamental skills and will be able to carry out number processes. Beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate.

Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows our children to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all nursery practitioners and teachers have important parts to play in enhancing the numeracy skills of all children and young people.

All KingsWellies Nursery practitioners, as they make use of the Experiences and Outcomes to plan learning, will ensure that the numeracy skills developed from Early Level are revisited and refreshed throughout the child's time at KingsWellies Nursery.

### **What can learning in Mathematics enable children to achieve?**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

## **How is the Mathematics Framework Structured?**

Within the Mathematics framework, some statements of Experiences and Outcomes are also identified as statements of Experiences and Outcomes in Numeracy. These form an important part of the mathematics education of all children as they include many of the numerical and analytical skills required by each of us to function effectively and successfully in everyday life.

All nursery staff and teachers with a responsibility for the development of mathematics will be familiar with the role of numeracy within mathematics and with the means by which numeracy is developed across the range of learning experiences.

### **Numeracy and Mathematics: AIMS**

- The Aim of Numeracy and Mathematics in KingsWellies Nursery is to endeavour to help children to :
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

### **Experiences and Outcomes**

To help KingsWellies Nursery staff to achieve balance within the curriculum, aspects of learning have been divided into Experiences and Outcomes, each with a set of targets for children to achieve.

#### **These have been sectioned into broad stages of development:**

- Early level – approximately nursery to P1 but earlier or later for some
- First level – approximately P2 to P4 but earlier or later for some
- Second level – approximately P5 to P7 but earlier or later for some
- Third level – S1 to S but earlier or later for some

Curriculum for Excellence Identifies the Experiences and Outcomes for Numeracy and Mathematics under the headings of:

#### **Number, money and measure**

- Estimation and rounding
- Number and number process
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

## Shape position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

## Information handling

- Data and analysis
- Ideas of chance and uncertainty

## Learning and Teaching

Numeracy and Mathematics may be taught in the following ways at KingsWellies Nursery:

- Active learning and planned, purposeful play
- As a discrete topic
- Spontaneously, in response to situations or children's interests
- Using relevant contexts and experiences which are familiar to the children
- Through developing problem solving and critical thinking skills
- Through links with an interdisciplinary learning project
- Through using ICT to enhance learning
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage our children to recognise that the knowledge, skills and attitudes identified are inextricably linked.

All KingsWelliesNursery staff have an important role in modelling and promoting the use of numeracy skills. Through their use of effective questioning and discussion, KingsWellies staff will use misconceptions and wrong answers to improve and deepen children's understanding of numeracy and mathematical concepts.

Numeracy and mathematics can be an opportunity for children to feel valued as part of a whole class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

KingsWellies Nursery staff will select the most appropriate group organisation according to the kinds of activities which are taking place. These could be:

- Whole class/playroom
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged at all times.

**Through Numeracy and Mathematics, KingsWellies children should be encouraged to develop, grow and become:**

**Responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experience of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies

**Effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise

**Successful learners**, who can express themselves, think innovatively, meet challenges positively, and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies

**Confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feeling, and through successful participation.

### **Continuity and Progression**

The Numeracy and Mathematics programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines at Early Level.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years and at early level. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to Numeracy and Mathematics. The learning expectations are progressively greater as children go from stage to stage.

The intention of the programme of study is to make learning easier and more accessible for our children.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The Numeracy and Mathematics experiences and outcomes encourage links with other areas of the curriculum to provide children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Within Numeracy and Mathematics there are rich opportunities for links among different concepts: a ready example is provided by investigations into area and perimeter which can involve estimation, patterns and relationships and a variety of numbers.

When children investigate number processes, there will be regular opportunities to develop mental strategies and mental agility. KingsWellies staff will make use of opportunities to develop thinking and introduce symbols, such as those opportunities afforded at early stages when reinforcing number bonds.

There are many opportunities to develop mathematical concepts in all other areas of the curriculum. Patterns and symmetry are fundamental to art and music; time, money and measure regularly occur in modern languages, home economics, design technology and various aspects of health and wellbeing; graphs and charts are regularly used in science and social studies; scale and proportion can be developed within social studies; formulae are used in areas including health and wellbeing, technologies and sciences; while shape, position and movement can be developed in all areas of the curriculum.

KingsWellies Nursery staff are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

### **Assessment**

Assessment in Numeracy and Mathematics will focus on the children's ability to work increasingly skilfully with numbers, data and mathematical concepts and to use them in a range of contexts.

Evidence of progress in Numeracy and Mathematics comes from what children say, write and do.

Through observing children as they work through the Numeracy and Mathematics Experiences and Outcomes, KingsWellies staff can assess children's progress.

Assessment, recording and reporting of Numeracy and Mathematics will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

### **In assessing Numeracy and Mathematics, KingsWellies staff are likely to use:**

- Day to day learning
- Assessment tasks
- Observation of children's ability to listen, express opinions and help others
- Evidence from tasks, writing and drawing and other artefacts produced by children
- Discussion

### **We undertake assessment that is:**

- well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with children and where appropriate parents and other agencies
- linked to other areas of the curriculum

### **Observations - Points to consider:**

- What is the learning taking place?
- Where is the observation taking place? (sandpit, mark making table, easel etc)
- Who is there? (the child being observed plus peers/staff/child is alone etc)
- Note the observation – re- read it and ask yourself 'what does this observation tell me?' – is it an important observation to record in the child's profile or have you recorded an observation that is already in the file stating the same?
- Does the observation tell other readers what you are trying to convey?
- Is it a planned observation?
- Consider where in the profile the observation will be placed?
- Are there any 'next steps' leading on from this observation?
- Did you speak to the child about what he/she was doing?
- Did the child make any comments about his/her learning?
- Remember to record what the child says
- Are you sure the observation is valid and reliable (eg. If you were observing left/right hand preference – do you have enough evidence and observation to make this reliable information?)
- Do I need to share this observation with others? (could be parent, other staff, other professional)
- Is this observation significant enough to be taken forward into planning for that child

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Numeracy and Mathematics will be carried out by the Nursery Manager / Nursery Director and is set within the KingsWellies Nursery quality assurance framework.

### **Recording and Reporting**

A child's performance in Numeracy and Mathematics is discussed with parents /carers at parent's evening and is reported upon in nursery records and reports.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Numeracy and Mathematics programme.



## Early Level Assessment Criteria - Numeracy and Mathematics

- Can name and recognise colours
- Can sort colours
- Can match colours
- Can match object
- Can recognise and name 2D and 3D shapes
- Can match 2D and 3D shapes
- Can reproduce shape
- Recites numbers 0-5 and 6-10
- Recognises numerals 0-5 and 6-10
- Can count on and back (addition and subtraction)
- Can share a group of items making smaller groups
- Can split a whole object into smaller parts
- Can recognise and use a range of coins
- Can match patterns
- Can continue patterns / reproduce sequence of shapes
- Can create patterns
- Can use units of measure to compare sizes and amounts
- Compares / orders objects by height / length / weight / capacity
- Uses mathematical language appropriate to the context
- Can create symmetrical pictures using a range of media
- In movement games using technology can use simple direction and describe position
- Can gather information and display findings in different way
- Can use signs and charts for information and to make choices and decisions
- Participates in number songs and rhymes
- Uses number in play contexts and counting games
- Understands positional language (e.g. above, in front of, etc)
- Awareness of daily routines (e.g. morning, first, next, clock, snack)
- Ability to solve simple practical problems, ask questions, experiment, design and make
- Understands some properties of material (e.g. soft, hard, rough, smooth)
- Awareness of everyday technology and ability to use appropriately (e.g. scissors, waterproof clothing, fridge, bicycle)
- Can identify familiar sounds in the environment
- Uses the senses to investigate (sight, touch, taste, smell, sound)
- Be aware of changes and its effect on their growth, changes in the seasons, weather, trees and flowers

## KingsWellies Nursery

Numeracy – Early Level	Learner Progress Record	Name:	
<p><b>Estimation and Rounding</b></p> <p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</p> <p style="text-align: right;"><b>MNU 0-1a</b></p>	○	<p><b>Time</b></p> <p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p style="text-align: right;"><b>MNU 0-10a</b></p>	○
<p><b>Number Processes</b></p> <p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.</p> <p style="text-align: right;"><b>MNU 0-1b</b></p>	○	<p><b>Measurement</b></p> <p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p style="text-align: right;"><b>MNU 0-11a</b></p>	○
<p><b>Addition, Subtraction, Multiplication and Division</b></p> <p>I use practical materials and can 'count on my back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.</p> <p style="text-align: right;"><b>MNU 0-03a</b></p>	○	<p><b>Data and Analysis</b></p> <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</p> <p style="text-align: right;"><b>MNU 0-20a</b></p>	○
<p><b>Fractions, Decimals and Percentages</b></p> <p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p style="text-align: right;"><b>MNU 0-07a</b></p>	○	<p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</p> <p style="text-align: right;"><b>MNU 0-20b</b></p>	○
<p><b>Money</b></p> <p>I am developing my awareness of how money is used and can recognise and use a range of coins.</p> <p style="text-align: right;"><b>MNU 0-09a</b></p>	○	<p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.</p> <p style="text-align: right;"><b>MNU 0-20c</b></p>	○

<input type="radio"/>	Pupil is unable to do this yet or hasn't been introduced to the concept at the Early Level	<input type="radio"/>	Pupil has been introduced to this at the Early Level but still needs more practice	<input checked="" type="radio"/>	Pupil can usually do this confidently at the Early Level	<input type="radio"/>	Evidence of the pupil applying this at the Early Level is in their Learning Portfolio
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Notes / Comments (Non-confidential – will be available in Learning Portfolio)

Date	Observation / Note (Record the exceptional)

# KingsWellies Nursery - Maths & Numeracy Progress

KingsWellies Nursery

CfE Numeracy Record Sheet

Early Level

Class \_\_\_\_\_ Group \_\_\_\_\_ Session \_\_\_\_\_

<b>Experiences and Outcomes</b>			
Number and Money	Measurement	Shape, Position.& Movement	Information Handling
Estimating and rounding  Number and number processes <ul style="list-style-type: none"> <li>• Counting</li> <li>• Addition</li> <li>• Subtraction</li> </ul> Fractions  Money  Patterns and relationships	Time <ul style="list-style-type: none"> <li>• Days</li> <li>• Seasons</li> <li>• Time sequences – language</li> </ul> Estimate and measure <ul style="list-style-type: none"> <li>• Length</li> <li>• Weight</li> <li>• Volume</li> </ul>	Properties of <ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• 3D objects</li> </ul> Being creative with 2D and 3D shapes  Angle, symmetry and trans-formation <ul style="list-style-type: none"> <li>• Direction</li> <li>• Position</li> <li>• Symmetry</li> </ul>	Data Analysis <ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting</li> <li>• Gathering</li> <li>• Displaying</li> </ul>
			Problem Solving & Enquiry Skills  Solve simple problems in a practical context <ul style="list-style-type: none"> <li>• Work alone</li> <li>• Work together</li> <li>• Make 3D models</li> <li>• Draw a picture</li> <li>• Find and continue patterns</li> <li>• Sort and classify</li> </ul>

## Early Level

### Number, Money and Measure

	<b>Curriculum for Excellence Outcomes</b>	<b>Nursery / P1</b>
Estimating & Rounding	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. <b>MNU 0-01a</b>	Place pairs of objects in "order". Estimate length in convenient non-standard units.
Number Processes including Addition Subtraction Multiplication & Division	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. <b>MNU 0-02a</b>  I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways. <b>MNU 0-03a</b>	Whole numbers up to 20 (count, order, read / write statements, display on a calculator).  Mentally for numbers 0-10 in applications in number, measurement and money including payment and change to 10p B – mentally to 20 and in some cases beyond (36 + 5 or 20 + 30)
Fractions Decimals & Percentages including ratio and proportion	I can share out a group of items by making smaller groups and can split a whole object into smaller parts. <b>MNU 0-07a</b>	Halves – practical application only B – quarters – practical only C – thirds, fifths, eights, tenths – practical only, not by division
Money	I am developing my awareness of how money is used and can recognise and use a range of coins <b>MNU 0-09a</b>	Use 1p, 2p, 5p, 10, 20p coins to buy things B – coins up to £1 including exchange. 50p = 5 x 10p
Time	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods <b>MNU 0-10a</b>	Place events in time sequences. Days of the week and seasons and sets of pictures of activities in non-standard units. Tell time using analogue and digital display in hours only B – Months-Analogue clocks involving quarter past / to and half past. Digital-hours and minutes.
Measurement	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my finding with others <b>MNU 0-11a</b>	Measure in non-standard units-(e.g. hand-spans) – length, weight, area, volume. Place pairs of objects in order. Estimate lengths in convenient non-standard units

Patterns & Relationships	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  <b>MNU 0-13a</b>	Work with patterns & sequences: Simple numbers sequences $8+0=8$ , $7+1=8$ , $6+2=8$ ... Missing number(s) in sequence 1-10 B –copy, continue, describe simple patterns and sequences of objects by shape or colour.
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**Early Level**  
**Shape, Position and Movement**

	<b>Curriculum for Excellence Outcomes</b>	<b>Nursery / P1</b>
Properties of 2D Shapes and 3D objects	I enjoy investigating objects and shapes and can sort, describe and be creative with them  <b>MNU 0-016a</b>	Collect, discuss and make use of 2D and 3D shapes. Classify shapes by simple properties:- Those that roll, stack, slide, have straight or curved sides. Identify & name squares, rectangles, triangles and circles Identify & name cubes, cuboids, cylinders, cones and spheres. Create / copy 3D shapes using blocks or everyday objects
Angle, Symmetry and Transformation	In movement, games, and using technology I can use simple directions and describe positions  <b>MNU 0-17a</b>	Discuss position & movement like behind, in front of, above, below. Locate an object in the classroom. Move forwards, backwards, left, right by “walking out” or using a programmable toy
	I have had fun creating a range of symmetrical pictures and patterns using a range of media.  <b>MNU 0-19a</b>	B – Recognise symmetrical shapes by folding or by using a mirror

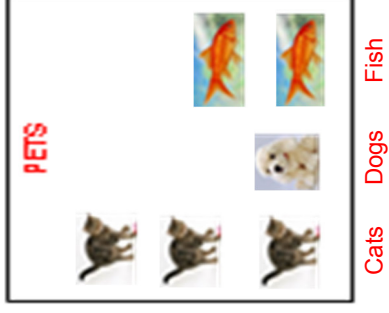
## Early Level Information Handling

	<b>Curriculum for Excellence Outcomes</b>	<b>Nursery / P1</b>
Data & Analysis	<p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</p> <p style="text-align: center;"><b>MINU 0-20a</b></p>	<p>Tallying collections of objects. Counting Sorting into specific sets (shape, colour, texture .....) Obtain info from a picture, video or story collected about themselves (how many have red jumpers?)</p>
	<p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</p> <p style="text-align: center;"><b>MINU 0-20b</b></p>	<p>Can interpret from displays by locating and counting</p> <p>From pet display icon-graph:-</p> <ul style="list-style-type: none"> <li>• How many dogs?</li> <li>• How many pets?</li> </ul>

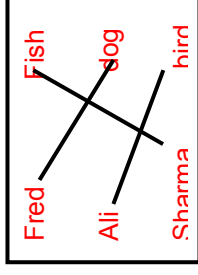


I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

Use real objects like record favourite drinks with sets of cartons.  
Use pictures ( pictographs )



Simple diagrams like 1 to 1 mapping



**KingsWellies Nursery – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

Experiences and Outcomes	Outdoor Learning Opportunities
<p><b>Angle, Symmetry and Transformation</b></p> <p>In movement, games, and using technology I can use simple directions and describe positions.  <b>MTH 0-17a</b></p> <p>I have had fun creating a range of symmetrical pictures and patterns using a range of media.  <b>MTH 0-19a</b></p>	<ul style="list-style-type: none"> <li>• Make a maze and give directions to a (blindfolded) partner.</li> <li>• Use beebots on a marked out grid in the outdoor area.</li> <li>• One child acts as guide holding up arrow symbols → ↓ children move according to the symbol.  Challenge: add numerals to indicate number of steps.</li> <li>• Use an obstacle course to introduce positional language such as on, out, under, on top of.</li> <li>• Looking at patterns in the local environment e.g. patterns of bricks, fences, windows, and tyres. Children can take rubbings of different surfaces. Challenge: children create their own pattern using outdoor chalks or coloured blocks.</li> <li>• Children create a symmetrical pattern using natural materials.</li> </ul>
<p><b>Data Analysis</b></p> <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  <b>MNU 0-20a</b></p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.  <b>MNU 0-20b</b></p> <p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  <b>MNU 0-20c</b></p>	<ul style="list-style-type: none"> <li>• Collect and sort natural materials e.g. leaves, pine cones, shells or twigs and sort objects into sets, count them and then match numerals to the amounts.</li> <li>• Pupils could carry out a traffic survey and display findings.</li> <li>• Match or sort different coloured resources e.g. hoops or bean bags.</li> <li>• Go for a walk around the nursery building and playground on a mini treasure hunt to look for signs.</li> <li>• Look for and discuss the meaning of road signs.</li> <li>• Record weather patterns to decide what to wear or what games to put outside etc.</li> </ul>

**KingsWellies Nursery – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

<b>Outdoor Learning Opportunities</b>	
<b>Experiences and Outcomes</b>	
<b>Estimation and Rounding</b>	
<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</p> <p style="text-align: center;"><b>MNU 0-01a</b></p>	<ul style="list-style-type: none"> <li>• Estimating then compare directly two lengths, using language: longer, shorter and the same as. Hide beany snakes or drawn snakes of assorted lengths (5cm-100cm) in the outdoor environment. Invite the children to hunt and 're-capture' them. Encourage the children to estimate whether each snake found is longer, shorter or the same as the one on the measuring table. Compare and record on a simple tick chart.</li> <li>• Estimate how many trees / flowers are in the Eco garden, number of bricks, windows or paving slabs, and then count with 1:1 correspondence.</li> <li>• Estimate heights / lengths – ones which can and can't be measured e.g. heights of trees, plants etc.</li> <li>• Estimate quantities and then check then e.g. paving slabs, numbers of windows or bricks.</li> <li>• Children fill different sized clear containers with stones. Pupils to estimate which one holds "more / less"</li> </ul>
<b>Fractions, Decimal Fractions and Percentages</b>	
<p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p style="text-align: center;"><b>MNU 0-07a</b></p>	<ul style="list-style-type: none"> <li>• Draw chalk circles and introduce the concept of sharing. The children then move from group to group as they share out a number. You can use small circles and have stones, twigs to share. Or they can share children in larger circles.</li> <li>• Children find a leaf and tear it in half</li> </ul>
<b>Measurement</b>	
<p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p style="text-align: center;"><b>MNU 0-11a</b></p>	<ul style="list-style-type: none"> <li>• Pupils compare the weight of items found in the environment e.g. pebbles, stones and sticks which is "heavy / heavier" and "light / lighter".</li> <li>• Use a rain gauge or containers to describe capacity using "full" and "empty".</li> <li>• Use hands to measure objects around nursery e.g. height of fence, bins or length of bench.</li> <li>• Pupils get themselves into height order standing or lying down.</li> </ul>
<b>Money</b>	
<p>I am developing my awareness of how money is used and can recognise and use a range of coins</p> <p style="text-align: center;"><b>MNU 0-09a</b></p>	<ul style="list-style-type: none"> <li>• Children go to shops and use coins to buy a stamp for their letter or an apple snack.</li> </ul>

**KingsWellies Nursery – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

# Experiences and Outcomes	Outdoor Learning Opportunities
<p><b>Number and Number Processes</b></p> <p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.</p> <p style="text-align: center;"><b>MNU 0-02a</b></p> <p>I use practical material and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.</p> <p style="text-align: center;"><b>MNU 0-03a</b></p>	<ul style="list-style-type: none"> <li>• Place number tiles in a circle. Use a spinner arrow in the middle. When the arrow points to a number 93, for example), everyone stamps, claps or jumps three times.</li> <li>• Place number tiles 1-12 in a circle round the spinner. Play "What's the time Mr Wolf?" Using the arrow to decide the time. Put an object on 2 of the numbers and if the spinner points to one of these, it is dinner time.</li> <li>• Make a number track 0-10 with floor tiles. Roll an outdoor dice to move an object (or themselves) along the number track.</li> <li>• Arrange number tiles (1 to 10 or more) in a solid rectangle. Take turns to throw two fleece balls on them. Say what number they have landed on. Challenge: Add the numbers together.</li> <li>• Arrange all the numerals on the ground. Children take it in turn to roll two dice, and then pick up the highest or lowest numeral from the ground. Keep playing until you have collected two numerals the same.</li> <li>• Introduce terms first, then, next and last through team sports, games and races (inked to P.E.) in the playground.</li> <li>• Use existing playground markings or draw a number line with chalk. Pupils then cover up and identify the missing number.</li> <li>• Give pupils numbers 0-10. Pupils run around with numbers visible to all. Ask them to get into numerical order beginning at zero. Challenge: Begin at the highest number. While in line children recite even and odd numbers and pupils could either jump forward or crouch down.</li> <li>• Lay out a hop scotch board or number track in the playground. Pupils jump on number before 5, number after 6.</li> <li>• Use a box of maths flashcards. Pass them round to the music. When the music stops take out the card and answer the question.</li> <li>• Number ping pong – split the class into two groups As and Bs. Group A asks a question and throws ball or bean bag to B who answers and then repeats the process going down the line.</li> </ul> <p style="text-align: right;">#</p>

**KingsWellies Nursery – Outdoor Education**  
**Literacy & English**  
**Early Level**

<b>Experiences and Outcomes</b>	<b>Outdoor Learning Opportunities</b>
<p><b>Patterns and Relationships</b></p> <p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p style="text-align: center;"><b>MTH 0-13a</b></p>	<p style="text-align: center;">See angle, symmetry and transformation section.</p>
<p><b>Properties of 2D and 3D Objects</b></p> <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</p> <p style="text-align: center;"><b>MTH 0-16a</b></p>	<ul style="list-style-type: none"> <li>• Identify 2D and 3D shapes in the environment e.g. bins are cylinders. Photograph them and display results.</li> <li>• Create 2D and 3D models using objects collected. e.g. can pupils make a car, house etc.</li> <li>• Pupils work in groups using skipping ropes to make 2D shapes.</li> </ul>
<p><b>Time</b></p> <p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p style="text-align: center;"><b>MNU 0-10a</b></p>	<ul style="list-style-type: none"> <li>• Draw weather symbols in the playground pupils can plot when it is sunny / cloudy in the morning / afternoon. Role play what children are doing at 9 o'clock – ring a bell, 10'clock – eating lunch. Links to Social subjects / Drama</li> </ul>

# Social Studies Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Social Studies Policy**

### **Rationale**

Through Social Studies, KingsWellies children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

### **Principles and Practice**

Children as they participate in experiences and outcomes in Social Studies at KingsWellies Nursery will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further a field
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers

### **Aims**

We aim to deliver a Social Studies Programme which allows Nursery staff flexibility and scope to plan for a wide variety of experiences which will enable our children to develop the knowledge, skills and attitudes that they require for lifelong learning.

Through our programmes of work, we hope to develop:

### **Successful Learners**

- Access and use information from different kinds of sources
- Think critically about evidence and arguments arising from it
- Arrive at own conclusions about a range of issues
- Justify own views in discussion and debate

### **Confident Individuals**

- Understand more about their sense of identity
- Develop an understanding of Scotland's heritage
- Ability to establish their own views
- Confidence to communicate their own stances

### **Responsible Citizens**

- Learn about different values, beliefs and cultures
- Question others' attitudes especially towards intolerance and justice

- Develop respect for other people
- Participate responsibly in all aspects of life

### **Effective Contributors**

- Broaden knowledge through investigative, creative and critical thinking
- Understand Scotland's place in the world
- Contribute to the wellbeing of society

At KingsWellies Nursery, we also aim to work in partnership with others, in order to:

- engage the active support of parents and carers
- reinforce work across transitions and across sectors
- maximise the contributions of the wider community
- draw upon specialist expertise
- ensure, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression for our learners

### **Learning and Teaching**

Our Framework for Social Studies will support nursery staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of our children. It will also provide flexibility and choice for both staff and learners which will sustain interest and enthusiasm. It allows for effective learning and teaching, and will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to our children
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

### **How are skills developed in Social Studies?**

Our developing range of skills will include:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia.



## **The Learning Environment**

For effective learning and teaching in Social Studies, the learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, challenging, safe and fun!
- provide appropriate differentiation, giving every child opportunities to succeed
- provide children with appropriate materials and equipment
- provide a nursery ethos which is supportive of all pupils
- create opportunities to place Social Studies in the wider context of the community and world

## **Planning**

Our Nursery Staffs' forward planning takes account of:

- long-term (yearly), medium term (termly) and short term ( weekly and daily) planning
- prior learning and varied learning styles e.g. visual, auditory, tactile / kinaesthetic
- setting targets, assessment criteria, learning intentions and success criteria which specify what learners are expected to learn
- evaluating what has been taught and identifying next steps for learning and teaching
- linking nursery work and homework
- cross- curricular links
- both interdisciplinary and disciplinary learning opportunities

## **Planning and Delivery**

### **Experiences and Outcomes**

To help nursery staff to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for pupils to achieve. These have been sectioned into broad stages of development:

- Early level – approximately nursery to P1 but earlier or later for some.

### **Organisation of the Social Studies Experiences and Outcomes**

A range of themes have been created for Early Level based on the Social Studies Outcomes and Experiences from Curriculum for Excellence. These have been structured within the following organisers:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Nursery staff are expected to identify appropriate learning and teaching styles to suit the needs of their children while recognising the importance of active learning and the four capacities of Curriculum for Excellence.

Nursery staff will plan for Social Studies in an inter - disciplinary manner creating links across the curriculum to make learning interesting and accessible to our children. Planning for Social Studies is more flexible, with staff involving the children's ideas to move themes forward.

Our interdisciplinary themes will allow for a balanced and coherent experience for our children across local, Scottish, British, European and wider contexts. These themes may vary depending on the interests of our children, but core skills will still be taught.

## **Planning for the Scottish Dimension**

Planning for the Scottish Dimension helps to ensure that from the ages of 3-15, learners have a coherent and progressive experience of learning about Scottish history across a range of periods and contexts within people, past events and societies.

“From the youngest age, children want to explore and understand the world – first of the entire world immediately around them, and later..... As they mature, young people’s experiences can be broadened using Scottish, British, European and wider contexts for learning, yet maintaining a focus on historical, social, geographic, economic and political changes which have shaped Scotland.” (Building the Curriculum 1)

## **Continuity and Progression**

The Social Studies Programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Science, Technologies and Social Studies and will take into account the views expressed by parents, pupils and staff during the consultation process.

The Social Studies programme has been designed to build from the children’s own experiences and levels of understanding in the early years. The learning expectations are progressively greater as children go from stage to stage.

The intention of the Social Studies Programme of Study is to make learning easier and more accessible for our children. As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The Social Studies experiences and outcomes encourage links with other areas of the curriculum (particularly Sciences and Technologies) to provide learners with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Nursery staff in KingsWellies are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

In KingsWellies Nursery, we will focus on the teaching of 3 Social Studies interdisciplinary learning topics across the year as well as focusing on the development of the 5 Sciences organisers. At each stage, there will be a major focus on:

- People, Past Events and Societies
- People, Place and Environment
- People, Society. Economy and Business

## **Interdisciplinary Learning Opportunities**

### **How can we make connections within and beyond Social Studies?**

The Social Studies experiences and outcomes encourage links between Social Studies and with other curriculum areas in order to foster deeper, more enjoyable and active learning. Experiences and outcomes located in both the Social Studies and the Sciences frameworks offer an excellent vehicle for interdisciplinary working.

Links exist between, and across Social Studies, the Sciences, Technologies and other areas of the curriculum: for example, engineering offers possible links among the sciences, mathematics and the Technologies. Such practice provides KingsWellies Nursery children with opportunities to recognise the connectivity which exists across the curriculum areas as a means of understanding the world around them.

All KingsWellies staff will look for opportunities both to develop and reinforce Social Studies knowledge and skills within their disciplinary teaching activities, and to work across the other

curricular areas to plan interdisciplinary studies and a coherent approach to the development of literacy and numeracy skills, aspects of health wellbeing, ICT, Technologies and Sciences.

Through self-evaluation, KingsWellies staff will plan for an appropriate balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary and disciplinary work to deepen and extend learning.

### **Assessment in Social Studies**

Assessment in Social Studies will focus on children's knowledge, understanding and skills in their studies of people, past events, society, place, environment, economy and business.

Nursery staff will gather evidence as part of day-to-day learning, as children describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking.

Specific assessment tasks will be valuable in assessing progress. Children will demonstrate their progress through their skills in using differing sources of evidence, in assessing its validity and reliability, and in applying these in everyday life and work. This will include assessment of how well children can use their knowledge and understanding to interpret evidence and present an informed view, progressing to being able to sustain a line of argument.

Learners will also demonstrate evidence of progress through their abilities in applying their knowledge and skills in increasingly demanding and/or unfamiliar contexts, such as environmental issues, citizenship, and their awareness of the world and Scotland's place in it

Assessment should also link with other areas of the curriculum, within and outside the classroom, offering children opportunities to develop awareness of social issues such as sustainability and enterprise through field trips, visits to local and national heritage sites, and meeting with members of the community.

### **Assessment**

We will undertake assessment that is:

- well matched to clearly identified purposes and encourages learners to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with learners, parents and other agencies

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Social Studies will be carried out by the Nursery Manager and Nursery Director and is set within the Nursery's quality assurance framework.

### **Recording and Reporting**

Nursery staff report to parents on pupils' progress in all areas of Social Studies on individual reports annually. They are available to discuss pupil progress on specific areas twice yearly at parent interviews and frequent curricular and open events.

Parents are welcome to contact the school at any time if they have any concerns or queries regarding their child's involvement in the Social Studies Programme.

## Defining the enterprise approach to teaching and learning.

This is a way of teaching which gives children the opportunity to make decisions about their learning and to plan and organise their learning activity along with the teacher. Instead of the teacher saying, "This is what you've got to do, and this is how you're going to do it", the teacher says, "This is what we've got to do. How are we going to do it?", thus involving the children in the learning process.

Many teachers use this approach already, for example, those involved in using critical thinking skills, using problem- solving and /or co- operative learning approaches. For many others it is a small step to build on similar approaches encompassed in effective teaching and learning practices.

The enterprise approach is built on five principles:

- Giving children responsibility
- Making learning real
- Taking roles
- Providing relevance
- Encouraging reflection

## Linking the five principles to Assessment is for Learning and Curriculum for Excellence

Five principles	Assessment is for learning	Curriculum for Excellence
Giving pupils responsibility	Clear about what is to be learned and what success would be like. Fully involved in deciding next steps in their learning and identifying who can help	Giving pupils responsibility and allowing them to take risks encourages them to become <b>confident individuals</b>
Making learning real	Setting learning goals reflecting on evidence of learning	Putting learning into a real context encourages <b>responsible citizens</b>
Taking roles	Pupils talking and working with teachers and acting as teachers to share practice and standards across school	Taking roles and building relationships with others enables pupils to become <b>confident individuals</b>
Providing relevance	Pupils and teachers monitoring roles (and relating them to the world of work)	Making the curriculum relevant to what is happening in the world beyond school and encouraging participation empowers pupils to become <b>effective contributors</b>
Encouraging reflection	Feedback about the quality of work and how to make it better self and peer assessment	Sharing responsibility for learning and reviewing progress encourages <b>successful learners</b>

## KingsWellies Nursery Life Skills Awards

Pink Award	Successful Learners		Confident Individuals	
KingsWellies Nursery	Responsible Citizens		Effective Contributors	
I usually have a healthy snack	I can put on my shoes	I can share toys	I know when to wash my hands	I have role played a 'real life' situation
I usually have a healthy snack	I can find my name and put it on the register wall	I can look after my nursery bag and its contents	I can name colours	I have visited places in the community
Red Award	Successful Learners		Confident Individuals	
	Responsible Citizens		Effective Contributors	
I can help prepare and taste different foods	I line up when asked	I can share toys	I know the days of the week	I have helped to grow a plant and know its basic parts
I'm polite to adults	I can change my shoes	I follow the nursery rules	I can work with numbers up to 10	I have role played a work situation
I'm kind to others	I can fasten and hang up my coat	I remember to put litter in the bin	I can use scissors	I can find information from pictures
I know how to stay safe when using electricity	I help to tidy up	I have helped a friend	I know what to do in a fire drill	I can take photos or record sound and images to show the world around me
I can describe interesting features in my local area	I line up when asked	I can share toys	I know the days of the week	I have helped to grow a plant and know its basic parts

### Map and Atlas Skills

Early Level CFE Outcome:

I explore and discover the interesting features of my local environment to develop an awareness of the world around me  
SOC 0/07a

I have experimented with imaginative ways such as modelling and drawing to represent the world around me, the journeys I make and the different ways I can travel  
SOC 0/09a

- I can make maps through play activities e.g. treasure maps
- I can identify on a simple map main local features e.g. roads, schools, houses and churches
- I can make up my own symbols to add to a map
- I can use programmable toys to plan routes
- I know there are other places where people travel to by car, train, bus, boat or plane

# The Rights of the Child Policy

<b>Published</b>	October 2014(V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Session 2017/18



## **The Rights of the Child Policy**

### **Rationale**

KingsWellies Nursery will operate according to the UN Convention on the Rights of the Child.

KingsWellies Nursery believes that every child should be treated as an individual and all children should be treated with equal respect regardless of their personal or family circumstances.

We also believe that all children are independent thinkers and have a right to have their thoughts and opinions heard. Children will be encouraged to express their personal choices as to how they want to learn. This will be achieved through the regular use of floor books, brain storming, big book planning, topic planning, group discussions, learning logs, learning journeys, child feedback, choice, free and structured play.

### **Rights Respecting Nursery – Across the Curriculum**

As a Unicef Rights Respecting Nursery, we promote and foster a learning environment where everyone has specific rights and responsibilities in line with the United Nations Convention on the Rights of the Child, 1991.

#### **Throughout KingsWellies Nursery, children have a right to:**

- Article 12 – Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.
- Article 15 – Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 23- Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.
- Article 24 – Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.
- Article 28 – All children have a right to a nursery and primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
- Article 29 – Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.
- Article 30 – Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
- Article 31 – All children have a right to relax and play, and to join in a wide range of activities. All children have the right to explain their own personal choices in how they learn and in the childcare provided to them.

Throughout all learning and teaching experiences, everyone within the KingsWellies Nursery community considers their responsibilities, in particular to respect the rights of others including children, staff, parents and the wider community.

At KingsWellies Nursery we are committed to the promotion of Rights Responsibilities for all.

## **Our Aims in Providing Quality of Experience and Choice for all Children**

1. KingsWellies children can experience and choose from programmes and day-to-day activities that are planned, designed, evaluated and put into practice by staff, taking into account national and local guidelines.
2. KingsWellies children will be able to enjoy the activities and be motivated by them. The activities will be flexible and take account of ages, development needs, interests and hours and patterns of attendance of each child.
3. Staff will provide activities which will allow the children to enjoy choice in both organised and free play and leisure and recreation, including quiet time.
4. KingsWellies children will have opportunities to express their views, exercise choice and, where possible, influence the programmes of work.
5. KingsWellies children will be able to interact with others or play or work individually.
6. The progress in children's development will be regularly monitored by staff, who will use this information to improve the programme and the service being provided to the children.
7. KingsWellies children will have the choice to use equipment and materials, including multi-cultural materials, which are effectively organised by staff and used to support key aspects of children's development and learning.
8. KingsWellies children's interests are encouraged through displays that are attractively presented and include a variety of examples made by them. Staff change the material regularly.
9. KingsWellies children find their quality of experience enhanced by the effective use made of skills and ideas from staff, parents and carers, the children and from visitors.
10. KingsWellies children benefit from the use that staff make of a range of outside resources and information and communication technology.
11. Parents and carers and children are encouraged to make full contribution to the life and work of the nursery.
12. The Nursery Director and senior staff will effectively monitor the quality of work of each member of staff and the service as a whole.



# UN Convention on the Rights of the Child

## In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

- Article 1**  
Everyone under 18 has these rights.
- Article 2**  
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- Article 3**  
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 4**  
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
- Article 5**  
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
- Article 6**  
You have the right to be alive.
- Article 7**  
You have the right to a name and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
- Article 8**  
You have the right to an identity – an official record of who you are. No one should take this away from you.
- Article 9**  
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
- Article 10**  
If you live in a different country than your parents do, you have the right to be together in the same place.
- Article 11**  
You have the right to be protected from kidnapping.
- Article 12**  
You have the right to give your opinion, and for adults to listen and take it seriously.
- Article 13**  
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
- Article 14**  
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

- Article 15**  
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- Article 16**  
You have the right to privacy.
- Article 17**  
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- Article 18**  
You have the right to be raised by your parent(s) if possible.
- Article 19**  
You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 20**  
You have the right to special care and help if you cannot live with your parents.
- Article 21**  
You have the right to care and protection if you are adopted or in foster care.
- Article 22**  
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
- Article 23**  
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
- Article 24**  
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- Article 25**  
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
- Article 26**  
You have the right to help from the government if you are poor or in need.
- Article 27**  
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

- Article 28**  
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29**  
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- Article 30**  
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.
- Article 31**  
You have the right to play and rest.
- Article 32**  
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
- Article 33**  
You have the right to protection from harmful drugs and from the drug trade.
- Article 34**  
You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.
- Article 36**  
You have the right to protection from any kind of exploitation (being taken advantage of).
- Article 37**  
No one is allowed to punish you in a cruel or harmful way.
- Article 38**  
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
- Article 39**  
You have the right to help if you've been hurt, neglected or badly treated.

- Article 40**  
You have the right to legal help and fair treatment in the justice system that respects your rights.
- Article 41**  
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
- Article 42**  
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.
- Articles 43 to 54**  
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



Canadian Heritage

Patrimoine canadien



# Co-operative Learning Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2016/17



## Co-Operative Learning Policy

### Why use Co-operative Learning?

In contrast to most co-operative situations, competitive situations are when children work against each other to achieve a goal that only one or a very few can attain. This fosters negative interdependence. Children perceive that they can only succeed at the expense of others. They will attain their goal only if others fail to attain theirs. The result is that either the child works harder or sees the task as insurmountable and either switches off or creates a distraction.

Research confirms that co-operation, compared with competitive, individualistic efforts typically results in:

- Higher achievement and greater productivity
- More caring and supportive relationships
- Greater psychological health, social competence and self esteem.

### Co-operative Learning in KingsWellies Nursery

Both the Nursery Director and Nursery Manager have been trained in delivering Co-operative Learning. We will strive to ensure that all staff (particularly those who are working within Curriculum for Excellence) will also be fully trained.

This is a very effective teaching tool. It involves children engaging in small group learning opportunities which in turn encourages them to use their social skills and work together towards a common goal. **Even our youngest children can be helped, encouraged and trained to work together.**

Where this approach differs from traditional group work is that each member of the group has a clearly defined role and the emphasis is very much on team building and social skills.

Before you can begin to introduce children to an academic task it is imperative that you spend time laying the foundations and building the teams by encouraging the children to work together on activities which are designed to help them find common ground. It is very useful to have them work on group tasks which require different talents.

Nursery staff will share with children a Social Intention in addition to a Learning Intention at the beginning of a lesson.

***“Consider that about half of all employees dismissed from their positions are dismissed on the grounds that they are unable to work with others”***

### The Benefits of Co-operative Learning

- An increase in academic achievement
- An increase in the retention of knowledge
- Improved interpersonal skills and relationships
- Increased self confidence and self esteem
- Greater numbers of children engaged and remaining ‘on task’
- Improved attitudes towards nursery and school
- Enhanced learning and teaching experiences
- Social skills and collaborative skills

## A Learning Route for Social Skills in KingsWellies Nursery

	<b>It is imperative that children build on these skills year on year</b>
<b>On-going All stages</b>	<ul style="list-style-type: none"> <li>Talking in our inside voices</li> <li>Basic politeness – please and thank you</li> <li>Doing as asked first time</li> <li>Looking after resources and property</li> <li>Treating everybody with consideration</li> <li>Sitting in a group</li> <li>Being kind to others</li> <li>Letting others join in</li> <li>Keeping hands and feet to ourselves</li> <li>Ignoring distractions</li> <li>Sharing</li> <li>Tidying up when finished with an activity so it's ready for others to use</li> <li>Taking turns</li> <li>Controlling anger</li> <li>Moving round the area quietly</li> <li>Finishing a task once it's started</li> <li>Listening to others without interrupting</li> <li>Organising own belongings</li> <li>Encouraging others</li> <li>Looking attentively at a person when they are talking</li> <li>Being supportive of another person's effort or contribution</li> <li>Being able to ask for help if they need it</li> <li>Lining up in twos- keeping in twos when walking round the nursery and outside</li> <li>Recognising and celebrating success</li> </ul>

# Early Learning Opportunities

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## Play Policy

<b>Published</b>	March 2015 (V1)
<b>Reviewed</b>	March 2016 (V2)/Sept 2017 (V3)
<b>Revised</b>	Session 2017/18





## **Early Learning Opportunities and Play Policy**

### **Curriculum and Care**

Daily life is bursting with many learning opportunities for your child right from the moment of birth. At KingsWellies Nursery, we believe that every day is a learning day. Even the most routine tasks can lead to learning which is not only enjoyable, but helps to give your child the very best start in life.

At KingsWellies Nursery we recognise that children learn in different ways and at different rates and we plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a very positive play environment for every child. This is to ensure that they have the opportunity to develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We also plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

### **Our staff will help your child to enjoy learning by:**

- including your child in everyday tasks and making them fun!
- making opportunities for choices, taking responsibility, making decisions and solving problems.
- providing a safe and stimulating environment in which your child feels happy and secure.
- showing we are interested in your child's learning. We will ask questions, listen and give lots of praise when it is appropriate.
- using new and familiar words to extend and enrich your child's vocabulary, understanding and awareness of sounds and language development.
- showing your child how to play, share, take turns, make friends and develop positive relationships.
- providing stimulating and exciting opportunities to engage your child's interest and imagination both indoors and out.
- encouraging your child to reach their full potential!

### **Learning through play**

Play is a fundamental part of childhood. Our role at KingsWellies is to enable and facilitate play. At KingsWellies, the principles of play will underpin and support all of our policies and programmes for our children. KingsWellies children will be able to experience high-quality, stimulating play experiences as part of their daily lives.

### **KingsWellies Nursery Programme**

Each child at KingsWellies is involved in a broad, balanced curriculum suited to their individual needs, interest and stage of development. At some activity areas they will work on their own, at others in a small group or larger group, sometimes with an adult and sometimes without.

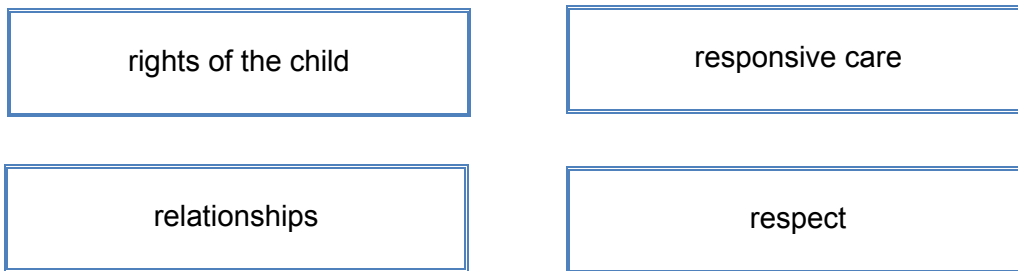
The children choose what they want to do and the adult supports their learning, ensuring that they have breadth and balance. By observing your child at free play and in a group situation, we are able to plan and provide appropriate models of play for each child's development.

It is our intention to assess all children in the nursery. We will use the information gathered from the assessments to review our curriculum so that it is targeted to meet the individual needs of your child.

### **Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families**

KingsWellies Nursery will follow the national guidance set out in Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families, whilst working with our youngest children. This national guidance sets the contexts for high-quality care and education. It will also ensure a smooth and coherent transition for all children as they begin to engage with Curriculum for Excellence 3-18

**The four key principles are:**



At KingsWellies, each of our younger children will have a Key Person who will offer security, reassurance and continuity and who will be responsible for feeding, changing and comforting that child.

### **Curriculum for Excellence 3-18**

Whilst at KingsWellies, your child will learn through Curriculum for Excellence which is the curriculum used throughout Scotland. The Early Level provides a framework for children's learning in the pre-school years and in Primary 1. Curriculum for Excellence places a strong emphasis on the development of health and wellbeing, literacy and numeracy.

We implement the Curriculum for Excellence set by Education Scotland that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities.

We view all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observation which inform future planning of adult-led and child-initiated opportunities both indoors and outdoors.

We value child-led play and ensure we promote this through providing activities that are flexible, take account of ages, development needs and interests. We know that activities provided by staff will allow children to enjoy organised and free play including quiet times.

## **Health and wellbeing**

At KingsWellies, health and wellbeing is about learning how to lead healthy and active lives, whilst becoming confident, happy and forming friendships and relationships with others that are based on respect.

## **Literacy**

Literacy is an essential part of our everyday lives. It helps us to understand and interpret our world through what we hear, see, say, write and read. Early literacy skills start with babies discovering that they can communicate their needs through their first sounds, facial expressions and body language.

## **Numeracy**

Numeracy is about counting and numbers as well as understanding measurement, money, weight, an awareness of time and how to handle information. It is important for simple tasks, from pairing your socks to paying for your shopping.

## **Other curricular areas**

At KingsWellies Nursery, we will recognise the importance of health and wellbeing, literacy and numeracy as key to building our curriculum. We will also focus on developing understanding of the expressive arts, religious and moral education, sciences, social studies and technologies.

## **Outdoor learning**

At KingsWellies the children will be encouraged to get moving indoors and outdoors in all weathers. Learning to enjoy the outdoors in our Scottish climate will help the KingsWellies children to grow and develop into healthy and confident adults. A huge range of activities, resources and games will be provided in our large and unique outdoor play environment.

## **Nursery Curriculum**

Our Nursery Curriculum is fully detailed within our KingsWellies prospectus and also within our curriculum policies.

With our children aged from 3-5 years, we follow the 'Curriculum for Excellence'. The Early Level provides a framework for children's learning in the anti-pre and pre-school years and in primary 1. The eight curricular areas are:

- Expressive Arts
- Health and Wellbeing
- Literacy and Languages
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies and ICT



## **Building the Ambition**

KingsWellies Nursery will also use the **National Practice Guidance on Early Learning and Childcare Building the Ambition (2014)** as our core guidance to support us in providing a seamless learning journey from birth to starting school.

**We offer all of our children active learning experiences, regardless of age and stage by:**

- Providing a safe and stimulating environment in which children feel happy and secure.
- Providing opportunities to engage the children's interest and imagination.
- Encouraging positive attitudes to self and others.
- Extending the children's abilities to communicate their thoughts, feelings and ideas in a variety of ways.
- Encouraging children to reach their full potential.
- Focusing on the development of Literacy, Numeracy and health and Wellbeing skills during all learning opportunities.

During your child's time spent at KingsWellies Nursery, we aim to provide them with rich and varied opportunities to develop into successful learners, confident individuals, responsible citizens and effective contributors.

A variety of free-play areas will be set up in each playroom. These will include activities involving:

- Mark-making, drawing and writing
- Books, puppets and listening
- Puzzles and fine motor skill activities
- Building and construction
- Small world play
- Sensory and manipulative skills
- Number and maths
- Exploring and investigating
- Sand and water
- Creative area for painting, modelling, making woodwork, play dough
- Imaginative play including Kitchen and house area
- Music and drama
- Treasure baskets
- Loose materials play using everyday objects
- Interactive resources including smartboard and new technologies
- Cooking and baking
- Planting and growing
- Enterprise and problem solving
- Role play and dressing up

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners Policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about Curriculum for Excellence with parents and signpost them to further support via the following website:

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## **Our guarantee to you**

### **At KingsWellies, you can be confident that:**

- staff are flexible and responsible to your child's personal, emotional, educational and physical needs
- we will provide your child with a range of rich and varied learning opportunities which will help them to develop into successful learners, confident individuals, responsible citizens and effective contributors
- your child will experience and choose from a wide range of high-quality programmes and activities that are planned, designed, evaluated and implemented by staff, taking account of national and local guidelines
- we will promote ambition and high expectations for every child within our care.

# Policy on Play

**Article 31 of the UN Convention on the Rights of the Child recognises that every child has the right to rest and play and to have the chance to join a wide range of activities.**

## Introduction

KingsWellies Nursery recognises that play is central to the health and wellbeing of our children and to enjoyment in their lives. Access to high quality play opportunities leads to the development of confident young people better able to lead their own communities and make a full and active contribution to society.

This Play Policy makes a commitment to all children and young people in KingsWellies to support their right to play regardless of their needs, background or abilities. It acknowledges the significance of children's rights in the United Nations Convention on the Rights of the Child which was approved by the UK Government in December 1991 and adopted by Aberdeen City in 1996.

The purpose of the Play Policy is to improve the quality of current and future play opportunities in KingsWellies and establish links between play and other local and national policies and strategies.

KingsWellies' vision is to develop high quality innovative and inclusive services in partnership with the community, children and young people and all agencies involved in the delivery of play.

A key feature of this Play Policy is to work together with our existing and future partners to best meet the needs of children, families and communities.

KingsWellies will make a commitment to see, hear, listen and respond to children playing in our communities therefore encouraging healthy community activity with active and positive contributions from all generations.

The Play Policy shows the value of freedom to play in the lives of our children. It is our responsibility to ensure the freedom to play is a right upheld in KingsWellies.

## Rationale

Play is an essential part of a happy, healthy childhood and; 'when children play their brains do two things: they grow and become organised and usable.' (Hughes 2013)

Furthermore, the right to play is enshrined in the UN Convention on the Rights of the Child. All children and young people should have play experiences as part of their daily lives. KingsWellies Nursery recognise the vital role of play in supporting children's learning and development. At KingsWellies, we aim to provide a wide variety of quality play experiences for our children.

## Definition of Play

Play is the stimulus for physical, intellectual, emotional and social development – it is fundamental to human development. Children play for enjoyment and creative expression, but through play they learn about the world around them. Play is fun and is an essential part of everyone's life.

## **What is Play?**

Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun! Moreover, it can happen indoors or outdoors. It can be structured, creative, messy, entirely facilitated by the imagination, or can involve using the latest gadgets and technologies.

From the earliest days and months, play helps children to learn to move, share, negotiate, investigate, manipulate, take on board the points of view of others and cultivate many more skills. It remains equally important throughout infancy, childhood, the teenage years, through adolescence and beyond into adulthood. Play plays a crucial part at all ages, stages and abilities.

## **A Vision of Play**

KingsWellies is a nursery where all children and young people are empowered to play, are encouraged to direct and define their own play spaces and have access to high quality play opportunities and resources.

KingsWellies is a great place to Play.

## **Significance of Play**

In order to support children's play opportunities and promote the benefits of play within the context of their lives, it is important to understand that there are competing elements for children's leisure time and other challenges that can make play opportunities difficult to deliver, these include;

- 1. The time spent on electronic games and watching television rather than active play.**  
Children playing alone in front of an electronic device has become the norm for a generation. Research shows that children spend a much higher proportion of their time inactive than in years past. This has been linked to the rise in obesity in childhood – we seek to challenge this and promote children's imaginations as well as their physical and mental health and wellbeing by encouraging them towards active, preferably outdoor play.
- 2. The importance of the suitability, attractiveness and children's feelings of "ownership" relating to where they play.**  
Many play spaces are not clean nor attractive, and unfortunately some are unsafe. This makes getting to a quality, clean play space is difficult for many young people, parents and carers. Guidance states that children should be no more than 400m from local play area, however these can be of variable quality. Parents, children and communities should be supported to improve, develop and enjoy their play spaces.
- 3. The weather.**  
A shift in attitude towards the weather and outdoors is needed. This teamed with education and supported about obtaining and using appropriate outdoor clothing is part of making all weather outdoor play is more attractive. "There is no such thing as bad weather – only inappropriate clothing."

## **Play at KingsWellies Nursery**

All learning environments need "free play". This is commonly defined as "behaviour that is freely chosen, personally directed and intrinsically motivated". This form of play has the potential to contribute powerfully and positively to some of the most significant areas of nursery, school and future life. At KingsWellies Nursery, we recognise that play supports the development of social skills and collaboration. It stimulates physical activity and the development of important physical competencies.

It encourages creativity, imagination and problem solving. When children have access to natural spaces for play, it fosters a sense of close connection with and respect for nature.

Learning through play is widely acknowledged as a key component of good practice in the early years, both indoors and outdoors. At KingsWellies Nursery, we use our outdoor and indoor space as well as the local area to provide children with opportunities for structured and free play activities.

In order to support play effectively, KingsWellies Nursery staff are sensitive about the timing and nature of interventions and interactions. We work with the children to ensure that they have the time, space and freedom to initiate, plan, lead and conclude their own play.

### **KingsWellies Nursery Play Policy Objectives**

- \* Provide play opportunities within the nursery that are accessible for all children, high quality, imaginative, challenging, well maintained and safe.
- \* Ensure children and young people with disabilities have access to quality play opportunities.
- \* Promote positive attitudes towards outdoor play in both adults and children.
- \* Promote use of indoor and outdoor play areas, parks and open spaces.
- \* Provide information to planners and developers so that play is considered during community planning.
- \* Ensure that council policies and strategies support the development of play opportunities.
- \* Consult and provide feedback to children and young people on play issues.
- \* Ensure that relevant training and qualifications are available to those involved in play services.
- \* Whenever appropriate, play opportunities should be delivered using partnership approaches which include, actively involve, local schools and communities.

### **Every day is a learning day**

At KingsWellies Nursery, our philosophy is that 'every day is a learning day.' We recognise that daily life is bustling with many learning opportunities for your child right from birth. Through lots of high quality play opportunities, we will support our children to learn about the world, develop their interests, feel involved, and become engaged and happy..... And all the time, we will be making every day a learning day!

**Curriculum for Excellence  
Outcomes and Experiences that Relate to Play**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a	Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems. TCH0-11a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a	Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 0-12a
I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.HWB 0-11a	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.MTH 0-13a	Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a
I value the opportunities I am given to make friends and be part of a group in a range of situations.HWB 0-14a	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/Lit 0-11a/Lit 0-20a	Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways.TCH 0-15a
I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a	As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.RME 0-09a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.HWB 0-16a	I have the freedom to choose and explore how I can use my voice, movement and expression in role play and drama.EXA 0-13a	As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about.RME 0-04a
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.HWB 0-17a	I use drama to explore real and imaginary situations, helping me to understand my world.EXA 0-14a	I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.SOC 0-17a
I know and can demonstrate how to travel safely.HWB 0-18a	Working on my own and with others, I use my curiosity and imagination to solve design problems.EXA0-06a	Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a
In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.HWB 0-19a	I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a
I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.HWB 0-21a	I explore and appreciate the wonder of nature within different environments and have played a part for caring for the environment.SOC 0-08a	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23A
I am developing my movement skills through practice and energetic play. HWB 0-22a	I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.HWB 0-25a	

# Quality Provision Policy

Published	June 2018 (V1)
Revised	Annually



# Quality Provision Policy

At KingsWellies Nursery we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for children and this is what we are all aiming for.

As part of our quality practice we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Ensure all staff know what is meant by quality practice and how to deliver it
- Create a quality vision that all staff can follow
- Deliver high quality practice and teaching that makes a difference on a daily basis to children's outcomes.
- Ensure a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Use peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Undertake a quality programme to ensure all quality is embedded throughout the nursery
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality remains forefront at all times.



# Early Learning Opportunities

At KingsWellies Nursery we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to provide opportunities for them to develop and use their home language in play and learning and support their language development at home.

We implement the Curriculum for Excellence set by Education Scotland that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors. We value child-led play and ensure we promote this through providing activities that are flexible, take account of ages, development needs and interests. We know that activities provided by staff will allow children to enjoy organised and free play including quiet times.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about Curriculum for Excellence with parents and signpost them to further support via the following website:

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

# Quality Assurance Policy

<b>Published</b>	October 2014 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Annually



## **Quality Assurance Policy**

KingsWellies Nursery is committed to the implementation of the effective process of Quality Assurance in order to promote continuous improvement for all children, staff and parents. Our processes take full account of National and Local Priorities and advice from Aberdeen City Education Department.

The KingsWellies Nursery Aims are clear, appropriate and consider the view of children, staff and parents. They provide the basis for developing policies and guidelines and the foundation for ongoing self-evaluation.

There are rigorous processes for self-evaluation in place, which measure achievements and allow children, staff and parents to identify strengths, improvements and planning priorities for our nursery.

In line with the continual professional development needs of the KingsWellies team, staff are encouraged to take a leading role in implementation of our Nursery Improvement Plan.

The Nursery Director acts as a leader and facilitator, encouraging a sense of teamwork which encompasses the whole nursery community.

Staff with additional responsibilities have clear remits which are matched to KingsWellies Nursery needs and which they fulfil effectively both individually and cooperatively.

### **Rationale**

KingsWellies Nursery has produced this Policy as a response to:

- The recognition that effective monitoring and quality assurance procedures are part of a raising achievement strategy
- The recognition of the need to continually improve the effectiveness of care, learning and teaching within KingsWellies Nursery
- A requirement to identify and share good nursery practice

### **Aims of the Policy**

- To evaluate and improve the overall quality of care and education within KingsWellies Nursery
- To promote a constructive professional focus on the quality of care and effective learning and teaching
- To contribute to raising achievement for all children
- To promote self-evaluation within the KingsWellies Nursery whereby all staff, parents, children and stakeholders are aware of our aspirations for continual improvement
- To provide a consistent and effective monitoring system
- To use appropriate Quality Indicators from The Child At The Centre 2 and How Good Is Our Early Learning and Childcare (February 2016) as the basis for all monitoring and evaluation.

### **Monitoring of Forward Planning**

This is done by the Nursery Manager on an ongoing basis.

The forward plans are subject to evaluations linked to Quality Indicators as appropriate. Staff will be given evaluative and constructive feedback on their planning. A record of playroom monitoring is kept by the individual nursery staff member and by Nursery Manager / Director.

## **Monitoring of Playroom Practice**

This is an attempt at providing a structure to monitor the following more systematically:

- Policy implementation in the playrooms
- Planning linked to care, welfare, learning and teaching
- Evidence of effective teaching strategies which can be shared professionally
- Evidence of raising achievement strategies
- Evidence of each child's individual progress
- Evidence of playroom organisation

Staff have been consulted over the structure for playroom monitoring.

Staff are issued with recording formats outlining criteria to be focused upon and constructive feedback is given as soon as is possible. Confidentiality is constant although good practice will be shared across the nursery setting.

## **Self-evaluation**

There is a requirement to focus on self-evaluation from the Scottish Government and Aberdeen City Council.

KingsWellies Nursery has adopted the Quality Indicators within The Child At The Centre 2 and How Good Is Our Early Learning and Childcare (February 2016) as the basis for all self – evaluation procedures. All nursery staff have access to a copy of each and are encouraged to be reflective practitioners.

Within KingsWellies Nursery, three basic questions (as identified by TCATC 2) are at the heart of all evaluation processes:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

## Quality Assurance – Roles and Responsibilities

### The Role of KingsWellies Nursery Staff

- **SMT – Nursery Director / Nursery Managers / Nursery Supervisors:**

*The nursery management team has responsibility to oversee all aspects of the Quality Assurance process. They will:*

- Liaise with Aberdeen City Local Authority staff as appropriate
- Manage Quality Assurance procedures
- Audit provision
- Conduct nursery reviews
- Consult with stakeholders to identify improvement priorities
- Identify ways of consulting with, and involving children in decisions concerning the everyday running of the nursery
- Prepare a nursery Improvement Plan giving due consideration to National and Local Improvement Objectives and taking into account existing resources
- Prepare nursery action plans
- Monitor implementation of nursery action plans
- Evaluate effectiveness of improvement priorities
- Support whole nursery developments
- Review Improvement Plans
- Participate in the continual professional and development review of all staff
- Evaluate own practice

- **KingsWellies Staff**

Staff will contribute to the Quality Assurance process through:

- Identification of improvement priorities by participating in nursery audits
- Implementation of the improvement priorities within existing resources
- Evaluation of effectiveness of the improvement plans
- Staff Development and review processes / CPD processes
- Evaluation of own practice

- **The Role of Parents and Children**

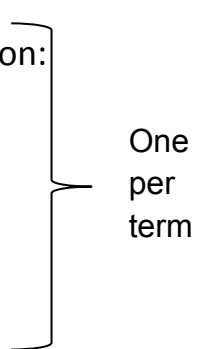
The “Standards in Scotland’s Schools etc Act 2000” states that schools and nurseries will prepare their Improvement Plan after consultation with Parents. 'The Improvement Plan shall include an account of the ways in which and the extent to which the Nursery Director / Nursery Manager will':

- Consult with children and parents
- Seek to involve them, when decisions require to be made concerning the everyday running of KingsWellies Nursery

# Quality Assurance Annual Monitoring Programme

## Ongoing

### Process:-

1. Settling in of new children/families
  2. Parental Feedback/Consultation
  3. Each Playroom – Weekly Planning
    - Focus on Pre-Birth to Three
    - Focus CfE
    - Planning for group and individual learning
    - Evaluations
  4. Individual Child Care Plans
  5. Individual Child Chronologies
  6. Individual Child Learning Journey
  7. Interactive Learning Diary – Focus on:
    - Planning Group and Individual Learning
    - Observations
    - Next steps
    - Evaluations
    - Links to Pre-Birth to 3
    - Links to CfE
    - Parental Log
  8. Roles and Responsibilities – each member of staff
  9. Staff feedback/consultation
  10. Teamwork
  11. Behaviour
  12. Attendance – staff and children
  13. Progress in Improvement Plan
  14. Health and Safety Checks
  15. Structured playroom observations/monitoring visits. Focus on:
    - Room layout
    - Children’s access
    - Staff interaction and knowledge
    - Meal/Snack times
    - Playroom routines
  16. Setting The Table – Food and Nutrition Audit - Termly
- 

17. Quality Circle Audit, Assessment and Planning Tracker

- Literacy
  - Numeracy
  - Health and Wellbeing
- } Termly

18. Annual Individual Child Reports and Parent Evening

19. Spot Checks:-

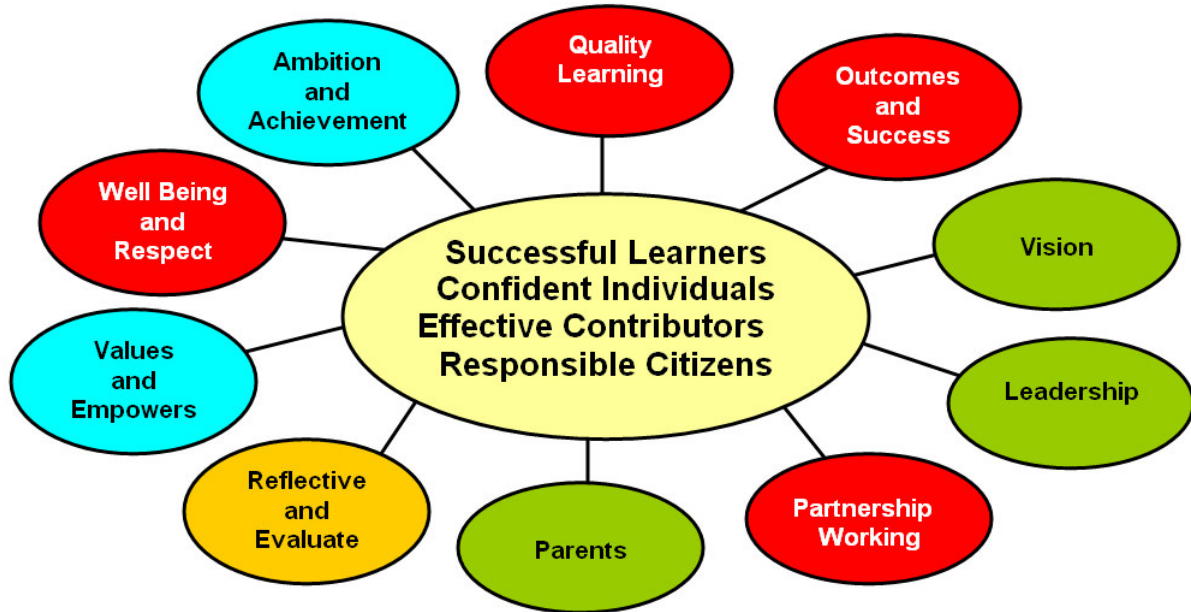
- Nappy changing
- Medication procedures
- Hand washing
- Risk Assessments
- Infection Control – Cleanliness
- Kitchen Cleanliness
- Feedback to parents
- Health and Safety Checks
- Environmental Health Checks
- Temperature Recording
- General cleaning

**KingsWellies Nursery - Programme for Self Evaluation 2015 – 2018**

Quality Indicators to be kept under scrutiny on an annual basis - HMIE Core Quality Indicators					
Improvement in Performance	Learners' Experience	The Curriculum	Meeting Learning Needs	Improvement Through Self-evaluation	
1.1	2.1	5.1	5.3	5.9	
		( Increased expectation )		( Increased expectation )	
Teaching for Effective Learning		Care, Welfare and Development		Leadership of Improvement and Change	
5.2		5.8		9.3	
9.4					
2015 -16		2016 – 17		2017 - 18	
Involvement of Parents Carers and Families	Engagement Of Staff	Vision, Values and Aims	Leadership and Direction	Statutory Duties	Engagement with Local/ Wider Community
2.2	3.1	9.1	9.2	1.2	4.1
Proportionate (Quality Indicators to be used proportionately to support identified areas)					
5.4	5.5	5.6	5.7	6.1	6.2
6.3	7.1	7.2	7.3	8.1	8.2
8.3	8.4				
Evidence will be gathered from regular monitoring as detailed in KingsWellies Nursery Quality Assurance Programme					

**KingsWellies Nursery Self Evaluation - 3 Year Rolling Programme**

**What Does Excellence Look Like?**



**Excellence (HMIe) - What do we need to focus on to ensure continuous improvement?**

- Green** Year 1 (2015/16)
- Red** Year 2 (2016/17)
- Blue** Year 3 (2017/18)
- Yellow** Ongoing



# Technologies and ICT Policy

Published	October 2014 (V1)
Revised	Session 2016/17



## **Rationale**

Within Curriculum for Excellence, the Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers even for our youngest children.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials. It also offers the rewarding learning which often results from creating products which have real-life applications. It provides progression in cognitive skills.

Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

## **Principles and Practice**

### **What are the main purposes of learning in the technologies?**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens and to:

- develop understanding of the role and impact of technologies in changing and influencing societies.
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment.
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community.
- become informed consumers and producers who have an appreciation of the merits and impact of products and services.
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues.
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community.
- broaden their understanding of the applications and concepts behind technological thinking,

## **Aims**

At KingsWellies Nursery we aim to deliver a Technologies Programme which allows staff flexibility and scope to plan for a wide variety of experiences which will enable children to develop the knowledge, skills and attitudes that they require for lifelong learning. Technologies skills will be developed with even our youngest learners.

Through our programmes of work, we hope to develop:-

### **Successful Learners**

- ✓ Access and use information from different kinds of sources
- ✓ Think critically about evidence and arguments arising from it
- ✓ Arrive at own conclusions about a range of issues
- ✓ Justify own views in discussion and debate
- ✓ Use technology to support learning

### **Confident Individuals**

- ✓ Understand more about their sense of identity
- ✓ Develop an understanding of Scotland's social and political changes
- ✓ Ability to establish their own views
- ✓ Confidence to communicate their own stances
- ✓ Confidence to use a range of technology for different purposes

## **TECHNOLOGIES STUDIES**

### **Responsible Citizen**

- ✓ Learn about different values, beliefs and cultures
- ✓ Question others' attitudes especially towards intolerance and justice
- ✓ Develop respect for other people
- ✓ Participate responsibly in all aspects of life
- ✓ Evaluate scientific, environmental, technological developments

### **Effective Contributors**

- ✓ Broaden knowledge through investigative, creative and critical thinking
- ✓ Understand Scotland's place in the world
- ✓ Contribute to the wellbeing of society
- ✓ Communicate in different ways and settings

At KingsWellies Nursery, we also aim to work in partnership with others in order to:

- engage the active support of parents and carers
- reinforce work across transitions and into the Primary School sector
- maximise the contributions of the wider community
- draw upon specialist expertise
- ensure, through careful planning, that all contributions come together in ways which ensure coherence and progression for our learners.

## **Security and Maintenance**

ICT equipment is expensive and as such particular care and attention should be given to the security and maintenance of such equipment:

- Equipment should be handled with care and returned at the end of the nursery day, with all required packaging/information/cables.
- Faulty equipment is to be reported to the Nursery Manager.
- Software must be signed in and out on a library basis and returned once the learning has been completed.
- Turn off computers at the end of the day.
- Please return cameras, I pads and netbooks fully charged.
- Staff need to ensure each computer and peripherals (printers, mouse etc) are kept in working order.
- All wires are safely tucked away and that a safe and tidy environment exists around laptops, smartboards and trolleys.
- Refer to Ipad manuals for further information.

## **Provision for Equal Opportunities / Special Needs**

Nursery staff should ensure free access for both sexes when using ICT equipment. There should be no racist / sexual implications in the software being used or in the allocation of time. Resources are available for children with special needs and children from the ethnic minorities.

Where the use of a computer proves difficult for a child because of a disability, the nursery will endeavour to provide specialist equipment and software to enable access.

Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self esteem.

## **Learning and Teaching**

At KingsWellies Nursery our Framework for Technologies will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of our children. It will also provide flexibility and choice for both teachers and learners which will sustain interest and enthusiasm. It allows for effective learning and teaching and will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment, choose and play
- use of relevant contexts and experiences familiar to our children
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

## **How are skills developed in the Technologies?**

**Even from the earliest age, our developing range of skills will include:**

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills

## **What learning and teaching approaches are useful in the technologies?**

The experiences and outcomes are intended to tap into children's natural inventiveness and their desire to create and work in practical ways. They act as a motivation for progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement. Effective learning and teaching will draw upon a wide variety of approaches to enrich the experiences of the children, particularly through collaborative and independent learning.

Proficiency in ICT is an ideal vehicle for shared learning between and amongst children and staff. Many staff members may need to build their own knowledge and confidence, often learning with and from children in this area of continually evolving developments.

## **The Learning Environment**

**For effective learning and teaching in the technologies, the learning environment should:**

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed
- provide pupils with appropriate materials and equipment
- provide a classroom ethos which is supportive of all children
- create opportunities to place the technologies in the wider context of the community

## **Planning**

**KingsWellies Staff's' forward planning takes account of:**

long-term (yearly), medium term (termly) and short term ( weekly and daily) planning prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic

- setting targets, assessment criteria, learning intentions and success criteria which specify what learners are expected to learn
- evaluating what has been taught and identifying next steps for learning and teaching
- linking class-work and homework
- cross- curricular links
- both interdisciplinary and disciplinary learning opportunities

## **Continuity and Progression**

The Technologies Programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines.

The Technologies programme has been designed to build from the children's own experiences and levels of understanding in Early years and at Early Level. As they progress through the programme, the children will build on their prior learning and gain a deeper understanding. The learning expectations are progressively greater as children go from stage to stage.

The intention of the Technologies Programme of Study is to make learning easier and more accessible for our children. As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The Technologies experiences and outcomes encourage links with other areas of the curriculum to provide learners with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Staff in KingsWellies are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

**In KingsWellies we will focus on the teaching of the 6 Technologies Organisers across the year at Early Level with our 3-5 age group. At each stage, there will be a major focus on:**

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics

The final four organisers are contexts for developing technological skills and knowledge.

These organisers recognise the special contribution made by each context for learning, whilst enabling staff to plan opportunities to reflect individual and local needs. The important purposes of the technologies depend upon effective interdisciplinary working through connections across and between subject boundaries. It is important that KingsWellies staff do not feel constrained by the organisers but view them as opportunities for children to experience the differing contexts for learning.

The technology framework allows opportunity for personalisation and choice, depth and relevance.

## **Interdisciplinary Learning Opportunities**

### **How can I make connections within and beyond the technologies?**

Technologies are connected strongly with all other areas of the curriculum, through extending and applying the specialist knowledge and understanding developed in sciences, through the creative use of technology in the expressive arts, through interdisciplinary learning. For example linking mathematics, science and technologies in an engineering context, and through the use of technologies to enhance learning.

In order to foster deeper, more enjoyable and active learning, the technologies experiences and outcomes enable clear links to be made with all other curriculum areas. For example, design, creative thinking and aesthetics are central to both the technologies and the expressive arts and can provide a platform for planning exciting interdisciplinary working as well as presenting rich contexts for reinforcing the four capacities. They extend the creative process, building on the interests of children to provide enjoyable learning opportunities and enhance self-esteem.

### **How can we make connections within and beyond the technologies?**

All KingsWellies staff will look for opportunities both to develop and reinforce technologies knowledge and skills within their disciplinary teaching activities, and to work across the other curricular areas to plan interdisciplinary studies.

Through self-evaluation, KingsWellies staff will plan for an appropriate balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary and disciplinary work to deepen and extend learning for our children.

### **Assessment in Technologies**

Assessment in the technologies will focus on practical, problem-solving and collaborative activities which enable children to show that they know, understand and can use technological skills and concepts across all the contexts for learning in the technologies.

Staff can gather evidence as part of children's day-to-day learning, and specific assessment tasks will also contribute to assessing progress. From the early years through to the senior stages, children and young people can demonstrate progress in their skills in making models and preparing food, in planning and carrying out practical investigations and solving problems, in discussing and debating ideas with peers and adults, and in recording and presenting their thinking in different ways, including using ICT.

Approaches to assessment should identify the extent to which children can apply these skills and use them creatively in their learning and their daily lives. For example:

- How well do they contribute ideas and suggestions and develop team working skills?
- How well do they collaborate and independently participate in learning activities which lead to products with real uses?

### **Assessment**

We will undertake assessment that is:

- well matched to clearly identified purposes and encourages learners to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with learners, parents and other agencies

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Technologies will be carried out by the Nursery Director / Nursery Manager and is set within the KingsWellies Nursery quality assurance framework.

## **Recording and Reporting**

KingsWellies staff report to parents on childrens' progress in all areas of Technologies on individual reports annually. They are available to discuss children's progress on specific areas regularly at parent interviews and frequent curricular events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Technologies Programme.



## Early Level Programme of Study

# KingsWellies Nursery



ICT to enhance learning and Computing Science Contexts

Early Level Outcomes

<u>Outcomes to cover</u>	<u>Activities / Learning Contexts</u>
I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-01a	
I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a	
I enjoy exploring and using technologies to communicate with others within my place of learning. TCH 0-04a	
I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. TCH 0-04b	
I am developing problem solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control and programmable toys. TCH 0-09a	

# KingsWellies Nursery

Internet

Early Level

Experiences and Outcomes	Activities / Learning Contexts
	<p>Demonstrate access to the Internet and basic terminology:</p> <ul style="list-style-type: none"> <li>▪ Browser</li> <li>▪ Home page</li> <li>▪ Address bar</li> <li>▪ Hyperlink</li> <li>▪ Back button</li> <li>▪ Favourites</li> <li>▪ Access a specific website with support – use of favourites to access</li> <li>▪ Close browser</li> <li>▪ Internet Safety basics:</li> <li>▪ Personal details</li> <li>▪ Information</li> <li>▪ Safe and sensible use</li> <li>▪ ‘tell an adult’</li> </ul>
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Observation</li> <li>▪ Assess knowledge of terms and basic rules</li> </ul>	
<b>Comments / Other</b>	<b>Suggested Resources</b>
	<p>Hector’s World            Education City / BBC etc            C Beebies            Topmarks</p>

# KingsWellies Nursery

Animation

Early Level

Experiences and Outcomes	Activities / Learning Contexts
<p>I enjoy playing and exploring technologies to discover what they can do and how they can help us. TCH 0-01a</p> <p>I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a</p>	<p>Over the next lesson block pupils will be introduced to specific aspects of animation: this could include creating a basic animation with four slides.</p> <ul style="list-style-type: none"> <li>▪ Draw a picture in 4 slides</li> <li>▪ Run the animation</li> </ul>
<h3>Assessment</h3>	
<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Pictures on 4 slides</li> <li>▪ Animation with four slides</li> </ul>	
<h3>Comments / Other</h3>	<h3>Suggested Resources</h3>
	<p>2Animate I can Animate</p>

# KingsWellies Nursery

## Word Processing

## Early Level

Experiences and Outcomes	Activities / Learning Contexts
<p>I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a</p> <p>I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. TCH 0-04a</p>	<p>Over the next lesson block pupils will be introduced to word processing and some of the terminology used with this. Pupils will progress through a work based programme of skills which May include:</p> <ul style="list-style-type: none"> <li>▪ Use a username and password to log on.</li> <li>▪ Becoming familiar with the keyboard.</li> <li>▪ Use a mouse to point and click</li> <li>▪ Open an application</li> <li>▪ Type sentences on own using spacebar, shift, enter/return and backspace.</li> <li>▪ Save and retrieve work with support.</li> </ul>
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Assessing work produced</li> <li>▪ Questioning</li> <li>▪ Any specific assessment for Learning</li> </ul>	
<b>Comments / Other</b>	<b>Suggested Resources</b>

## KingsWellies Nursery

Multimedia

Early Level

Experiences and Outcomes	Activities / Learning Contexts
<p>I enjoy taking photographs or recording sound and images to present my experiences and the world around me..</p> <p style="text-align: center;">TCH 0-04b</p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us.</p> <p style="text-align: center;">TCH 0-01a</p>	<p>Over the next lesson block pupils will be introduced to specific aspects of multimedia: this could include recording sound and taking photographs.</p> <ul style="list-style-type: none"> <li>▪ Record a sound clip – their own voice</li> <li>▪ Play back sound clip</li> <li>▪ Take photograph using digital camera</li> <li>▪ View photographs on camera.</li> </ul>
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Recorded sound clip</li> <li>▪ Photograph</li> </ul>	
<b>Comments / Other</b>	<b>Suggested Resources</b>
	<p>EasySpeak or other recorders.</p> <p>Digital camera.</p> <p>Laptop computer microphones &amp; cameras</p> <p>Dictaphone</p> <p>Karaoke machine</p> <p>Microphone</p>

# KingsWellies Nursery

Programming

Early Level

Experiences and Outcomes	Activities / Learning Contexts
<p>I am developing problem –solving strategies, navigation and coordination skills, as I play and learn with electronic games, remote control or programmable toys.</p> <p>TCH 0-09a</p>	<p>Over the next lesson block pupils will be introduced to programming and some of the terminology used with this. Pupils will progress through a work based programme of skills which may include:</p> <ul style="list-style-type: none"><li>▪ Understand and use the words up, down, forwards, backwards: right, left related to movement of a human robot and a floor turtle.</li></ul>
<b>Assessment</b>	
<ul style="list-style-type: none"><li>▪ Observation</li><li>▪ Assessing work produced</li><li>▪ Questioning</li><li>▪ - Any specific assessment for Learning.</li></ul>	
<b>Comments / Other</b>	<b>Suggested Resources</b>  Floor Turtle  Beebot  Remote controlled cars etc.  Simple 2

## Technologies Early Level

**Name:**

Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use a username and password to log on.	
	I can use a mouse to point and click.	
	I can open an application.	
	I can type sentences on my own using spacebar, shift, enter/return and backspace.	
	I can save and retrieve work with support.	
<b>Graphics</b>	I can create a picture using the pencil and paintbrush tool in a drawing package.	
	I can fill a shape using the 'Fill' button in a drawing package.	
	I can create a shape using the line and shape tools in a drawing package.	
	I can add text to a drawing with support.	
	I can save a drawing.	
	I can print a drawing	
<b>Animation and Film</b>	I can draw a picture in each of 4 slides	
	I can run the animation.	
<b>Multimedia</b>	I can record a sound clip using my own voice.	
	I can play back a sound clip.	
	I can take a photograph using a digital camera.	
	I can view photographs on a camera	

<b>Programming</b>	I can use the words up, down, forwards, backwards, right, left related to movement of a human robot and a floor turtle.	
<b>Glow</b>	I can log on to glow.	
	I can change my theme.	



<b>Games Based Learning</b>	I can use a mouse to point and click on something on the computer screen.	
	I can use a mouse to drag something to a different place on the computer screen	
	I can give directions by using left and right, forwards and backwards	
	I can work with others to get through a maze safely.	
	I can tell [ Roamer / Beebot / Turtle ] where to go to reach its goal.	
	I have used games to get better at solving problems, and have improved by at least one level.	
<b>Internet</b>	<p>I can demonstrate access to the internet and know basic terminology:</p> <ul style="list-style-type: none"> <li>• Browser</li> <li>• Homepage</li> <li>• Address bar</li> <li>• Hyperlink</li> <li>• Back button</li> <li>• favourites</li> </ul>	
	I can access a specific website with support	
	I can close a browser	
	<p>I know the rules of basic Internet Safety:-</p> <ul style="list-style-type: none"> <li>• I never give out personal details</li> <li>• I never give out information</li> <li>• I use safe and sensible sites</li> <li>• I know to 'tell an adult'</li> </ul>	

# Expressive Arts Policy

Published	October 2014 (V1)
Revised	Session 2015/16



## **Rationale**

In KingsWellies Nursery we believe that Expressive Arts play an important role in the education of all our children. The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the Expressive Arts we believe our children will recognise and represent feelings and emotions, both their own and those of others. The Expressive Arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the Expressive Arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally.

## **Principles and Practice**

Learning in, through and about the Expressive Arts enables children to:

- Be creative and express themselves in different ways.
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all KingsWellies Nursery staff, teachers and educators look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnership with professional arts companies, creative and cultural organisations.

## **Expressive Arts**

### **Aims**

**At KingsWellies Nursery, the aim of teaching the Expressive Arts is to:**

- Enable children to experience the inspiration and power of the arts
- Recognise and nurture children's creative and aesthetic talents
- Allow children to develop skills and techniques that are relevant to specific art forms and across the four capacities
- Provide opportunities for learners to deepen their understanding of culture in Scotland and the wider world
- To enhance and enrich learning through partnerships with professional arts companies, creative adults and cultural organisations
- Enable children to encounter a variety of practical learning experiences and provide them with a platform from which they can build physical competences, improve aspects of fitness and develop personal and interpersonal skills and attributes
- Enable children to develop concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning
- Enhance their physical wellbeing in preparation for living a fulfilling active, healthy lifestyle

**At KingsWellies Nursery. We also aim to work in partnership with others in order to:**

- Engage the active support of parents and carers
- Reinforce work across transitions and sectors
- Maximise the contributions of the wider community
- Draw upon specialist expertise
- Ensure, through careful planning and briefing that all contributions come together in ways which ensure coherence and progression for learners

### **Learning and Teaching**

In KingsWellies Nursery, a variety of Learning and Teaching opportunities and activities have been structured in order to enhance the Expressive Arts Experiences and Outcomes from Curriculum for Excellence.

There are close connections between the Expressive Arts and dance and physical education which also sits within our Health and Wellbeing Programme. As a result we have structured this policy and programme under the following organisers:

- art and design
- dance
- drama
- music
- physical education, physical activity and sport (also sits within Health and Wellbeing)

Through Expressive Arts (and Physical Education, Physical Activity and Sport) children should be encouraged to develop, grow and become:

- **Responsible Citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views who have deepened their insight and experience of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **Effective Contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise
- **Successful Learners**, who can express themselves, think innovatively, meet challenges positively, and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **Confident Individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experience and feeling, and through successful participation

Within a rich and supportive environment, KingsWellies Nursery staff will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- Active involvement in creative activities and performances
- Tasks or performance opportunities which require a creative response
- Opportunities to perform or present to an audience
- Partnerships with professional performers or artists and other creative adults
- Raising awareness of contemporary culture
- Appropriate, effective use of technology
- Building on the principles of Assessment is for Learning
- Both collaborative and independent learning
- Establishing links within the expressive arts subjects and with the wider curriculum
- Opportunities to analyse, explore and reflect

At KingsWellies Nursery, we enhance our Expressive Arts programme by including input from other agencies e.g. theatre groups, sport specialists, music specialists. The children are also given the opportunity to participate in music, art, poetry and dancing festivals. In addition, they are provided with opportunities to present aspects of Expressive Arts through concerts, group performances and outdoor learning experiences.

### **The Learning Environment**

**For effective learning and teaching in Expressive Arts, the learning environment should:**

- Stimulate and promote discovery, experimentation and enquiry
- Promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- Encourage practical activities which are stimulating, challenging and safe
- Provide appropriate differentiation, giving every child opportunities to succeed
- Provide pupils with appropriate materials and equipment
- Provide a classroom ethos which is supportive of all pupils
- Create opportunities to place Expressive Arts in the wider context of the community

### **Expressive Arts Visitors**

**Expressive Arts Visitors should:**

- Use their knowledge and expertise with colleagues and children to enrich the curriculum
- Work cooperatively with nursery staff, exchanging knowledge and promoting confidence
- Advise and liaise with staff
- Contribute to the planning, delivery and evaluation of the curriculum

### **Planning**

KingsWellies Nursery staffs' forward planning takes account of:

- Long-term (yearly), medium term (termly) and short term (weekly and daily)
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessments criteria, learning intentions and success criteria which specify what learners are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking class-work and home and family
- Cross-curricular links
- Both interdisciplinary and disciplinary learning opportunities

## **Assessment**

Assessment in the expressive arts will focus on children's skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Approaches to assessment will also include a focus on their abilities to recognise, present and discuss their own feelings and emotions and those of others.

Nursery staff will gather evidence of progress as part of children's day-to-day learning in art and design, dance, drama, music and physical education. They will also make use of specific assessment tasks in assessing some aspects of learning.

### **We undertake assessment that is:**

- Well matched to clearly identified purposes and encourages learners to achieve their full potential
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher evaluation
- Both formal and informal
- Useful and provides information which is shared with learners, and where appropriate parents and other agencies.

## **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Expressive Arts will be carried out by the Nursery Director / Nursery Manager and is set within the KingsWellies Nursery quality assurance framework.

## **Recording and Reporting**

KingsWellies staff report to parents on children's progress in all areas of Expressive Arts and Physical Education on individual reports annually. They are available to discuss children's progress on specific areas regularly at parent interviews and curricular events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in Expressive Arts and Physical Education programme.

## **Organiser – Art and Design**

### **Aims**

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two and three dimensional media and technologies through practical activities, and create, express and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Art and Design should provide opportunities to study in the following contexts: graphic, product, fashion/textile, architecture, interior and jewellery and should be made available across all levels, taking balance and previous learning into consideration.

In Art, the children will experience:

**Art and design concepts** - For example, space, scale, proportion and perspective

**Art and design technology** - For example, computer software, photography, moving image media and screen printing

**Design brief** - A written plan that identifies a problem to be solved, its criteria and its constraints. The design brief is used to encourage consideration of all aspects of a problem before attempting a solution

**Design process** - A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve a problem. The process involves: investigation, development of ideas, and production of solution and evaluation of solution

**Expressive** - Activities involving the expression of personal ideas, thoughts and feelings in visual terms. This could include drawing, painting, sculpture, printmaking and photography

**Form** - External three-dimensional outline, appearance or configuration of something that could be, for example, solid, transparent, rigid, flexible.

**Medium / Media** - Tool(s) for creating and presenting in art and design, such as chalks, drawing inks, gouache, acrylics, fabric dyes, printing inks, sculpting materials, jewellery metals and materials, and digital media, including photographs and moving image media

**Visual elements** - The basic elements (building blocks) in art and design activities – line, shape, form, colour, tone, pattern, texture

### **Organiser – Drama**

#### **Aims**

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

Drama should provide all pupils with opportunities to:

- Develop an understanding and appreciation of self, others and their environment through imaginative dramatic experience
- Communicate their ideas and feelings through language, expression and movement, in role play and imaginary contexts
- Develop confidence and self-esteem in their day-to-day interactions with others
- Develop sensitivity towards the feelings, opinions and values of others through purposeful interaction
- Develop a range of dramatic skills and techniques

In Drama, the children will experience:

**Drama forms** - For example a play, comedy or pantomime

**Drama conventions** - Alternative ways of presenting parts of a drama, for example mime, voice-over, freeze-frame

**Theatre arts technology** - For example lighting and sound equipment used to enhance performances.

### **Organiser – Dance**

#### **Aims**

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

In Dance, the children will experience:

**Choreographic form** - Ways of creating dance, for example repeating phrases of movement

**Dance motif** - A short pattern of movement that expresses and communicates a mood, a feeling, an activity or an idea

**Dance sequences** - Routines which may contain the body actions of travel, turn, jump, gesture, pause and fall within safe practice

**Theatre arts technology** - For example lighting and sound equipment used to enhance performances

### **Organiser – Music**

#### **Aims**

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

Music should provide all pupils with opportunities to:

- Be able to realise their full potential, whatever their abilities
- Prepare for a lifetime of musical experiences and enjoyment through the development of musical skills, knowledge and understanding



In Music, the children will experience:

**Dynamics** - The varying degrees of loudness and quietness in sound

**Music Concepts** - Terms that describe the ingredients of music, such as repetition, harmony, major key, syncopation

**Music Terminology** - The use of electronic devices and computer software in music compositions and performance

**Pitch** - The term used to describe how high or low/deep a note or sound is

**Timbre** - The tone, colour or quality of tone which distinguishes one instrument from another

### **Organiser – Physical Education, Physical Activity and Sport**

#### **Aims**

Pupils should encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

**Physical Education, Physical Activity and Sport should provide all children with opportunities to:**

- Engage in purposeful and enjoyable physical activities
- Develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts
- Develop self-awareness, confidence and co-operative relationships with others (including team sports and games) and the ability to meet challenges presented in a variety of physical settings
- Develop critical appreciation of their performance and those of others and demonstrate qualities of good sportsmanship

**In Physical Education, Physical Activity and Sport, the children will focus on developing:**

- Physical education
- Co-operation and competition
- Physical activity and sport
- Physical activity and health

#### **Learning Environments**

In addition to two hours planned physical education sessions, physical activity and sport take place in the playrooms, during travel such as walking and cycling, in the outdoor environment and in the community. Physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at within and beyond the place of learning.

Outdoor learning can also contribute to physical activity and enhance learning in different areas of the curriculum.

**Art & Design Progression – Experiences and Outcomes Early level ( preschool – P1 )**

<b>EXA 0-01a</b> Experience the energy and excitement of presenting for audiences and being part of an audience for other people's presentations	<b>EXA 0-02a</b> Freedom to discover and choose ways to create images and objects using a variety of materials	<b>EXA 0-4a</b> Create a range of visual information through observing and recording from experiences across the curriculum	<b>EXA 0-05a</b> Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through activities within art and design.	<b>EXA 0-06a</b> Working on own and with others, use curiosity and imagination to solve design problems	<b>EXA 0-07a</b> Respond to the work of artists and designers by discussing thoughts and feelings. Give and accept constructive comment on own and others' work
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**Drawing**

<b>Line</b>	<b>Shape</b>	<b>Tone</b>	<b>Colour</b>	<b>Pattern</b>	<b>Texture</b>
Linear exploration with a variety of materials e.g. pencils, pens, chalk, crayon, brush on different papers and surfaces. Invent new lines <b>Straight, wavy, curved, thick. Thin, looped, zigzagged etc.</b>	Investigating, recognising and drawing shape in their environment e.g. geometric shapes in classroom. Making shapes with a variety of media e.g. A family of triangles	Making dark and light tones with charcoal, pencil varying pressure. Simple felt pen wash <b>dark, light</b>	Exploration of colour using different media  <b>mixing, blending, overlapping</b>	Using line to make pattern. Using shape to make pattern. Recognise regular pattern, man-made and natural pattern  <b>repeat, line, shape</b>	Using line and mark to make and represent different textures.  <b>rough, hard, smooth, furry</b>
<b>Painting</b>	<b>Printing</b>	<b>3D</b>	<b>Collage / Textile</b>	<b>Design</b>	<b>Appreciation</b>
Experiment with consistencies of paint – runny, thick, watercolour, paint mixed with paste, flour, sand etc.  Use a variety of tools to make marks – brushes, card, fingers, sponges, spreaders.  Experiment with dribbling, dabbing, splattering  Drawing onto wet paint, combing, pulling, dragging through paint, making marks onto paper. Experiment with primary	Printing / marking using found objects, leaves, pen lids, vegetables etc. Dipped in paint to create a simple pattern e.g. using card edges dipped in fluorescent paint on black paper to create a firework painting  handprints / finger printing  simple monoprinting	Modelling using malleable materials e.g. plasticene, clay, dough Practice rolling, coiling, pulling. Impress found objects to create textured / decoration e.g. Clay flower pinch pot animal from single piece of clay  make folds, curls, loops using paper.  Using junk to model for a specific purpose e.g. a castle, robot fixing using PVA, tape etc.	Simple <b>weaving</b> paper, fabric, natural materials e.g. weaving carrier bag strips on fence to decorate playground, weaving paper strips to make a pice mat.  Make sensory rubbings.  Selecting and wrapping wool / yarns of similar colours.  Tearing, cutting shapes from paper, fabric, magazines to create a pattern or simple composition.	Use templates to inspire design Begin to make connections between colour and emotion consider colour to create pattern. Manipulate paper to create textures. Explore and experiment with a variety of media to create a design idea. e.g. simple mobile, pop up card, board game, wax resist design for magic carpet.	Be given an opportunity to look at the work of artists, craftspeople and designers. Be able to make simple judgements about them.  Review what they have done during art activities and say what they think and feel about it

colours. See what happens when two or more are mixed				
Use experience from above to create simple seascape or wrapping paper.			Snipping with scissors to create fringing	
		Using cellulose paste and papers on a mould / former e.g. margarine tub to create a basic paper mache bowl. Pressing shapes into plasticene		

## Experiences and Outcomes – Art and Design Early Level

**Nursery** **Group** **Theme** **Session**

	<b>Experiences and Outcomes (CfE)</b>	<b>Activities / learning contexts</b>	<b>Evaluation/next steps</b>
<p><u>VISUAL ELEMENTS</u></p> <p>Line Shape Form Colour Tone Pattern Texture</p> <p><u>RANGE of EXPERIENCES</u></p> <p>Drawing Painting Printing Construction Collage Technology</p> <p><u>ART AND DESIGN CONCEPTS</u></p> <p>Space Scale Proportion Perspective</p> <p><u>OPPORTUNITIES TO STUDY DESIGN</u></p> <p>Graphic Product Jewellery</p>	<p><b>EARLY</b></p> <p><b>EXA 0-01a</b> Experience the energy and excitement of presenting for audiences and being part of an audience for other people's presentations</p> <p><b>EXA 0-02a</b> Freedom to discover and choose ways to create images and objects using a variety of materials</p> <p><b>EXA 0-4a</b> Create a range of visual information through observing and recording from experiences across the curriculum</p> <p><b>EXA 0-05a</b> Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through activities within art and design.</p>	<p><b>Learning in, through and about the expressive arts:</b></p> <p>Enables me to experience the inspiration and power of the arts: recognises and nurtures my creative and aesthetic talents: allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities: provides opportunities for me to deepen my understanding of culture in Scotland and the wider world: is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.</p> <p>Websites / resources</p>	

<p>Interior Architecture Fashion / Textile</p> <p><u>LINKS TO OTHER AREAS OF THE CURRICULUM</u></p> <p>Literacy Numeracy Health and Wellbeing Citizenship Enterprise Creativity Sustainability Other</p>	<p><b>EXA 0-06a</b> Working on own and with others, use curiosity and imagination to solve design problems</p> <p><b>EXA 0-07a</b> Respond to the work of artists and designers by discussing thoughts and feelings. Give and accept constructive comment on own and others' work</p>	
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<b>Successful Learners</b>	<b>Confident Individuals</b>	<b>Responsible Citizens</b>	<b>Effective Contributors</b>
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## Drama Early Level

**Nursery:**

**Group:**

**Level:**

<p><b>DRAMA Outcomes</b></p> <ul style="list-style-type: none"> <li><b>EARLY:</b> I have the freedom to choose and explore how I can use my voice, movement, and expression in role play.</li> </ul>	<p><b>Activities</b></p>	Using role play / acting out	Using mime and movement	Using speech, language and voice	Communicating and expressing	Performance and audience skills	Observing, reflecting, responding	Links with other curricular areas	Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>next steps</li> <li>individuals who exceed criteria</li> <li>those who need support</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>ALL:</b> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.</li> </ul>		

## **What we will know by the end of Early Level in Drama**

**By the end of Early stage I will have participated actively and happily in imaginative drama activities. I understand the rules of drama and can work in the drama environment safely and happily.**

### **Outcomes – Early Level**

I have the freedom to choose and explore how I can use my voice, movement and expression in role – play:

1. I use my voice to explore and express basic sounds e.g. animals, weather and characters and emotions. I can use my voice in a loud and soft way.
2. I can use my body and movement imaginatively to explore and express animals, nature, creatures and characters.
3. I can use appropriate facial expressions to communicate feelings and character.

**Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama:**

1. Range of stimuli covered include stories, pictures and rhymes and live performance
2. With support I can explore story situations and emotions e.g. Little bear finds Goldilocks in his bed, Wolf eats Grandma.

**I use drama to explore real and imaginary situations, helping me to understand my world.**

1. I can talk about and share my personal experiences.
2. I can listen to and understand other people's experiences.
3. I can learn about the world around me through role – play and acting out

**I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others; work.**

1. I can participate as part of an audience.
2. I watch and listen carefully.
3. I can say what I enjoy about watching the performance.
4. I listen to other people's comments.

### **Summary of Skills**

- Participation
- Working in groups
- Using mime and movement
- Using speech, language and voice
- Being part of an Audience

**Music progression – Experiences and Outcomes Early Level ( preschool – P1 )**

EXA 0-01a experience the energy and excitement of presenting for audiences and being part of an audience for other people’s presentations

EXA 0-16a

I enjoy singing and playing along to music of different styles and cultures.

EXA 0-17a

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.

EXA 0-18a

Inspired by a range of stimuli and working on my own and with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 0-19a

I can respond to music by describing my thoughts and feelings about my own and others’ work.

<b>SINGING</b>	<b>PLAYING &amp; INSTRUMENTS</b>	<b>LISTENING</b>	<b>MUSIC TECHNOLOGY</b>	<b>CREATIVE / COMPOSING</b>	<b>PERFORMANCE</b>
<ul style="list-style-type: none"> <li>* Difference between speaking and singing</li> <li>* Singing as a group/individual</li> <li>* Singing with actions/movement to music</li> <li>* Exploration of vocal sounds</li> <li>* Pitch awareness (high/low)</li> <li>* Dynamic awareness (loud/quiet)</li> <li>* Tempo awareness (fast/slow)</li> </ul>	<ul style="list-style-type: none"> <li>* Exploration of sound</li> <li>* Tempo, dynamic, Pitch awareness</li> <li>* Taking turns/pupils conductor (starting / stopping)</li> <li>* Pulse/rhythmic development</li> <li>* Responsibility to pupils e.g. handing instruments out</li> <li>* Learning names of instruments</li> <li>* Materials used linked to concept of duration</li> <li>* Instrument technique</li> </ul>	<ul style="list-style-type: none"> <li>* Recognising instrumental sounds and naming them</li> <li>* Learning how to sit still while listening</li> <li>* Following direction cards/flashcards</li> <li>* recognising familiar tunes/sounds</li> <li>* recognising changes in tempo, dynamic and</li> </ul>	<ul style="list-style-type: none"> <li>* Recording of a performance</li> <li>* Evaluation of performance through playback</li> <li>* Involvement in the recording process using appropriate equipment/CD player</li> </ul>	<ul style="list-style-type: none"> <li>* Experimenting with sound using different materials to experience different timbre</li> <li>* Creating order of sounds from reading a graphic score/sound picture</li> </ul>	<ul style="list-style-type: none"> <li>* Stage presence – standing still/smart</li> <li>* Fluency of performance – coming on and off stage in a organised manner</li> <li>* Performing to the class or group</li> <li>* Involvement in whole school production enhances self-confidence</li> <li>* Experience</li> </ul>

* Adapt/changes	* Development of literacy through playing from sound picture/graphic score	pitch			<p>encing fun and enjoyment</p> <p>* Listening and appreciating others' performances as an audience member</p>
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## Music Early Level

**Nursery Session**                      **Group**                      **Theme**

Generic Expressive Arts Outcomes	Experiences and Outcomes (CfE)	Activities / Learning Contexts	Evaluation/next steps
<p>Experience the inspiration and power of the arts</p> <p>Recognise and nurture creative and aesthetic talents.</p> <p>Develop skills and techniques relevant to specific art forms and across the four capacities.</p> <p>Deepen the understanding of culture in Scotland and the wider world.</p> <p>Enhanced learning through partnerships with professional arts companies, creative adults and cultural organisations.</p>	<p><b>EARLY</b></p> <p><b>EXA 0-16a</b> I enjoy singing and playing along to music of different styles and cultures.</p> <p><b>EXA 0-17a</b> I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm</p> <p><b>EXA 0-18a</b> Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</p> <p><b>EXA 0-19a</b></p>	<p>The majority of activities will involve creating and presenting and will be practical and experiential</p> <p>Evaluating and appreciating will be used to enhance enjoyment and understanding.</p> <p>Websites / resources</p>	
<p><b>RANGE OF EXPERIENCES</b></p> <p>Singing Playing instruments Listening Music Technology Exploring sounds Learning musical concepts</p>	<p>I can respond to music by describing my thoughts and feelings about my own and others' work</p> <p><b>EXA 0-01a</b> I have experienced the energy and excitement of presenting/performing for</p>		



Composing Being part of a performance	audiences and being part of an audience for other people's presentations/performances		
<u>LINKS TO OTHER AREAS OF THE CURRICULUM</u>  Literacy Numeracy Health and Wellbeing Citizenship Enterprise Creativity Sustainability Other			

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Physical Education - Early Level

Experiences and Outcomes	Athletics	Invasion Activities	Gymnastics	Net Games	Striking and Fielding
<b>Movement Skills, Competencies &amp; Concepts</b>	<b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space	I can run at different speeds I can throw an object with one hand I can jump from a standing position.	I can stop and catch a ball with basic control.	I can copy, remember, explore and repeat simple actions varying speed and levels.	I can stop / catch a ball with control.
	<b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.		I can send a ball in the direction of another person.	I can copy and explore basic actions with some control and co-ordination.	I can send a ball in the direction of another person.

<p align="center"><b>Co-operation and Competition</b></p>	<p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p>I can co-operate in practices and play my part, and do my best to support my team mates.</p>	<p>I can take part in opposed conditioned games.</p>	<p>I am beginning to select simple actions to construct basic sequences with a small group.</p>	<p>I can take part in co-operative games.</p>	<p>I can co-operate in practices and play my part, and do my best to support my team mates.</p>
<p align="center"><b>Evaluating and Appreciating</b></p>	<p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p>I am beginning to identify the difference between my performance and that of others.</p>	<p>I am beginning to identify the difference between my performance and that of others.</p>	<p>I am beginning to identify the difference between my performance and that of others.</p>	<p>I am beginning to identify the difference between my performance and that of others.</p>	<p>I am beginning to identify the difference between my performance and that of others.</p>
<p align="center"><b>Physical Activity and Health</b></p>	<p><b>HWB 0-25a</b> I am enjoying daily opportunities to participate in different kind of energetic play, both outdoors and indoors.</p>	<p>I can recognise changes in the body during exercise.</p>	<p>I can talk/understand about exercising, safety and short term effects of exercise.</p>	<p>I can safely perform teacher led warm up. I understand the need for warm up and cool down, and also what is happening to my body during exercise.</p>	<p>I can talk / understand about exercising, safely and short term effects of exercise.</p>	<p>I can talk / understand about exercising, safely and short term effects of exercise.</p>

## Planning Physical Education – Early Level

Nursery Session
Group
Theme
ATHLETICS

Health and Well Being Outcomes		Activities / Learning Contexts	What Next?
<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p><b>Running:</b> Travel with control, change of direction and speed Run /Walk /Skip / Jog – using a variety of stride lengths.</p> <p><b>Jumping:</b> Demonstrate jumping – using the 5 basic jumps Jump for height / distance / side to side with control on landing Combine / link jump combinations.</p> <p><b>Throwing:</b> Throw accurately underarm / overarm / roll a ball, using a variety of implements. Throw for distance / at a target. Catching.</p> <p>All activities individual and in teams. Competing against self, in a team and against class.</p> <p><b>Resources:</b> Elevating Athletics Pack / Scottish Borders Pack / Shine Awards.</p> <p><b>Equipment:</b> Various throwing implements, cones</p>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that being active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>		

## Planning Physical Education – Early level

Nursery Session
Group
Theme
DANCE

Expressive Arts	Experiences and Outcomes (CfE)	Activities / Learning Contexts	Class Teacher Comments
<p><b>My learning in, through and about the expressive arts:</b></p> <ul style="list-style-type: none"> <li>- enables me to experience the inspiration and power of the arts</li> <li>- recognise and nurtures my creative and aesthetic talents</li> <li>- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities</li> <li>- provide opportunities for me to deepen my understanding of culture in Scotland and the wider world</li> <li>- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.</li> </ul>	<p><b><u>EARLY</u></b></p> <p><b>EXA 0-08a</b></p> <p>I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.</p> <p><b>EXA 0-09a</b></p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p><b>EXA 0-10a</b></p> <p>I have opportunities to enjoy taking part in dance experiences.</p> <p><b>EXA 0-11a</b></p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others; work.</p>	<p>In dance the majority of activities will involve creating and presenting and will be practical and experiential. Evaluating and appreciating will be used to enhance enjoyment and understanding.</p> <p>The children will be introduced and supported to participate in a variety of creative and traditional dances through demonstrations (from teacher or pupil) and to express their own ideas through dance.</p> <p>Creating short sequences using travel, jump, turn, stretch and curl.</p> <p>Appreciation of speed – fast and slow.</p> <p><b><u>Traditional</u></b></p> <p>Co-operation.</p> <p>Simple stepping patterns and pathways.</p> <p>Recognise and work rhythmically to 8 beat phrases.</p>	
<p><b><u>Experiences</u></b></p> <p>Children will see images of dance and will hear a range of different music to encourage evaluation and appreciation for their enjoyment and understanding.</p>		<p><b><u>Resources</u></b></p> <p>Paintings, Music, poetry, props, CDs, stereo system, bean bags, small balls, hoops, etc.</p>	
<p><b><u>Links to other areas of the curriculum</u></b></p> <p>Literacy Numeracy Health and Well Being Citizenship Enterprise Creativity Sustainability Others...</p>			

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Invasion Games – Early Level (Nursery – P1)

**Nursery  
Session**

**Group**

**Theme**

Health and Well Being Outcomes	Activities / Learning Contexts	What Next?
<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p>As individuals explore different movement concepts including:</p> <ul style="list-style-type: none"> <li>- skipping, galloping, hopping.</li> <li>Jumping and dodging.</li> </ul> <p>Acquire control of an implement to include:</p> <ul style="list-style-type: none"> <li>- throwing 9 underarm / overarm0, bouncing, catching, kicking, rolling and trapping, dribbling, sending and receiving with hands, feet, bats and stick.</li> </ul> <p>Co-operate, share space and equipment as individuals and within partners.</p>
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that being active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>	<p><b>Resources</b> – beanbags, shuttles, a variety of large balls, bats and hockey sticks.</p>

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Gymnastics (1) – Early Level (Nursery – P1)

**Nursery**                                      **Group**                                      **Theme**  
**Session**

Health and Well Being Outcomes		Activities / Learning Contexts	Class Teacher Comments
<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p><b>Gymnastics (1)</b></p> <p>Over a 5/6 week lesson block, pupils will be introduced to movement, exploring, practising and showing a willingness to perform a variety of:</p> <ul style="list-style-type: none"> <li>• Travelling skills which will include: walking, running, hopping, skipping, jumping and galloping</li> <li>• Jumping skills: (5 basic jumps) being aware of take – off and landing</li> <li>• Rolling skills: forward and log</li> <li>• Weight on hands: bunny jumps and cat springs</li> </ul> <p>Pupils will also be shown how to handle and use small and large equipment safely, and be able to share space and equipment, when taking turns.</p> <p>Pupils will also be expected to listen and respond to signals from the class teacher, especially safety rules.</p>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-25a</b> I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p>		

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Gymnastics (2) – Early Level (Nursery – P1)

**Nursery**                                      **Group**                                      **Theme**  
**Session**

Health and Well Being Outcomes		Activities / Learning Contexts	Class Teacher Comments
<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p><b>Gymnastics (2)</b></p> <p>Over a 5/6 week lesson block, pupils will continue to consolidate skills of travelling, jumping, rolling and weight on hands from the introductory lessons in Gymnastics (1)</p> <p>Pupils will practise the above movement skills using apparatus (e.g. benches, gym tables). Pupils will also be given the opportunity to explore apparatus: moving on, off, over and under.</p> <p>Pupils will be reminded how to handle and use equipment safely and show a willingness to perform a variety actions.</p>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-25a</b> I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p>		

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Health Related Fitness – Early Level (Nursery – P1)

**Nursery  
Session**

**Group**

**Theme**

<b>Health and Well Being Outcomes</b>	<b>Activities / Learning Contexts</b>	<b>What Next?</b>
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<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p><b>All activities will be practical and experiential.</b></p> <p><b>Each lesson to consist of :</b></p> <ul style="list-style-type: none"> <li>A. Warm up and flexibility exercises for arms/ shoulders, trunk and legs.</li> <li>B. Aerobic conditioning for heart and fitness</li> <li>C. Strengthening exercises for tummy, arms/body tension and legs.(borders mini fit programme)</li> </ul>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>	<p>Finish with small games and copy me brain gym activities.</p> <p>A variety of indoor and outdoor activities to include:</p> <p>Variety of aerobic sessions</p> <p>Skipping</p> <p>Basic circuits</p> <p>Orienteering</p> <p>Discussion on the importance of being healthy, the effect of exercise on the body – hot, sticky, tired and out of breath.</p>	

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Net and Fielding Games – Early Level (Nursery – P1)

Nursery Session	Group	Theme
Health and Well Being Outcomes	Activities / Learning Contexts	Evaluation / Next Steps



<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<ul style="list-style-type: none"> <li>▪ <b>Individual hand-eye co-ordination practices and routines with various objects and implements.</b></li> <li>▪ <b>Working towards tracking an object at different levels and directions.</b></li> <li>▪ <b>Moving in different directions in relation to an object</b></li> </ul>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>– <b>Short handled bats</b></li> <li><b>Balloons</b></li> <li><b>Foam balls</b></li> <li><b>Easy catch balls</b></li> <li><b>Quoits</b></li> <li><b>Beanbags</b></li> </ul>	

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Athletics – Early Level (Nursery – P1)

Nursery Session	Group	Theme
<b>Health and Well Being Outcomes</b>	<b>Activities / Learning Contexts</b>	<b>What Next?</b>

<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p><b>Running:</b> Travel with control, change of direction and speed Run /Walk /Skip / Jog – using a variety of stride lengths.</p> <p><b>Jumping:</b> Demonstrate jumping – using the 5 basic jumps Jump for height / distance / side to side with control on landing Combine / link jump combinations.</p>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>	<p><b>Throwing:</b> Throw accurately underarm / overarm / roll a ball, using a variety of implements. Throw for distance / at a target. Catching.</p> <p>All activities individual and in teams. Competing against self, in a team and against class.</p> <p><b>Resources:</b> Elevating Athletics Pack / Scottish Borders Pack / Shine Awards.</p> <p><b>Equipment:</b> Various throwing implements, cones</p>	

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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## Planning Physical Education Gymnastics (2) – Early Level (Nursery – P1)

Nursery Session	Group	Theme	

Health and Well Being Outcomes		Activities / Learning Contexts	Class Teacher Comments
<p><b>Movement skills, competencies and concepts</b></p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>Co-operation and competition</b></p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p>	<p>Pupils will develop their understanding and be able to throw and catch with some accuracy. Pupils will start to understand and demonstrate close fielding (short passes)</p> <p>Some pupils may be able to demonstrate an ability to throw for distance.</p> <p>Pupils will start to develop and demonstrate an understanding of basic hitting with some consistency and fluency.</p>	
<p><b>Evaluating and appreciating</b></p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learned about it.</p>	<p><b>Physical activity and health</b></p> <p><b>HWB 0-27a</b> I know that active is a healthy way to be.</p> <p><b>HWB 0-28a</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>	<p>Pupils will work individually, in pairs, trios and in small groups.</p> <p><b>Resources:</b> Various bats, balls, rackets and cones.</p>	

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
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# Forest School Handbook

<b>Published</b>	October 2014 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Session 2018/19



## **Rationale**

At KingsWellies Nursery the children are at the heart of all we do. In this handbook we aim to define what we mean by Forest School and how we aim to motivate learners and engage them in a child centred approach to develop confidence and self-esteem.

*'Forest School is an inspirational process, that offers children, young people and adults, regular opportunities to achieve, and develop confidence and self-esteem through hands on learning experiences in a local woodland environment'.*

### **A guide to Forest School in Wales 2009**

*'Outdoor learning, used in a range of ways, will enrich the curriculum and make learning fun, meaningful and relevant for children and young people. Outdoor learning can deliver sustainable development education through initiatives such as working to improve biodiversity in the school grounds, visiting the local woods, exploring and engaging with the local community and developing a school travel plan'.*

### **Education Scotland – Curriculum for excellence Through Outdoor Learning 2010**

It is now a requirement that Scottish Schools and nurseries provide learners with 'opportunities for a series of planned, quality outdoor learning experiences'. Education Scotland 2010

KingsWellies Nursery is geographically placed to offer a wide variety of outdoor learning opportunities. Forest School is intended to provide well structured, high quality learning with the child at its heart.

### **What is Forest School?**

Forest School is exactly what it implies. It is a woodland based approach to learning and teaching. The methodologies of the Forest School approach can be used in a nursery setting and are based on research about how children learn and develop. Sessions are planned by the children, in collaboration with the nursery staff or Forest School leader, based on their interests and ideas. It is a collaborative process which helps to give children ownership of their learning. Sessions are carefully structured by the nursery staff and the children are fully involved in risk assessment and management.

### **Planning for Forest School**

Forest School is a child centred approach and as such, planning should be a consultative process between nursery staff, children and other adults.

The consultative planning process with the children should then start. There will be a Forest School talking box available in KingsWellies to introduce the concept of Forest School and to support children in their initial planning. Children should also be involved in the planning process, identifying how they can stay safe in the forest. Discussion may involve setting physical boundaries, agreeing 'calls' etc. There is a useful childrens story book available; 'Scaredy Squirrel'. Planning is consultative and ongoing. It is good practice to keep a floorbook, journal or scrapbook of childrens ideas, thoughts, pictures etc to record learning and development. This will be a useful tool when planning future sessions in the nursery.

Evaluating the sessions is an important part of the teaching and learning process. Some useful ideas include a 'talking stick/stone/leaf', chat round the fire or in a den. Co-operative learning strategies are also useful here.

There are many curriculum areas which can be met through Forest School. Education Scotland have matched Experiences and Outcomes to outdoor learning opportunities, this can be found on their website.

## **Forest School Health and Safety Procedures**

### **Outdoor Activities**

It is KingsWellies Nursery policy that the Nursery Manager / Nursery Director is informed of the date, duration and destination of any outdoor activity.

The nursery staff must undertake a risk assessment for the activity (see appendix for blank proforma).

Letters must be sent home to parents to inform them of the nature of the activity. A tear off slip must be attached for parents to acknowledge receipt of the letter.

It is the responsibility of the nursery staff to ensure there is suitable adult supervision. At least 50% of the adults accompanying the group are required to be nursery staff.

### **Ratio is as follows:**

Nursery

### **Leaders Responsibilities**

Mrs Dawn Ewan is the qualified Forest School Leader at KingsWellies Nursery and as such her responsibilities include:

- Updating site risk assessments
- Supporting staff when updating/writing activity risk assessments.
- To have a valid paediatric outdoor first aid certificate.
- To review and update policies and procedures regularly.
- Ensure risk assessments are carried out and checked by Mrs Ewan and Mrs Robertson.
- Ensure there is a first aid qualified person with the group.
- Ensure the daily operating procedure is followed.
- Report any concerns to Mrs Robertson
- Inform parents of Forest School dates, appropriate clothing etc. A template letter is included in the appendix and in the staff share folder.

Ensure appropriate kit is carried and easily accessible by adults (see appendix for essential kit list).

### **Adult Helpers**

It will be necessary on some occasions to have parents/carers to accompany classes. Where parent/carers are to help regularly, they require to hold a PVG Certificate. Forms are available from the nursery office. It is the nursery staff responsibility to ensure that adult helpers are aware of the Child Protection and Confidentiality Policies and Procedures.

## Daily Operating Procedures

	Before session	During session	After session
Check First Aid Kit	✓		✓
Check hand tools	✓		✓
Check appropriate risk assessments are in place for specific group/activity	✓		
Check site for hazards	✓ including weather forecast	✓ on arrival	✓ At end of session (litter)
Session plan	✓		

A site visit must be undertaken by the group leader or other member of nursery staff **before each session** to check for hazards. Risk assessments are required to be read, reviewed and carried in the first aid bag so that they are accessible by all adults.

**Mobile phones to be charged and carried by staff at all times. Staff to have each others number and the nursery number stored on each phone.**

### Assessing Risk

*'Play is a key element in children learning to appreciate, assess and take calculated risks, which is fundamental to the development of confidence and abilities in childhood'.*

### **Children's Play Council 2000**

There has been much research into the benefits of calculated risk-taking to personal safety, self-esteem and confidence. As part of the Curriculum for Excellence, schools and teachers are now required to provide pupils with opportunities to assess and manage risk.

The Health and safety Executive encourage the use of risky activities provided that the risk is balanced with the benefit of undertaking the activity. Therefore, the templates in use for Forest School are benefit risk assessments. There are benefit risk assessments in place for the Forest School site and any activities you may undertake. These are available in the appendix and in the staff share folder. Nursery staff are encouraged to add to and adapt these for their own use. There are also blank templates.

Although there are risk assessments in place, it is important that children are involved in the risk assessment process. There are a variety of ways this can be introduced:

- Through stories- 'Scaredy Squirrel' is a helpful starting point for early years.
- Through co-operative learning approaches – how will we make sure no-one gets hurt?
- Through informal risk assessment in PE or outdoor activities.

During Forest School, it is good practice for children to risk assess the site on arrival for dog faeces, sharp objects, and dangerous branches. This will have been done by the group leader before the session but is a useful exercise. It is also important to encourage children to risk assess activities during the session – do I really need to saw this awkward branch, can I find another just as good, or is the activity too dangerous? Encouraging children to think in these terms promotes awareness of risks, the benefits of activities and risks and gives them responsibility for making decisions collaboratively, in a controlled environment.

There may be some cases where adults have to make a decision for the children, e.g. inclement weather, but the reason for these decisions should always be discussed collaboratively with the children.

### **When Conditions Become Unsafe**

The Forest School Leader can cancel or abandon Forest School if conditions are deemed to be unsafe. Unsafe conditions include:

#### **Adverse Weather**

- Ice – pavements may become icy during cold conditions and should be checked prior to session.
- Snowfall – during heavy snowfall, visibility may be reduced and roads and pavements may become too slippery.
- High winds – there is a possibility of harm from falling trees and branches.
- Lightning – in the case of local storms, there is a small chance of a lightning strike.

#### **Fire**

- In the case where a fire cannot be doused by the available water, everyone is to be led away from the site and the fire service contacted
- Where there is some wind, it may be necessary to abandon plans for fire due to the possibility of sparks travelling further and tinder being blown

### **Behaviour at Forest School**

Positive Behaviour Management strategies used in nursery should also be used at Forest School. Any restorative strategies should also continue to provide consistency for children.

At KingsWellies Nursery, we have high expectations of behaviour, respect and tolerance. It is important that we have the same standards at Forest School. Children are encouraged to risk assess their own activities and discussing possible outcomes of behaviours should also be discussed in the context of risk assessment. Research has shown that the Forest School approach can have positive effects on the behaviour, self-esteem and confidence of pupils. This approach is based on involving pupils in risk assessment and encouraging them to take responsibility and 'think things through'. For example, some children may choose to make bows and arrows. Naturally, they will also want to use them. Use this opportunity to involve the children in risk assessing the use of their bows and arrows, perhaps setting up a target practice area. It then becomes the pupils decision whether to enter the target practice area, in the knowledge they may get hit by an arrow.



In the event that behaviour at Forest School is deemed dangerous, it is the nursery staff responsibility to deal with this appropriately. In some cases, it may be necessary for a child to have 'time out' or to leave a session early. Any decision taken to remove a child should be carefully considered alongside the proven benefits of Forest School.

### **First Aid Procedure**

It is the Nursery Manager's responsibility to ensure that there is an adult present who has a relevant first aid qualification. Staff should share mobile phone numbers and ensure they have emergency numbers and the nursery phone number saved into their phone books. Emergency and nursery phone numbers are also on the emergency card tied to the first aid bag.

### **Minor First Aid**

Any minor first aid will be administered by the first aider present. The first aider will fill in the accident record book and a slip will be sent home with the child.

### **When someone is Seriously Injured**

#### **First Aider**

- Don't move the casualty unless there is a risk of further harm.
- When it is safe to do so, provide whatever first aid treatment you are competent to give.
- Stay with the casualty and reassure until ambulance arrives.
- Accompany child to hospital to provide reassurance.
- Direct other adults to clear path and assist in whatever way needed.

#### **Other Staff Members**

- Use mobile to call ambulance.
- Send someone who is available to guide emergency services.
- Assess whether the rest of the group should carry on with activities (bear in mind smaller staff ratio), divert to a different activity, provide snack/water, or whether to return to nursery is necessary.
- Contact nursery to inform of situation and inform nursery to contact parents/emergency contact.

### **When Injuries are less serious**

If the casualty can be moved to a vehicle without causing further injury, nursery should be contacted to access a suitable vehicle and the casualty driven to hospital.

First aider to provide whatever first aid treatment they are competent to give.

### **Lost Child Procedure**

Nursery staff must count children before leaving nursery, when leaving nursery grounds, on arrival at site, when leaving site, when leaving woods and on return to nursery. Children are educated about the 'hug tree' rule if they wander off from the group. This ensures children do not continue in the wrong direction. Boundaries are agreed with the group at the beginning of the session and marked with bungee ropes tied round trees. Where these may change – due to discovery of glass etc, changes are communicated to all children immediately.

To gather the group of children together, a shared call is used. 'Twit twoo' is called three times and the group are expected to gather by the adult calling by the third call. Children are reminded of this rule at the beginning of each session.

In the event of a possible lost or missing child, the group leader calls 'twit twoo' three times and counts children. In the event of a child missing, the group leader will ask one of the other adults to check the surrounding area.

If the child is not found once five minutes have expired, the emergency services will be contacted using the information on the emergency card. Nursery to be phoned.

### **Child Protection**

Everyone has a responsibility to protect children from harm.

All staff at KingsWellies Nursery are trained in child protection and carry a laminated card which gives advice about how to deal with disclosure. Any parents who have concerns or who receive a disclosure from a pupil should, in the first instance, inform a member of nursery staff immediately.

The designated officer for Child Protection at KingsWellies Nursery is the Nursery Manager/Nursery Director. All concerns about child protection will be reported to Nursery Manager /Nursery Director at the earliest opportunity, using the proforma in place.

### **Confidentiality**

Parents and other helpers at Forest School are required to keep information about the children confidential. If you have any queries or concerns, please contact your Childs teacher in the first instance.

### **Photographs**

In order to record learners experiences, photographs and videos are very useful. They are often used as an assessment tool and taking photographs and videos are part of the curriculum. We require parental permission for such photographs to be taken.

### **Communication Strategy**

#### **Nursery Staff**

Forest School at KingsWellies Nursery will involve the majority of Nursery staff, including Senior Management. It is therefore vital that everyone has access to the same information. Taster sessions are currently underway so that nursery staff have first hand experiences of Forest School. The handbook will be available to all staff and a CPD event will be held to explore the concept of Forest School further and how it will be fully implemented. Mrs Dawn Ewan is the Forest School Leader and she will be the first point of contact for any queries or questions staff may have. All documents are available to staff in the staff share drive. There are also paper copies of all documents and activity ideas kept in the Forest School folder in the staffroom.

## **Student Nursery Nurses**

Students will be expected to accompany their class and provide support as necessary. Where a student's class is not involved in Forest School, they will be given the opportunity to attend with another class, where reasonably practicable. Students will have electronic access to policies, procedures, risk assessments etc through the staff share folder to assist them with professional development and for their own information. Students will be encouraged to share their own experiences and contribute to professional discussion.

## **Parents**

Nursery staff will send home letters and tick information sheet to inform parents when their child will be attending Forest School. Photos/videos will be posted on to the website, to which parents have access. Further information about Forest School is also included in newsletters. A copy of the abridged handbook will be available to view on the nursery website. Parents are encouraged to join classes for Forest School.

During our once termly open afternoons, parents will have the opportunity to view photos, floorbooks, diaries, equipment and artwork from Forest School. This is an informal time when the children get to 'show off' their achievements to parents.

Once yearly, the Forest School leader will arrange a Saturday morning event at the woods for the parents and families of the children involved. It is anticipated that children will be involved in organising activities.

## **Parent Helpers**

This Handbook will be available for all parents. It is intended that this will provide helpful information about policies and procedures as well as brief information about learning and development at Forest School. This will be made available to all parents through the KingsWellies Nursery website, copies will be provided for parent helpers in the Curricular Policies folders.

## **Wider Community**

Dawn Ewan attends Woodland Park Association meetings to keep them informed about the Forest School initiative. The Association comprises local councillors, members of the public and the Forestry Commission Ranger.

Aberdeen Journals will be contacted to visit Forest School and take pictures for their newspapers when nursery staff deem appropriate. This will help to raise the profile of Forest School in the local area and beyond. They will also be invited to nursery events held in the woods.

**KingsWellies Nursery Forest School Site Risk Assessment**

**Location**

Benefit of using site	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<p>Within walking distance of Nursery</p> <p>Stimulating environment</p> <p>Natural resources / environment</p>	Rotten / loose branches	Falling and injuring group member	High	<p>Remove rotten / hanging branches</p> <p>Move site if necessary</p> <p>Continuously monitor</p>	Low
	Branches at eye level	Eye and facial injuries	High	<p>Remove lower branches which come out into main area as necessary.</p> <p>Make the group aware of the hazard while moving around site.</p>	Medium
	Dog faeces	Toxocariasis	High	<p>Site inspection and clean up by group leader on day of visit before session.</p> <p>Children prompted to inform adult if any faeces found subsequently – to be removed by adult or boundary moved if necessary.</p> <p>Running water, wipes and anti-bacterial hand gel for use on site, children always wash hands on</p>	Low

				return to nursery	
	Ticks	Infection from Lymes disease	High	Information sheet sent home to advise parents on prevention and regular checks	Low

**KingsWellies Nursery Forest School Site Risk Assessment Location**

	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
	Hazardous plants and fungi	Poisoning through ingestion	High	Safety talk by group leader Children not to put fingers in mouths at forest school Wash hands use anti-bacterial hand gel before eating. No tasting of berries, plants etc. All children wash hands on return to Nursery	Low
	Lack of toilet facilities	Hygiene issue	Medium	All children to use toilet before leaving Nursery Designated private area (surround with tarp) to be used in forest Anti-bacterial hand gel and / or wipes to be used and disposed of in nappy sack.	Low
	Forest is a large area	Children wandering	High	Consistent boundary	Low

		off, getting lost Possible injury out of earshot		agreed with children and marked with rope tied round trees. Twit Twoo – Call to gather children Wheelbarrow – Call for adult in emergency – stuck, injured	
	Structures built at the site e.g. dens	Unstable logs and branches – possible head and body injuries	High	Adult supervision to ensure structures are safe, children awareness	Low

**KingsWellies Nursery Forest School Site Risk Assessment**

	<b>Hazards</b>	<b>Risks</b>	<b>Risk Level</b>	<b>Control Actions</b>	<b>Revised Risk Level</b>
	Litter	Cuts and scrapes from sharp objects	High	Forest school leader to do pre session visit to check area and dispose of any litter. Children awareness – not to pick up litter but inform an adult.	Low

	Adverse weather conditions	Sunburn, sunstroke Injury from falling branches / trees in high winds.	High	Letters home to parents to advise cream to be applied <b>before</b> coming to nursery. Forest school will be cancelled in case of adverse weather such as high winds or snow blizzards	Low
		Slips and falls in icy conditions	High	Walking slowly to and from Forest school, taking extra care. Forest school will be cancelled if group leader deems walk too dangerous	Low
	Uneven ground	Slips, trips and falls	Medium	Hazards discussed with children. First aid kit carried and first aider accompanying group	Low

### KingsWellies Nursery Activity Risk Assessment

Benefits of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<u><b>Carrying Sticks</b></u> Gross motor development Self-esteem, confidence	Heavy, pointy, awkward, large sticks	Bodily injuries	Medium	Children well supervised and instructed in appropriate way to carry sticks and lash bundles together.	Low

<p><b><u>Blindfold Games</u></b></p> <p>Trust, emotional and social, sensory</p>	Impaired vision	Trips and falls head and body injuries	High	Children are instructed how to lead partner safely around forest. Adult supervision	Low
<p><b><u>Smoke and Fire</u></b></p> <p>Safety education, self-esteem, confidence healthy eating</p>	Fires blowing towards children, heat from fire	Scalds, burns and smoke inhalation	High	<p>Safety zone around fire marked with flour. Smallest possible fire necessary for task. High level of adult support – adult present at all times to manage fire and control access to fire. Children to walk around fire seating area, not through it. Plenty water close by for extinguishing. Loose hair and clothing to be tucked in when near fire. Water, fire blanket and first aid kit to be close by. Asthmatics to keep well clear of smoke – discuss wind direction. Fire to be extinguished as soon as it is no longer required.</p>	Medium

### KingsWellies Nursery Activity Risk Assessment

Benefits of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
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<p><b><u>Building dens</u></b> <b><u>animal homes</u></b> <b><u>transient art.</u></b></p> <p>Self-esteem, Confidence, Cultural and artistic experiences</p>	<p>Collecting materials from ground Risk of sharp objects Risk of animal droppings / dog faeces</p>	<p>Cuts illness</p>	<p>High</p>	<p>Children warned about potential of finding litter and sharp objects If child finds such items – do not touch – tell an adult Adult will remove object where possible or cordon off area. Children also to report dog faeces to an adult which will be removed by adult. Dog and plastic bin bags carried by adults. Children not to touch animal droppings. Gloves, running water, antibacterial gel and wipes carried by adults.</p>	<p>Low</p>
<p><b><u>Whittling with</u></b> <b><u>peelers</u></b></p> <p>Self-esteem, Confidence Knowledge of keeping safe, Sense of achievement</p>	<p>Peelers</p>	<p>Cuts and grazes</p>	<p>Medium</p>	<p>Peelers should be kept in good working order. Tool talk and demonstration before children allowed to use peelers Safety reminders at the beginning of each session. Children should not wear gloves and use tool in designated area. All children aware of “blood bubble”</p>	<p>Low</p>

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### KingsWellies Nursery Activity Risk Assessment

Benefits of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<p style="text-align: center;"><b><u>Sawing</u></b></p> <p>Self-esteem Confidence, Knowledge of keeping safe, sense of achievement</p>	<p>Sharp blades</p>	<p>Serious injury – cuts, lacerations</p>	<p>High</p>	<p>Tool talk and demonstration before children allowed to use saws. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if group leader deems appropriate for individual child. All bow saws to be kept in good working order. Spare blade cover to be carried in case needed. Emergency procedures in place, first aid kit and mobile phones carried at all times.</p>	<p>Low</p>

<p><b><u>Using small chopping tools- secateurs, scissors, loppers</u></b></p> <p>Self-esteem Confidence Knowledge of keeping safe, sense of achievement</p>	<p>Sharp blades</p>	<p>Serious injury – cuts, lacerations</p>	<p>High</p>	<p>Tool talk and demonstration before children allowed to use tools. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if group leader deems appropriate for individual child. All tools to be kept in good working order. Emergency procedures in place, first aid kit and mobile phones carried at all times.</p>	<p>Low</p>
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### KingsWellies Nursery Activity Risk Assessment

Benefits of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<p><b><u>Using small knives</u></b></p> <p>Self-esteem Confidence Knowledge of keeping safe, sense of achievement</p>	<p>Sharp blades</p>	<p>Serious injury – cuts, lacerations</p>	<p>High</p>	<p>Tool talk and demonstration before children allowed to use saws. Safety reminders at the beginning of each session. Close supervision if group leader deems appropriate for individual child. All knives to be kept in good working order.</p>	<p>Low</p>

				Group leader to supervise and control access to knives. Emergency procedures in place, first aid kit and mobile phones carried at all times.	
<p><b><u>Tree climbing</u></b></p> <p>Self-esteem Confidence Knowledge of keeping safe, sense of achievement</p>	<p>Loose branches Wet surfaces</p>	<p>Serious injury – cuts, lacerations</p>	<p>High</p>	<p>Tool talk and demonstration before children allowed to use tools. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if group leader deems appropriate for individual child. All tools to be kept in good working order. Emergency procedures in place, first aid kit and mobile phones carried at all times.</p>	<p>Low</p>

# KingsWellies Nursery Forest School Risk Assessment

<b>Benefits of Activity</b>	<b>Hazards</b>	<b>Risks</b>	<b>Risk Level</b>	<b>Control Actions</b>	<b>Revised Risk Level</b>

# Listening and Talking Policy

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Revised	Session 2017/18



## **Rationale**

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talking and listening underpins learning and thinking. It is vital that the significance of talking and listening is recognised by children, parents and nursery staff. Children need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of listening.

### **The Four Capacities**

Through listening and talking activities at KingsWellies Nursery we aim to:

#### **Develop Successful Learners who can:**

- Develop listening and talking skills that enable them to gain access to all areas of learning
- Develop and communicate thoughts and opinions effectively
- Challenge thinking, encourage openness to alternative approaches and ideas
- Apply literacy skills through technology
- Express themselves using different media
- Communicate with those from other cultures and backgrounds and explore ethical questions
- Meet challenges positively

#### **Develop Confident Individuals who can:**

- Relate positively to others and interact successfully
- Have competence and confidence in Listening and Talking skills, leading to self respect and positive relationships
- Explore other people's experiences, emotions and relationships through discussion
- Develop their own sense of creativity in relation to Scottish culture
- Develop confidence and help others to cope in new situations

#### **Develop Effective Contributors who can:**

- Contribute to life of the Nursery and community through the sharing of stories and poems
- Contribute to developing creative and enterprising ideas and communities
- Communicate successfully in ways which are appropriate for different situations
- Show initiative, dependability, leadership and enterprise

#### **Develop Responsible Citizens who can:**

- Reflect, develop and convey their own opinions to a range of issues
- Communicate and consider their own thoughts and feelings and consider those of others
- Participate in discussions, resolve conflicts and play a part in influencing decisions
- Challenge preconceptions and stereotypes

### **Listening and Talking for Learning**

In order to promote high quality talking and listening, KingsWellies Nursery staff will demonstrate skills for listening and talking and provide a range of contexts to promote and develop these skills.

**These contexts could include:**

- Modelling dialogue e.g. taking turns, offering opinions and inviting responses
- Modelling listening e.g. the use of non-verbal communication and respecting (even if disagreeing with) the views of others
- Modelling values e.g. encouraging the participation of all
- Modelling participation e.g. nursery staff being seen as learners alongside the children
- Supporting the children by providing clear structures for tasks which require the children to deliver and learn through talk

**KingsWellies Nursery children will have a variety of opportunities to use talking and listening for learning such as:**

- Playing an active role in directing their own learning e.g. making decisions about how to approach a task, selecting appropriate resources and making choices
- Engaging in speaking and listening in a variety of groupings and settings e.g. working collaboratively on an investigation, telling their own personal news, during group work, reporting findings of a task, interviewing people as part of a project, acting as a guide for visitors to the nursery
- Using language creatively and imaginatively e.g. through role-play, storytelling
- Demonstrating what they know and evaluating their understanding e.g. self and peer assessment

Contexts for listening and talking will be found across the curriculum and should always be meaningful and relevant to the children.

Progression in talking and listening is broadly established through the increasing complexity of activities and through the level of independence with which the KingsWellies children participate.

**Listening and Talking Aims**

**At KingsWellies Nursery, the aim of teaching Listening and Talking is to enable learners to:**

- Communicate, collaborate and build relationships
- Reflect on and explain literacy and thinking skills, using feedback to help determine next steps, help improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantages of the opportunities offered by ICT
- Develop understanding of what is special, vibrant and valuable about their own and other cultures and languages
- Explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, watching and reading

**In developing Literacy skills learners will:**

- Engage with a wide range of texts
- Develop an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage
- Enjoy exploring and discussing word patterns and text structures



## **Learning and Teaching of Listening and Talking at KingsWellies Nursery**

Throughout their education at KingsWellies Nursery, the children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.

Children need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. KingsWellies Nursery staff will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- The use of relevant, real life and enjoyable contexts which build upon children's own experiences
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children's personal interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for children across different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the places of learning
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT and new Technologies to enhance listening and talking skills

### **The Learning Environment**

**For effective learning and teaching in Listening and Talking, the learning environment should:**

- Stimulate and promote discovery, experimentation and enquiry
- Promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- Encourage practical activities which are stimulating, challenging and safe
- Provide appropriate differentiation, giving every child opportunities to succeed
- Provide children with appropriate materials and equipment
- Promote a nursery ethos which is supportive of all children
- Create opportunities to place Listening and Talking in the wider context of the community

### **Planning**

**KingsWellies Nursery staffs' planning takes account of:**

- Long term (yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessment criteria, learning intentions and success criteria which specify what the children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work to the home and family
- Cross curricular links
- Both interdisciplinary and disciplinary learning opportunities
- AIFL strategies

## **Assessment in Listening and Talking**

**Approaches to assessment should identify the extent to which children can apply their literacy skills across learning. For Example:**

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to comprehend key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

Progress in Listening and Talking can be assessed through the children's interactions in social and learning contexts and through using individual talks, presentations and group discussions. The range of sources will provide evidence about their confidence, their increasing awareness of others, their clarity of ideas and expressions and their skills in listening to others and taking turns.

### **Involving Children in the Assessment of the Listening and Talking**

Children should be aware that their listening and talking is being assessed. In this, as every other area of the curriculum, they should be made aware of what is required of them and should receive praise for the appropriate use of language. This will enable the children to have aims and targets to work towards. It may, at times, be appropriate to involve the children in assessing their own use of language.

Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning		
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a/ENG 0-03a		
Developing	Consolidating	Secure
<p>I can make eye contact.</p> <p>I can begin to take turns to speak.</p> <p>I can carry out a simple routine with adult guidance e.g. Sit on the hot-spot, tidy up my toys, lay out the snack cups.....</p>	<p>I can keep eye contact.</p> <p>I can wait for my turn to speak.</p> <p>I can follow a simple spoken instruction.</p> <p>I can carry out simple routines with little adult interaction.</p> <p>I can heed non-verbal clues as to when I should/not speak.</p> <p>I can sit appropriately (for short spells) for a discussion.</p>	<p>I can abide by the rules of turn taking.</p> <p>I can follow more than one oral instruction at a time e.g. Get your school bag and put on your coat.</p> <p>I can maintain a sequence when giving or following information, instruction or direction.</p> <p>I can participate as a listener and speaker in a group engaged in a given task.</p>

<p>Finding and using information – when listening to, watching and talking about texts with increasing complex ideas, structures and specialist vocabulary</p> <p>Understanding, analysing and evaluating- investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>		
<p>I listen or watch for useful or interesting information and I use this to make choices or to learn new things. LIT 0-04a</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a/LIT 0-16a ENG 0-17a</p>		
Developing	Consolidating	Secure
<p>I can comment on what has been said.</p> <p>I can concentrate for short spells</p> <p>I am beginning to observe rules.</p> <p>I can carry out regular routines e.g. Tidy up time, snack time.</p> <p>I can verbalise a request e.g. To visit the toilet.</p> <p>I can seek help.</p> <p>During play activities, I can talk about what I/others are doing, and experiment with new ideas.</p>	<p>I show an interest in books read to me.</p> <p>I can concentrate for longer spells-undisrupted.</p> <p>I have a drive to understand what I hear- I ask questions.</p> <p>I can give and follow simple oral instructions.</p> <p>I can carry out routines with less adult support.</p> <p>I can seek help from peers and adults.</p>	<p>I can actively listen.</p> <p>I can listen and respond to an item of information, an instruction or a direction.</p> <p>I can convey an item of information, an instruction or a direction.</p> <p>I can ask relevant questions about what I hear to find out new or additional information/clarification.</p> <p>I can maintain sequence when giving or following information, instruction or direction.</p>

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a

Developing	Consolidating	Secure
<p>I can attend to person speaking and respond appropriately.</p> <p>I can listen with interest to stories / rhymes.</p> <p>I can retell one key fact about story read to me.</p> <p>I can listen for a specific piece of information and recall at a later date.</p> <p>I can copy a sequence of beats that are clapped / played.</p>	<p>I can reproduce rhythm through clapping / beating / stamping out sounds.</p> <p>I can say rhyme with correct word and rhythm.</p> <p>I can clap the number of syllables in a given word.</p> <p>I can match rhyming objects.</p> <p>I can provide final rhyming words.</p> <p>I can recognise incorrect rhyme.</p> <p>I can generate words with same rhyme ending.</p>	<p>I can identify words that alliterate from a given selection.</p> <p>I can isolate the initial phoneme...</p> <p>I can isolate medial phoneme.</p> <p>I can isolate final phoneme...</p> <p>I can segment CVC word into constituent sounds.</p> <p>I can blend constituent sounds into CVC word.</p> <p>I can link phoneme with grapheme</p>

## Opportunities for Listening and Talking Bank of Ideas

Conveying Information	Talking in Groups	Talking about Experiences	Talking about Texts	Audience Awareness	Knowledge about Language
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Dressing up</li> <li>• Feely bag</li> <li>• Planning for display</li> <li>• Making a poster</li> <li>• Activity and Discovery corners</li> <li>• Interviewing</li> <li>• Discussion on gathering resources for assignments</li> <li>• Group experiments</li> <li>• Compiling questionnaire for interview</li> <li>• Board Games</li> <li>• Class visits</li> <li>• Visitors to class</li> <li>• Media</li> <li>• Who am I? question and answer games</li> <li>• What's my line?</li> <li>• Construction toys</li> <li>• Presentation of group activity as a talk</li> <li>• Short talk on hobbies</li> <li>• Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences</li> <li>• Using stimulus e.g. listening to music followed by discussion</li> <li>• Discussing necessities for 'Journey to the Moon'</li> <li>• Newstime</li> <li>• Feely bag</li> <li>• Model making</li> <li>• Drama work</li> <li>• Outings</li> <li>• Discovery activities</li> <li>• Practical maths work</li> <li>• Tape/slide presentation</li> <li>• Collaborative group work</li> <li>• Using the turtle</li> <li>• I-spy</li> <li>• The school bus breaks down</li> <li>• Planning a function</li> <li>• Predict and discuss an experiment</li> <li>• Talk about a</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Predicting</li> <li>• Role play</li> <li>• House play</li> <li>• Sand/water play</li> <li>• Science experiments</li> <li>• Baking</li> <li>• Snack time</li> <li>• Dressing-up</li> <li>• Reports on group work</li> <li>• Own research-talk to group</li> <li>• Present project work to class</li> <li>• Interest talks</li> <li>• Make up an advert</li> <li>• Special visitor</li> <li>• Before and after an outing</li> <li>• Newstime</li> <li>• Strange object</li> <li>• Problem solving</li> <li>• Puppets</li> <li>• Drama sessions</li> <li>• Music making</li> <li>• Composing time 9in</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the character x behave as he did?</li> <li>• Relating story to others</li> <li>• Discussion and oral comprehension of texts</li> <li>• What you liked/disliked about a story</li> <li>• Book flash</li> <li>• Reading corner</li> <li>• Drama</li> <li>• What happens next?</li> <li>• Paired reading followed by discussion</li> <li>• Positive talk</li> <li>• Listening centre</li> <li>• Book reviews</li> <li>• Taping</li> <li>• Project display</li> <li>• Repetition of favourite story</li> <li>• Individual story telling</li> <li>• Talk about</li> </ul>	<ul style="list-style-type: none"> <li>• A play</li> <li>• Puppets</li> <li>• Role play</li> <li>• How I...e.g. made this</li> <li>• 'just a Minute' game speak for one minute without hesitation on a familiar topic</li> <li>• Improvise plays</li> <li>• Assembly</li> <li>• Tape</li> <li>• Reporting back</li> <li>• Concerts</li> <li>• Story telling</li> <li>• Telling a joke</li> <li>• Percussion and musical instruments</li> <li>• Interesting object</li> <li>• Interviewing</li> <li>• Questionnaires</li> <li>• Soapbox</li> <li>• Use of phone</li> <li>• Camcorder</li> <li>• Prepared talk</li> <li>• Impromptu talk</li> <li>• Giving a vote of</li> </ul>	<ul style="list-style-type: none"> <li>• Finger rhymes/poetry</li> <li>• Using different types of voice e.g. soft, loud etc.</li> <li>• Debate</li> <li>• Role play in Doric</li> <li>• Summarising</li> <li>• Favourite TV programme</li> <li>• Cooking or baking</li> <li>• Number rhymes</li> <li>• Poetry</li> <li>• Script writing</li> <li>• Dressing up clothes</li> <li>• Dolls-hospital, house, shop, castle etc.</li> <li>• Measurement activities</li> <li>• reporting/predicting</li> <li>• Language work</li> <li>• Computer-working in pairs</li> <li>• Taping</li> <li>• Drama: dialect, slang, tone, interaction</li> </ul>

<ul style="list-style-type: none"> <li>• Topic work</li> <li>• Photography</li> <li>• Making collections and discussing them e.g. stamps, pebbles skills</li> </ul>	<p>photograph</p> <ul style="list-style-type: none"> <li>• House play- changing into</li> <li>• Construction material</li> <li>• Table top games</li> <li>• Sand and water play</li> <li>• Context creating</li> </ul>	<p>pairs and groups)</p> <ul style="list-style-type: none"> <li>• Drawing programme</li> <li>• Expressive Arts</li> </ul>	<p>newspaper, comic, magazine advertisement, poem</p> <ul style="list-style-type: none"> <li>• Puppetry</li> <li>• Role play</li> <li>• My favourite TV programme</li> <li>• Media</li> <li>• Reading/talking activities from school situation</li> </ul>	<p>thanks</p> <ul style="list-style-type: none"> <li>• Talking to visitors</li> <li>• Talking about a visit</li> <li>• Birthday spot</li> </ul>	<ul style="list-style-type: none"> <li>• Group story telling</li> <li>• Nursery rules</li> <li>• Science- discuss results</li> <li>• Poetry-rhythm and rhyme</li> <li>• Reading groups</li> <li>• Telephone system</li> <li>• interviewing</li> </ul>
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## Opportunities for Listening and Talking Bank of Ideas

Conveying Information	Talking in Groups	Talking about Experiences	Talking about Texts	Audience Awareness	Knowledge about Language
<ul style="list-style-type: none"> <li>• Nursery garden</li> <li>• Working with microscope</li> <li>• Baking</li> <li>• Planning nursery trip/outing</li> <li>• What's wrong</li> <li>• Surveys</li> <li>• Conveying oral messages</li> <li>• Giving news report</li> <li>• Talking about instructions for a game, for using a machine</li> <li>• Making telephone call</li> <li>• Giving directions</li> <li>• Find out and tell the class what is on menu for lunch</li> <li>• Leave a message on an answering machine</li> <li>• Explain how something is made</li> <li>• Taking part in assembly</li> <li>• Solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Problem solving</li> <li>• Radio interview</li> <li>• Brainstorming at the start of a topic</li> <li>• Jigsaws</li> <li>• Television in house corner</li> <li>• Snack</li> <li>• Baking activities from raw materials to finished article- talking through all the process</li> <li>• Research in a group</li> <li>• Work in pairs or threes at the computer</li> <li>• Talk about writing a collaborative book to read to your class</li> <li>• Role play</li> <li>• Answering to oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor walk</li> <li>• Observing wormery</li> <li>• Work with magnifying glass</li> <li>• Clay</li> <li>• Finger painting</li> <li>• Picture of people's expressions</li> <li>• 'My Ideal Day'</li> <li>• Vocalising opinions</li> <li>• What makes you happy / sad</li> <li>• Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Compiling questionnaire for interview</li> <li>• Discuss story children have written as a group</li> <li>• Fun rhymes</li> <li>• Novel – talk about</li> <li>• Story time</li> <li>• Filmstrips outside nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a poem, book</li> <li>• Newspaper headlines</li> <li>• Activity corners</li> <li>• Posters</li> <li>• Media</li> </ul>	



- Computer work
- Pupil 'teaching'  
other children  
different activities  
e.g. hospital

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## **Activities to Develop listening and Talking at the Early Level**

These short activities are suggestions to enable children to experience a wide range of listening and talking skills. These activities will develop the children's awareness that listening and talking skills are important in building shared understanding.

Many activities can be used with children at varied 3 – 18 levels. The level of response expected will, of course, vary with the children's ability.

**The following activities are most suitable for children who are developing at the Early Level:**

### **Favourite Party Games e.g.**

Musical Chairs  
Musical Statues  
Pass the Parcel  
Simon Says  
What's the Time Mr Wolf?

### **Clapping Games**

A five- minute activity for small groups in which the children identify sounds and respond to sound patterns. Children imitate or identify, in turn, claps related to their names, the names of teachers, what they had for breakfast etc. The teacher leads the activity, identifying the target area – animals – foods – names. For example, animals CLAP-CLAP-CLAP-CLAP – rhinoceros: CLAP-CLAP – tiger: CLAP-CLAP-CLAP – gorilla (There is one clap for each syllable of the word]

### **A listening Walk**

A class activity where talking is banned as the children go for a short walk and listen intently for as many sounds as they can. The class then brainstorm all that they heard.

### **Listening and Remembering**

A small group activity using a tape recorder and tape, or similar recording equipment 'sound tape' of classroom noise. (A tape can previously have been left 'on record' in the classroom.) Children discuss with each other how many sounds they heard, whose voice they recognised, etc.

### **Selective Listening**

Before the children enter the classroom create a 'hidden sound' e.g. a loudly ticking clock, quietly playing radio. When they come into the classroom the children listen quietly for the sound, they should point in the direction of the sound and identify it.

An activity for a small group or whole class. One pupil sits with his or her back to the class. The teacher indicates which other child is to count to three, the pupil at the front then guesses who it was, the children then change places and the game continues. If need be the speaker can continue to tell a story until they are successfully identified.

## **Chinese Whispers**

Children sit in a circle and the teacher whispers a short message to the first child and this is then passed from child to child round the circle. The message will probably 'evolve' into something quite different as it progresses round the group.

## **Hiding Objects (Practising Possessives)**

One child goes out of the room. An agreed small object e.g. pencil sharpener, is hidden on another child's person. The first child returns and asks questions to locate the object e.g. 'Is it in Senga's sock?'

## **Remembering Game (recalling a sequence of actions and replying to questions in sentences)**

Teacher carries out a sequence of actions.

e.g. Opens book, places it on the table, walks to the door, opens then closes it, returns to table, picks the book up, puts it down, closes it and places it on the floor.

The teacher then elicits from the children whole sentences about her movements.

'You opened the Book'

'You went to the door'

## **Guessing Games (Practice asking questions)**

The teacher hides a picture, e.g. a boy cycling.

Teacher says: 'I am hiding a picture of a boy, now you ask me what he is doing.'

Children ask questions.

e.g. 'Is he walking?'

'Is he playing football?'

## **Describing Pictures (Practice of tenses)**

e.g. Whilst sharing a picture story book ask:

'What is happening?' (Present tense)

'What has happened?' (Past)

'What will happen next?' (Future)

'What might happen if?' (Conditional)

## **Silly Sentence (Listening)**

Teacher tells a short story, which includes a silly sentence.

e.g. The bird swam high through the air to the nest up at the bottom of the tree.

Children put up their hands to repeat the silly sentence.

## Identifying Errors

The teacher reads a familiar story with 'errors', the children listen for mistakes and put up their hands every time they spot one.

e.g. 'Then Jack climbed the ladder'. (beanstalk)  
'Then little green riding hood.....'

## What did I say? (Listening and vocabulary)

The teacher reads a passage in which occur a number of nouns in the same category e.g. fruit

'Sally went to the greengrocers and bought 2 oranges, a bunch of grapes etc.

The children listen carefully then name items in the same category that he could have bought

## Listening to Taped Stories and Rhymes

Instructions Chains (Listening and Memory)

Give a list of commands.

e.g. Stand up  
Walk across the room  
Turn round  
Walk back to your chair  
Sit down

## Collecting Words and Cluster of Words

e.g. funny words, place names, names of dogs, flowers, cars etc.

## My Mother Went to Market (Memory and vocabulary)

First child says 'My Mother went to market and she bought an apple.'

Next child repeats and adds another item and so on.

Mother might be shopping for specific items, e.g. fruits or may have to purchase items in alphabetical order. It may be helpful to have the alphabet on display.

Variations are possible.

e.g. I went to the space station and I saw an astronaut, ball of fire, cosmic gun etc.

## Rhymes and Poems

The teacher reads a short poem or riddle etc, to the class, the children listen carefully, then repeat the rhyme

## **Role Play Activities**

Children play act real life situations.

e.g. what we do if someone hurts himself or herself going shopping.

## **I Spy Pairs**

Two children each have an identical collection of objects. The other describes one of the objects to their partner, who selects which one he thinks it is.

## **I Spy**

Colours or initial letters

Descriptions of things

e.g. things we see in the classroom  
cartoon characters

Using the senses

Children close their eyes and describe the feel of different textures, smells etc.

## **Who am I?**

Describe a person or animal in the first person.

Ask 'Who am I?'

e.g 'I have long ears and a fluffy tail, I hop and eat lettuce.

Who am I?'

Date:

<b>Experiences &amp; Outcomes</b>	<b>Some possible, planned contexts (highlight)</b>	<b>Any additional planned contexts/ Learning Activity/Learning Intention</b> Introduced (1) Practised (P) or Extended (E)	<b>Assess? E/O/Aspects? How? Success Criteria?</b>	<b>Evaluation/Next steps/ Action?</b>	<b>Home Link?</b>
<p>● <u>red</u> = early experiences at this level ● <u>orange</u> = working towards outcomes at this ● <u>green</u> = establishing and consolidating outcomes and widening experiences</p> <p>Level in a variety of ways. Decreasing level this level. Increasing pupil independence. Text, structure, idea &amp; vocabulary</p> <p>Of support.</p> <p>More complex.</p>	<p>Nursery rhymes Songs Rhyme &amp; analogy Poems stories Word building Phonic &amp; sound games HLP phonics &amp; spelling games Playground games</p>				
<p>I enjoy exploring and playing with the patterns &amp; sounds of language and can use what I learn. LIT 0-01a / 0-11a / 0-20a</p>	<p>Sharing books, poems, songs, rhymes: - as class - with peers - individually Free choice of a variety of texts Class library Paired Reading Re-telling stories</p>				
<p>I enjoy exploring events &amp; characters in stories &amp; other texts, sharing my thoughts in different ways.</p>	<p>School library / van HLP core reading HLP writer's craft Teacher reading to pupils</p>				

LIT 0-01c	Paired reading Listening centre TV / Film-short stories Cass / group discussions					
As I listen & talk in different situations, I am learning to take turns & am developing my awareness of when to talk & when to listen LIT 0-02a / ENG 0-03a	Collaborative learning Circle time Role play area Puppets / drama Free play Structured play Class / group discussions					

Nursery – CfE Early Level

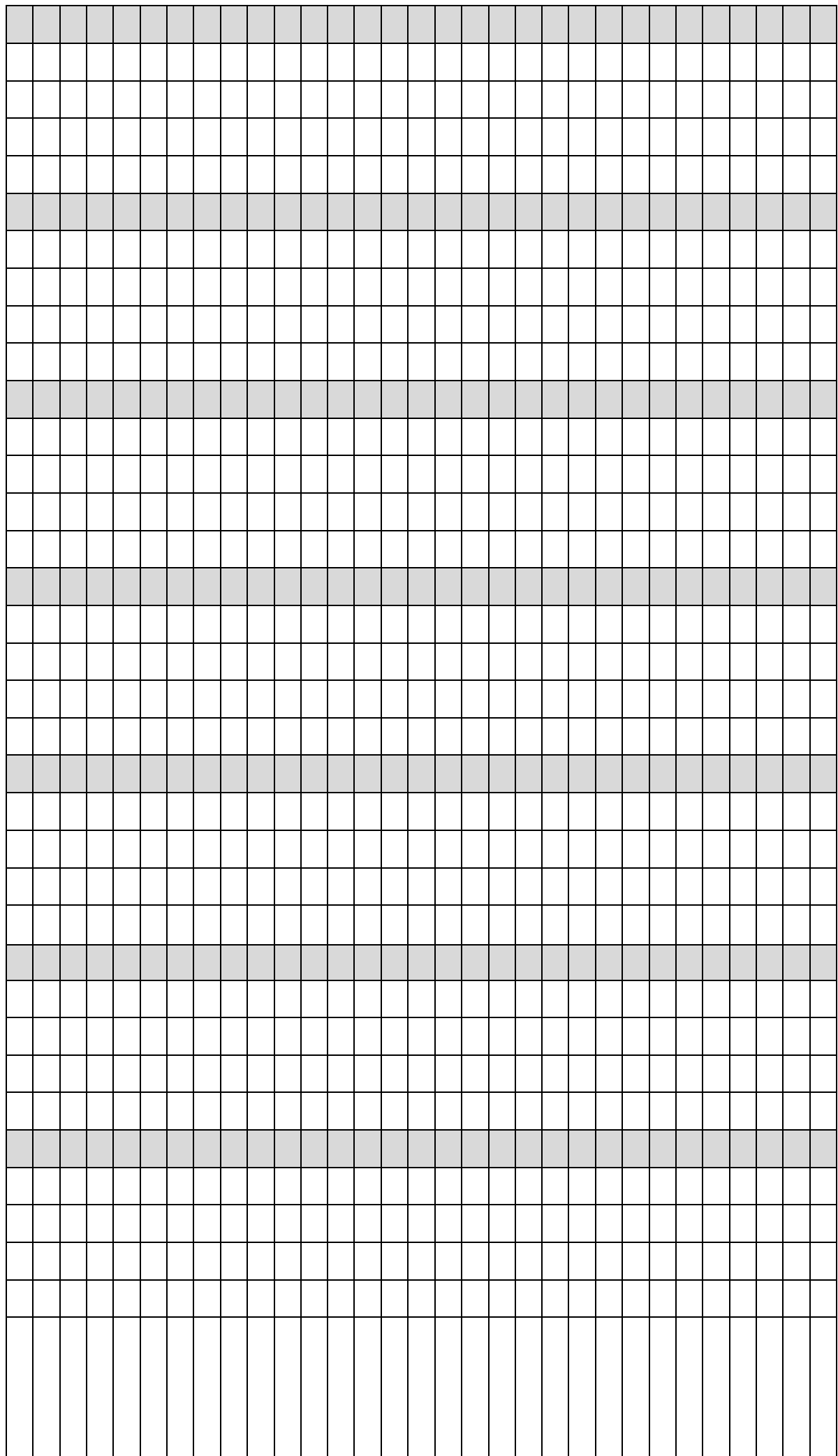
**LISTENING and TALKING**

Page 2

<b>Experiences &amp; Outcomes</b>	<b>Some possible, planned contexts (highlight)</b>	<b>Any additional planned contexts/ Learning Activity/ Learning Intention</b> Introduced (I) Practised (P) or Extended (E)	<b>Assess? E/O/Aspects? How? Success Criteria?</b>	<b>Evaluation/Next steps/ Action?</b>	<b>Home Link?</b>
I listen or watch for interesting information & I use this to make choices or learn new things LIT 0-04a	HLP reading for info lessons Circle time Listening for information in class / group lessons Collaborative learning (peer to peer)				
To help me understand stories & other texts, I ask questions and link what I am learning to what I already know. LIT 0-07a / 0-16a / ENG 0-17a	Class story time Peer to peer sharing of texts HLP core reading HLP reading for information HLP writer's craft Questioning peers during show & tell				
Within real & imaginary situations, I share experiences & feelings,	Role play corner Puppets Drama				













# Religious and Moral Education Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## Rationale

### **Why is Religious and Moral Education important for all children and young people? What do children achieve through learning in Religious and Moral Education?**

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith, to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children to develop their own beliefs and values.

Religious and Moral Education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values.

It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through awareness and appreciation of the values of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Through engaging in religious and moral education, learning about the faiths and non-religious beliefs of others, children will be able to develop their own informed viewpoints and will develop respectful attitudes to the viewpoints of others. These two purposes of RME are interdependent and equally important.

### **Religious and Moral Education: AIMS**

- The aims of Religious and Moral Education in KingsWellies Nursery is to endeavour to help children :
- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions, other traditions and viewpoints independent of religion
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from our own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon our own moral views
- Develop beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting our beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life

## **Experiences and Outcomes**

To help KingsWellies Nursery staff to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve.

These have been sectioned into broad stages of development:

- Early level – approximately nursery to P1 but earlier or later for some
- First level – approximately P2 to P4 but earlier or later for some
- Second level – approximately P5 to P7 but earlier or later for some
- Third level – S1 to S3 but earlier or later for some

## **The Curriculum for Excellence identifies the Experiences and Outcomes for Religious and Moral Education under the headings of:**

- Beliefs
- Values and Issues
- Practices and Traditions

These headings apply to both Christianity and Other World Religions. A further section is dedicated to the development of the children's own beliefs and values. It is expected that these experiences and outcomes will interconnect and that learning from one area will inform learning in other curricular areas.

The experiences and outcomes allow opportunities for personalisation and choice, depth and reflection. The experiences and outcomes in RME are built around the organisers of:

- Christianity
- World Religions selected for study
- Development of beliefs and values

Through their learning in RME, KingsWellies Nursery children will develop an understanding of Christianity which has shaped the history and traditions of Scotland. It is also a fundamental principle that all children throughout Scotland will consider a range of faiths and views, whatever their age, own situation and local context.

## **Learning and Teaching**

RME may be taught in the following ways:

- Active learning and planned, purposeful play
- As a discrete RME topic
- As part of Health and Wellbeing
- Spontaneously, in response to situations or news stories
- Development of enquiry, critical thinking and problem solving skills
- Through volunteering in the local community
- Through links with an interdisciplinary learning project
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage our children to recognise that the knowledge, skills and attitudes identified are inextricably linked.

All KingsWellies Nursery staff have an important role in modelling and promoting an ethos of inclusion and respect for individuals.

RME can be an opportunity for children to feel valued as part of a whole class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

KingsWellies Nursery staff will select the most appropriate group organisation according to the kinds of activities which are taking place. These could be:

- Whole class
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged.

### **Assessment**

Assessment in Religious and Moral Education will focus on children and young people's knowledge and understanding of religious practices and traditions and on their skills in making informed, mature responses to issues of belief and mortality.

Evidence of progress in RME comes from what children say, write and do.

Through observing children as they work through the RME experiences and outcomes, KingsWellies staff can assess children's progress.

Assessment, recording and reporting of RME will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

In assessing RME, KingsWellies Nursery staff are likely to use:

- Day to day learning
- Assessment tasks
- Observation of children's ability to listen, express opinions and help others
- Evidence from tasks, writing and drawing and other artefacts produced by children
- Discussion

### **We undertake assessment that is:**

- well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with children and where appropriate parents and other agencies



## **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in RME will be carried out by the Nursery Manager / Nursery Director and is set within the Kingswellies Nursery quality assurance framework.

## **Recording and Reporting**

A child's performance in RME is discussed with parents / carers at parent's evenings and is reported upon in nursery records and reports.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the RME programme.

## **Continuity and Progression**

The RME programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Religious and Moral Education.

At the 3-5 year stage, there will be a major focus on Christianity and other World Religions. Throughout the nursery, as appropriate to age and stage, reference will also be made to non-religious viewpoints. The children will be supported in understanding that not everyone has a religion and that this is ok. Indeed, viewpoints independent of religious belief, values, practices and traditions will be considered throughout.

KingsWellies Nursery staff will recognise that in this process of personal reflection, not all children will adopt a religious standpoint. Values such as justice, wisdom, compassion and integrity are constantly being enacted through all aspects of the life of the nursery as a community.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years and at Early Level. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to religious and moral education, including a deeper understanding of their own beliefs and values. The learning expectations are progressively greater as children go from stage to stage.

The intention of the programme of study is to make learning easier and more accessible for our children. RME can be difficult for young children to understand but, by building on their own knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about RME and all of the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The religious and moral education experiences and outcomes encourage links with other areas of the curriculum to provide children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

KingsWellies Nursery staff are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

## **Equal Opportunities**

Equal opportunities means ensuring that all KingsWellies Nursery children, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop their own potential. Such an education recognises the uniqueness of the individual through ensuring that all children:

- are equally valued, respected and cared for
- have access to the full range of appropriate activities and outcomes

## **Withdrawal of children from Religious Education**

The Education (Scotland) Act 1980 states the following:

‘Every public school and every grant-aided school shall be open to pupils of all denominations and any pupil may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school, and no pupils shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such pupils or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects.’

Where a child has been withdrawn as a result of the exercise of parental rights, the nursery staff will ensure the safety and welfare of the child.

When a parent expresses a wish to withdraw his/her child, the Nursery Director will discuss the content of the Nursery’s Religious Education and Observance programme with the parent. In this way we hope to limit the concerns of parents who may wish to withdraw their children.

## KingsWellies Nursery RME Programme of Study

### Nursery Practitioner's Guide – Suggested Activities

#### **Nursery – 3-5 Years – Early Level**

Learning focus	Main Teaching Points
Familiarisation of Christian beliefs about God and Jesus through stories, pictures and song.	Nativity Easter Noah's Ark
Other World Religions through stories, pictures and song.	Divali <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Drama</li> <li>• Food from around the world</li> </ul>
Why are Christian celebrations, festivals and customs important?	Christenings Weddings
Why are Celebrations, festivals and customs important in Other World Religions?	Chinese New Year <ul style="list-style-type: none"> <li>• Offer opportunities to develop an awareness</li> </ul>
Learning to respect others and their beliefs and values.	Circle time Story time Become familiar with different cultures Rights Respecting Schools
Caring and sharing – Why is it important to care and share with others?	Free play Teddy home for weekend Rights Respecting Schools Nursery garden
Develop an understanding of what is fair and unfair.	Free play Rights Respecting Schools Circle time
Learning to co-operate with others in everyday situations.	Free play Table games Preparing snacks Rights Respecting Schools

CfE links: RME 0-01a, RME 0-02a, RME 0-03a, RME 0-04a, RME 0-05a, RME 0-06a,  
 RME 0-07a, RME 0-09a  
 RRSA links-Article 14, Article 24, Article 28, Article 30, Article 31

## KingsWellies Nursery RME Programme of Study

### Planning and Evaluation

#### **Nursery – 3-5 Years – Early Level**

Learning focus	Main Teaching Points
Familiarisation of Christian beliefs about God and Jesus through stories, pictures and song.	
Other World Religions through stories, pictures and song.	
Why are Christian celebrations, festivals and customs important?	
Why are Celebrations, festivals and customs important in Other World Religions?	
Learning to respect others and their beliefs and values.	
Caring and sharing – Why is it important to care and share with others?	

Develop an understanding of what is fair and unfair.	
Learning to co-operate with others in everyday situations.	
CfE links: RME 0-01a, RME 0-02a, RME 0-03a, RME 0-04a, RME 0-05a, RME 0-06a, RME 0-07a, RME 0-09a RRSA links-Article 14, Article 24, Article 28, Article 30, Article 31	

# Sciences Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Rationale**

Scotland's social, economic and environmental future is increasingly dependent on science. At KingsWellies Nursery we believe that Science plays an important role in the education of all our children. A sound science education therefore is of crucial importance in our rapidly changing and growing technological world. Through learning in the sciences, children will develop the knowledge, understanding and skills necessary for their development as scientifically literate citizens. Engaging in collaborative and investigative tasks will also allow children to build skills to become inquisitive, creative, inventive and enterprising adults.

## **Principles and Practice**

Learning in, through and about the Sciences enables children to:

- develop their interest in, and understanding of, the living, material and physical world.
- engage in a wide range of collaborative investigative tasks
- develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Science has the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all nursery staff look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professionals and organisations within the scientific field. This will allow delivery of rich and varied learning experiences to progressively develop skills, knowledge, understanding and attitudes, therefore maximising achievement for all KingsWellies Nursery children.

## **Sciences: Aims**

Through providing a range of challenging and well-designed practical activities which cover a variety of rich contexts and draw on important aspects of everyday life; we aim to begin to develop a range of skills in our KingsWellies children.

### **These include:**

- a curiosity and understanding of the environment and their place in the living, material and physical world
- a secure knowledge and understanding of the big ideas and concepts of the sciences
- skills for learning, life and work
- the ability to apply safety measures and take necessary actions to control risk and hazards
- the ability to recognise the impact the sciences make on their life, the lives of others, the environment and on society
- the ability to recognise the role of creativity and inventiveness in the development of the sciences
- an understanding of the Earth's resources and the need for responsible use of them
- the ability to express opinions and make decisions
- scientifically-literate citizens who have a lifelong interest in the sciences
- a foundation for more advanced learning and future careers in the sciences and the technologies

At KingsWellies Nursery, we also aim to work in partnership with others, in order to:

- engage the active support of parents and carers
- reinforce work across transitions into the primary sector
- maximise the contributions of the wider community
- draw upon specialist expertise
- ensure, through careful planning, that all contributions come together in ways which ensure coherence and progression for our KingsWellies learners

## **Learning and Teaching**

In the sciences, effective learning and teaching depends upon the use of varied approaches.

Sciences at KingsWellies may be taught in the following ways:

- as a discrete Science topic
- through links with an inter-disciplinary learning project
- as a result of the children's own interests
- practical investigation and inquiry
- collaborative discussion and debate
- active learning and planned, purposeful play
- relevant contexts, familiar to our children's experiences
- spontaneously, in response to situations or news stories
- development of enquiry, critical thinking and problem solving skills
- personal reflection and independent learning
- appropriate and effective use of technology, real material and living things
- volunteering in the local community and outdoor education
- building on the principles of Assessment is for Learning

Differentiation in the children's responses and behaviour will reflect their broad level of development.

Learning will be coherent, progressive and meaningful and should be planned for and taught in ways that encourage our children to recognise that the knowledge, skills and attitudes identified are inextricably linked.

KingsWellies Nursery will select the most appropriate playroom organisation according to the kinds of activities which are taking place. These could be:

- Whole class
- Group methods
- Working pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be highly encouraged. Where appropriate, links will also be made with the rights and responsibilities that children and young people are entitled to.

Effective learning and teaching approaches extend experiential learning from the early years into primary school and beyond. As children progress in their learning in the sciences, greater advantage can be taken of opportunities for study in the local, natural and built environments, as an opportunity to deepen their knowledge and understanding of the big ideas of the sciences. Teaching and learning approaches should promote thinking as well as provide opportunities to consolidate and apply learning.



## **At KingsWellies Nursery we will teach:**

### **Inquiry and investigative skills**

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges, children will:

- ask questions
- plan and design procedures and experiments
- select appropriate samples, equipment and other resources
- carry out experiments
- use practical techniques
- observe, collect, measure and record evidence, taking account of safety and controlling risk and hazards
- present, analyse and interpret data to draw conclusions
- review and evaluate results to identify limitations and improvements
- present and report on findings

The main approaches to science inquiry are through:

- observing and exploring – careful observation of how something behaves, looking for changes over time and exploring ‘what happens if ...?’ and ‘how could I ...?’ questions
- classifying – through identifying key characteristics
- fair testing – through identifying all possible variables and then changing only one while controlling all others
- finding an association – linking two variables to determine relationships

### **Scientific analytical thinking skills**

Children will develop a range of analytical thinking skills in order to make sense of scientific evidence and concepts through:

- being open to new ideas and linking and applying learning
- thinking creatively
- developing skills of reasoning to provide explanations and evaluations supported by evidence or justifications
- making predictions, generalisations and deductions
- drawing conclusions based on reliable scientific evidence

### **Skills and attributes of scientifically literate citizens**

Children in KingsWellies nursery will develop as scientifically literate citizens with a lifelong interest in science by exploring the sciences from a very young age. They will engage by:

- developing scientific values and respect for living things and the environment
- assessing risk and the benefit of science applications
- making informed personal decisions and choices
- expressing opinions and showing respect for others’ views
- developing informed social, moral and ethical views of scientific, economic and environmental issues
- developing self-awareness
- demonstrating honesty in collecting and presenting scientific information/data and showing respect for evidence
- being able to read and understand essential points from sources of information including media reports

- discussing and debating scientific ideas and issues
- reflecting critically on information

Through Science children in KingsWellies Nursery will be encouraged to develop, grow and become:

- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, develop stances and views, and who have come to recognise the importance of science both nationally and globally.
- **effective contributors**, who can develop and express their creativity, work co-operatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise
- **successful learners**, who can express themselves, think innovatively, meet challenges positively, find imaginative solutions to problems and who have developed knowledge and skills related to the different areas of science and broader skills as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experience and successful participation

At KingsWellies Nursery we enhance our Science programme by including interdisciplinary learning opportunities, extra curricular activities and outdoor learning experiences.

### Experiences and Outcomes

To help nursery staff to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve.

These have been sectioned into broad stages of development:

- Early level – approximately nursery to P1 but earlier or later for some
- First level – approximately P2 to P4 but earlier or later for some
- Second level – approximately P5 to P7 but earlier or later for some
- Third level – S1 to S3 but earlier or later for some

**At KingsWellies Nursery our children will develop the early level experiences and outcomes in the sciences.**

### Organisation of the Sciences Experiences and Outcomes

The key concepts of the science curriculum have been categorised under five main organisers:

#### **Planet Earth**

- Biodiversity and interdependence – the rich and changing diversity of living things and understanding of how organisms are interrelated at local and global levels
- Energy sources and sustainability – types, sources and uses of energy and understanding of how energy is transferred and conserved
- Processes of the planet – the changing states of matter and the physical and chemical processes which influence Earth's atmosphere and oceans
- Space – the Earth's position within the universe while developing a sense of time and scale

#### **Forces, Electricity and Waves**

- Forces – how forces can change the shape or motion of an object, considering both forces in contact with objects and those which act over a distance
- Electricity – knowledge about electricity and how to use it safely

- Vibrations and waves – the nature of sound, light and radiations in the electromagnetic spectrum

### **Biological Systems**

- Body systems and cells – the structure and function of organs of the body, including the senses
- Inheritance – similarities and differences between individuals, and how organisms develop and pass on genetic information to the next generation

### **Materials**

- Properties and uses of substances – the properties of different substances and how they can be changed, and the connection between structure and properties
- Earth's materials – substances that make up the Earth's surface, properties, uses and methods of extraction of such materials are explored
- Chemical changes – the processes which take place in the environment and their impact

### **Topical Science**

Topical science – scientific concepts and their capacity to form informed social, moral and ethical views

### **Continuity and Progression**

The Sciences programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Sciences and Social Studies.

The Sciences programme has been designed to build from the children's own experiences and levels of understanding in the Early Years. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to the Sciences, including a deeper understanding of their own beliefs and values. The learning expectations are progressively greater as children go from stage to stage in their development.

The intention of the Sciences programme of study is to make learning easier and more accessible for our children. As the child learns and develops, the framework of experiences and outcomes provide opportunities to visit and revisit issues and topics in order to deepen understanding. The Sciences experiences and outcomes encourage links with other areas of the curriculum (particularly Social Studies) to provide children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capabilities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Staff in KingsWellies Nursery are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

In KingsWellies Nursery we will focus on the development of the 5 Sciences organisers. At each stage, there will be a major focus on:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topic Science

## **Interdisciplinary Learning Opportunities**

### **How can we make connections within and beyond the sciences?**

Links exist between, and across, the sciences and other areas of the curriculum: for example, engineering offers possible links among the sciences, mathematics and the technologies. Such practice provides KingsWellies children with opportunities to recognise the connectivity which exists across the curriculum areas as a means of understanding the world around them.

All KingsWellies Nursery staff will look for opportunities both to develop and reinforce science knowledge and skills within their disciplinary teaching activities, and to work across the other curriculum areas to plan interdisciplinary studies and a coherent approach to the development of literacy and numeracy skills, aspects of health and wellbeing and ICT.

Through self-evaluation, KingsWellies Nursery will plan for an appropriate balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary work to deepen and extend learning for our children.

### **The Learning Environment**

For effective learning and teaching in the sciences, the learning environment should:

- stimulate and provide discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- provide appropriate differentiation, giving every child opportunities to succeed
- provide children with appropriate materials and equipment
- provide a playroom ethos which is supportive of all children
- create opportunities to place Science in the wider context of the community

### **Planning**

Our nursery forward planning takes account of:

- long-term, medium term (termly) and short term (weekly and daily) planning
- prior learning and varied learning styles e.g. visual, auditory, tactile/kinaesthetic
- setting targets, assessment criteria, learning intentions and success criteria which specify what children are expected to learn
- evaluating what has been taught and identifying next steps for learning and teaching
- both interdisciplinary and disciplinary learning opportunities

### **Assessment**

In KingsWellies Nursery, assessment in the Sciences will focus on children and young people's knowledge and understanding of key scientific concepts in the living, material and physical world, inquiry and investigative skills, scientific analytical and thinking skills, scientific literacy and general attributes. Staff can gather evidence of progress as part of day-to-day learning, and specific assessment tasks will also be important in assessing progress at key points of learning.

Children in KingsWellies Nursery will demonstrate progress through their knowledge and understanding in:

- providing more detailed descriptions and explanations
- using a wider range of scientific language
- presenting, analysing and interpreting more complex evidence to draw conclusions and make sense of scientific ideas.

Children in KingsWellies Nursery will demonstrate progress through their skills in:

- planning and carrying out practical investigations, inquiries and challenges
- working individually and collaboratively
- describing and explaining their understanding of scientific ideas and concepts
- reasoning, presenting and evaluating their findings through debate and discussion
- expressing informed opinions and making decisions on social, moral, ethical, economic and environmental issues.

Through developing these skills, children will demonstrate growing confidence and enjoyment of the sciences. Assessments should also link with other areas of the curriculum, within and outside the classroom, to allow children to demonstrate their increasing awareness of the impact of scientific developments on their own health and wellbeing, society and the environment.

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Sciences will be carried out by the Nursery Director / Nursery Manager.

### **Recording and Reporting**

KingsWellies Staff report to parents on pupils' progress in all areas of Science on individual pupil reports annually. They are available to discuss pupil progress on specific areas regularly at parent interviews and curricular events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Sciences programme.

# Outdoor Education Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Outdoor Education Policy (NCS: 2.2, 2.3 & 3.5)**

At KingsWellies Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and safety
- Sun care
- Caring for babies and toddlers
- Lost child policy
- Parents and carers as partners
- Supervision of children
- Child Protection
- Outings.

# Outdoor Play

At KingsWellies Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

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We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive early learning and childcare practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g. in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and safety
- Sun care
- Caring for babies and toddlers
- Lost child policy
- Parents and carers as partners
- Supervision of children
- Child Protection
- Outings.



# Eco Schools Scotland & Environmental Sustainability Policy

Published	June 2018 (V1)
Revised	Annually



# Eco Schools Scotland & Environmental Sustainability Policy

At KingsWellies Nursery we wish to support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices. We do this through our Eco Scotland Group. We are also an Eco School Scotland Nursery.

We promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- helping children to explore nature through art and play
- supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- support the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food for our nursery menu
- help children to learn about water conservation, energy efficiency and waste reduction through play based activities and adult interactions
- going on nature walks and learning about plants they see in the local area
- encouraging parents and children to walk to nursery once a week / month to raise the awareness of caring for the planet
- developing a recycling area and encouraging children to share recycling ethos into the home environment.

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- when children take home models from recycled materials ensuring parents recycle these materials if they do not keep them
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine.
- composting food waste
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- recycling water from the water play to water plants outside
- using food that we have grown in nursery meals.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

# Equipment & Resources Policy

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Revised	Annually



# Equipment and Resources

At KingsWellies Nursery we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Keep an inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.