



newsletter

Summer Newsletter – August 2017



“Together we make a family!”



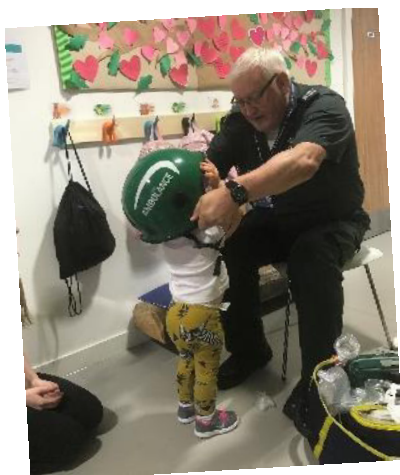
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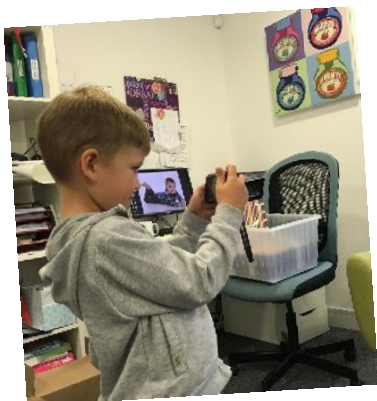
Three great ways for you to keep up to date with all the latest news from the KingsWellies gang!

What have the Wellie Gang been up to this month? As always, the Gang have been very busy learning, creating, problem-solving, leading, imagining, designing and constructing! PHEW – so much going on!



Visit from an ambulance and talk from paramedics, teddy bears picnics, National ice cream day, National watermelon day, World photo day, National sisters and brothers day, LOTS of kindness and thoughtfulness towards others, pizza-making in the pizza oven, lots of BBQs and HEAPS more!





Balance Bikers, Sport's Day, Cat's Pyjamas Cattery, Ice Cream Van, New Pets, Art Project and Bucket Fillers

We LOVED our sessions with Balance Bikers! It was really tricky manoeuvring around all of the obstacles. Our Sports Day was also a great success. LOTS of parents came to cheer us on and we all loved our ice creams and lollies after so much hard work!

HUGE thanks to Isabel from the Cat's Pyjamas Cattery (Kerry's mum) for taking in eight beautiful kittens! We all LOVED them and were very nearly adopting our own nursery cat! The Wellie Babies also really enjoyed their trip to Dobbies to purchase their very own goldfish. Welcome to Rufus and Rosie, our aquatic friends who have now joined the Babies gang.



We also had a SURPRISE visit from the ice cream van! What a shock we all got when we heard it coming! Thank you soooooo very much to Harry's mum and dad (Judith and Robin) who organised this for us! They treated EVERYONE to a delicious ice cream or ice lolly. What a lovely way to spend a sunny day! Archie – that looks yummy!

Another highlight was working with Antonia and Grayson's mummy (Carla) on an amazing art project. Carla is a secondary school principle teacher of art. She created a wonderful wellie collage with our children! They really loved this learning experience and learned up so many new skills including paper-mache and flower making. It is beautiful! Thank you Carla and good luck going back to school!

Please remember to take home one of our Bucket Filler books to read with your child as a bedtime story. Please also remember to fill a heart for our kindness tree.

Scott showed us how to fly his drone! It was amazing. It even took lots of photos and videos of us and aerial photos of the nursery. He is going to teach us how to fly it.



Best of luck to our boys and girls who have been leaving us to go to P1 and School Nursery

This year we have 22 very grown up boys and girls who have left us to start the next exciting part of their lives in P1! We will REALLY miss you soooo very much but know that you are all ready for P1 and that each and every one of you will go far! Keep in touch! Remember to send us photos of you looking very smart in your school uniforms!

Best wishes also to all of our children who have left us to go to school nursery or who have moved away. We will miss you all! You have been a pleasure to teach!

Look out also for our new **Transition Packs** which will be provided to each child as they move through to the next room. These will include a welcome letter, booklet and transition forms so that you are all well-informed about this important next step.



HUGE thanks also for ALL of the lovely cards and gifts that we have received as children have been leaving. This is extremely kind, generous and thoughtful and means a huge amount to all staff.

We were particularly touched by the lovely mirror that we received from Freya and Rory! It really did bring a tear to the eye and will go up in pride of place in our reception area. Kasper and Felix also have an extremely talented Great Grandad (aged 94)! He produced an amazing drawing of our nursery which is up in our reception area. We LOVE it! Thank you so much!



Split Nursery Placements

If any of our children are attending a school nursery as well as KingsWellies, please let Marcia know. We would really like to ensure that we have really good dialogue with any other nurseries so that we are all planning and communicating appropriately about your child's needs, next steps and progress. Many thanks.

Aberdeen City Council Pre-School Funding - Session 2017/18

If you still have to complete these forms, PLEASE do so asap to ensure that you receive your funding at the correct time. Application forms received on or before 31st August will be included in the term 1 payment. Aberdeen City Council have informed us that we will receive all funding by the last week in September. Once received, we will deduct this from your October invoices. Funding for term 1 will be deducted from your October, November and December invoices. Terms 2 and 3 payments will also be deducted in three equal instalments from January, February, March and April, May and June. You DO not receive funding during July, August and September as you are entitled to a total of 38 weeks per year. Any questions, please see Kerry.

Staffing Update

A huge welcome to Joanne who has recently joined the team on a voluntary basis. We very much appreciate your support Joanne and look forward to you teaching us lots of dance, music and drama!

Congratulations also to Kerry who has recently graduated in BA (Hons) International Business Management. We are extremely proud of you Kerry but selfishly, are delighted to still have you working here at KingsWellies. Lovely photo!



Congratulations also to Mark and Maureen who recently celebrated their 30th wedding anniversary. Mark is one of the excellent chefs from Entier who works with us regularly. Well done you two! They enjoyed a Mediterranean cruise to celebrate!

Staff Training

This term, all staff will be participating in a refresher of their First Aid Training. Gracie and Flossie's mummy (Charlotte) has also been in working with staff on developing our Makaton skills. This training is incredibly valuable for ALL children and staff. We REALLY appreciate all of Charlotte's time and expertise.

"Fun with forces" will also support us in teaching the Science and Technologies curriculum and a number of us will be attending this training on 11th September.

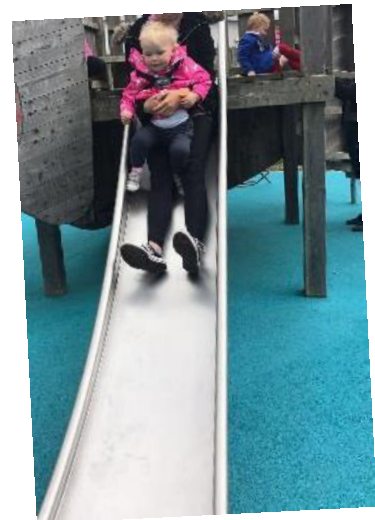
We are all also looking forward to attending "lets play outdoors" training with Aberlour Futures. We really want to make the most of our outdoor area and use it as imaginatively and creatively as possible. We are looking for the following loose material items from our parents and friends:

- Old sheets (den building)
- Tarpaulin (dens)
- Sticks and logs
- Camouflage netting
- Clothes pegs
- Tent pegs and even any old tents
- Strips of fabric
- Picnic blankets
- Spoons and kitchen utensils (mud kitchen and sand play)
- Plant pots and plastic bowls
- Funnels
- Brushes and rakes
- Bike tyres
- Beach combed goodies (natural art)
- Guttering and pipes
- Large cardboard boxes



- Inner carpet tubes
- Wooden pennies and planks of wood
- Torches
- Buckets and containers

If you are throwing anything out, PLEASE think of us first! I am sure that we could make good use of it!



Life Skills Awards

This month in the Wellie Beans, we will be focusing on the following:

Red Award: I know how to stay safe when using electricity, I can help prepare and taste different foods, I can take photos and images using different technologies, I can be kind to my friends

Pink Award: I know how to stay safe when out and about, I can taste different foods, I can take photos or record sounds and images to show the world around me, I can be kind to others around me

Please help us by reinforcing these important skills at home too.

We have nearly completed our Life Skills Awards for session 2016/17 so will begin to focus on developing the next level with our children in session 2017/18. If you have any ideas of what you would like your children to learn or which life skills you would like them to develop, please let us know.

Look out for our Parent Consultation on this which will be emailed home to you shortly.

Over the next few weeks, we will be focusing on a variety of topics in our playrooms. These will include:

- Cultures of the world – **PLEASE come in to talk to us about your childhood memories, your culture, your traditions, your beliefs or your celebrations. We really want to learn more about cultures around the world.**
- KINDNESS – **Are you a bucket filler or a bucket dipper? Can you fill our Kindness Tree with blossom hearts? PLEASE look out for our Kindness book bags coming home. Please read these**

stories to your children as bedtime stories. We are working really hard to engender an ethos of kindness, respect and care at KingsWellies. We can only do it with your support too! Thank you.

- LOTS of Reflection Time in our interest groups; talking about our learning and what we would like to learn with our key workers
- Flight - learning how to fly a drone with Scott
- Focus on Julia Donaldson books. The author of The Gruffalo
- Wildlife and nature
- Seasons and Autumn
- Tending to our allotments and using our produce to make food
- All about me
- Houses and Homes including Skyscraper Day on 3rd September
- Visits from Childsmile – how can we make brushing our teeth fun?
- Grow well choices – making healthy decisions
- World Map project – **look out for our exciting new project in reception. Where have you visited in the world? Have you got any photos or souvenirs for our display?**
- August 19th – World Photo day. Photo booth, selfies, drone and lots of technologies
- 30th August – Tortoise In A nutshell company – Flutter workshop
- September 5th – International day of charity – bake sale to raise funds for Friends Of Anchor appeal
- September 8th – International Literacy Day – focus on Julia Donaldson books
- 11th September – Friends of Anchor sponsorship week. We will be setting sail on our mini Anchor Voyage! Please sponsor us in our cycle challenge!
- 11th September – Hands Up Travel Survey – how do we travel to nursery? Looking at different types of transport
- September 13th – Positive thinking day
- September 15th – Make a hat day
- 16th September – London Fashion Week – KingsWellies Catwalk Show
- 17th September – International country music day



- 21st September – International day of peace (and kindness)
- 22nd September – Elephant appreciation day
- 22nd September – First day of Autumn
- 28th September – National good neighbour day – Any ideas what we can do for our Prime Four neighbours?
- 29th September – Yom Kippur begins (Jewish holiday)
- Literacy, Numeracy and Health and Wellbeing – **LOTS of exciting learning opportunities. Have you seen our home-link activities in reception? Please help yourself. Look out also for our “sound” and “number bags” which will be coming home soon too.**

Extra-Curricular Activities

We are delighted to continue working with Jo Jingles, Kids Rock, Yoga, Pyjama Drama and PE this term. We will also have plenty of taster sessions from Moo Music, Football, Balance Bikers and lots more.

Friends of Anchor – Fundraising week

In aid of Friends of Anchor, both staff and children will be taking part in some exciting fundraising events. During the week commencing 11/09/17, staff will be taking on the challenge of a cycle marathon. We are hoping to cycle 100 miles per day from 7:30 AM to 6:00 PM. Parents, you can join in too!

The children will also be setting sail around Prime Four in search of 20 hidden Anchors. They will be supplied with mini Anchor Voyage booklets to mark off each Anchor as they find them! All children will be rewarded with a special Anchor Voyager sticker for taking part! Look out for your booklet coming home soon.

Please feel free to come dressed as pirates through-out the week. There will also be lots of baking and craft-making for sale this week too.

Please also find attached a sponsor form. All money raised will go towards Friends of Anchor, a very worthy cause. www.balmoral-group.com/foa/



Rumpole and Ziggy continue their adventure

What lucky mutts these two are! Look what they have been up to during the weekends with all of their nursery friends

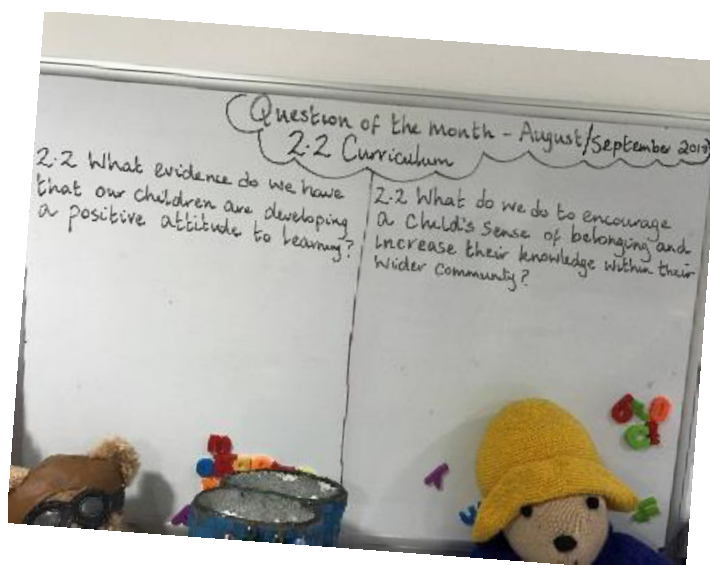
The “real” Rumpole and Ziggy also really enjoyed their first Therapets session. We went to visit the residents at Cornhill Hospital Half-Way House. Pets and residents all had a ball and really enjoyed meeting each other. Rumpole and Ziggy especially enjoyed being the centre of attention and having so much cuddles! It was also a great way to put a smile on someone’s face and to chat to new people.



Parental Consultation – Question of the month August 2017

Each month we strive to self-evaluate our practice because we want to be a better nursery. We also need our parents to give us feedback.

Our August question of the month comes from How Good Is Our Early Learning and Childcare and focuses on Quality Indicator 2.2 Curriculum. Please give us your comments. Your feedback means a lot to us.



KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on **our Expressive Arts Policy and our Staff Induction, Continual Professional Development and Training Policy.**

We hope that you find this information useful. Please give us your feedback and suggestions with regards to these important documents.

Comments, Compliments and Concerns

Please give us your feedback – good and bad. It means a lot to us! We only want to keep improving in order to provide the BEST service possible. PLEASE make us your first port of call if you have any comments or concerns. If we work together, we will be able to achieve the very best for all of our children. Many thanks.

We also have Compliments slips available in reception in relation to our staff. The staff work very hard and we all know that it is nice to hear a compliment from time to time. Many thanks to those parents who have already paid staff members a compliment. We are always looking for Workers of the Week and Workers of the Month.

If you would like this newsletter or any other documentation from nursery translated in to another language or an alternate reading format, please do not hesitate to contact us.

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) | | | | | | |
|--|--|---|---|---|--|---|
| EXA 0-01a Experience the energy and excitement of presenting for audiences and being part of an audience for other people's presentations | EXA 0-02a Freedom to discover and choose ways to create images and objects using a variety of materials | | EXA 0-4a Create a range of visual information through observing and recording from experiences across the curriculum | EXA 0-05a Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through activities within art and design. | EXA 0-06a Working on own and with others, use curiosity and imagination to solve design problems | EXA 0-07a Respond to the work of artists and designers by discussing thoughts and feelings. Give and accept constructive comment on own and others' work |
| Drawing | | | | | | |
| Line | Shape | Tone | Colour | Pattern | Texture | |
| Linear exploration with a variety of materials e.g. pencils, pens, chalk, crayon, brush on different papers and surfaces. Invent new lines Straight, wavy, curved, thick. Thin, looped, zigzagged etc. | 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 dark, light | Exploration of colour using different media mixing, blending, overlapping | Using line to make pattern. Using shape to make pattern. Recognise regular pattern, man-made and natural pattern repeat, line, shape | Using line and mark to make and represent different textures. rough, hard, smooth, furry | |
| Painting | Printing | 3D | Collage / Textile | Design | Appreciation | |
| 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 / markmaking 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 weaving 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, popup 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 | | Using cellulose paste and papers on a mould / former e.g. margarine tub to create a basic paper mache bowl. Pressing shapes into plasticene | Snipping with scissors to create fringing | |
| Use experience from above to create simple seascape or wrapping paper. | | | | |

Experiences and Outcomes – Art and Design Early Level

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

| <u>VISUAL ELEMENTS</u> Line Shape Form Colour Tone Pattern Texture | Experiences and Outcomes (CfE) | Activities / learning contexts | Evaluation/next steps |
|---|--|---|-----------------------|
| <u>RANGE of EXPERIENCES</u> Drawing Painting Printing Construction Collage Technology <u>ART AND DESIGN CONCEPTS</u> Space Scale Proportion Perspective <u>OPPORTUNITIES TO STUDY DESIGN</u> Graphic Product Jewellery | <p><u>EARLY</u></p> <p>EXA 0-01a Experience the energy and excitement of presenting for audiences and being part of an audience for other people's presentations</p> <p>EXA 0-02a Freedom to discover and choose ways to create images and objects using a variety of materials</p> <p>EXA 0-4a Create a range of visual information through observing and recording from experiences across the curriculum</p> <p>EXA 0-05a Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through activities within art and design.</p> | <p>Learning in, through and about the expressive arts:</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> | |

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| Interior Architecture Fashion / Textile <u>LINKS TO OTHER AREAS OF THE CURRICULUM</u> Literacy Numeracy Health and Wellbeing Citizenship Enterprise Creativity Sustainability Other | EXA 0-06a Working on own and with others, use curiosity and imagination to solve design problems EXA 0-07a 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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| Successful Learners | Confident Individuals | Responsible Citizens | Effective Contributors |
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Drama Early Level

Nursery:

Group:

Topic:

Level:

| DRAMA Outcomes | Activities | 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 | Evaluation <ul style="list-style-type: none"> • next steps • individuals who exceed criteria • those who need support |
|---|-------------------|------------------------------|-------------------------|----------------------------------|------------------------------|---------------------------------|-----------------------------------|-----------------------------------|---------------------|-----------------------|----------------------|------------------------|---|
| | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • EARLY: I have the freedom to choose and explore how I can use my voice, movement, and expression in role play. | | | | | | | | | | | | | |

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

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| * 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><u>EARLY</u></p> <p>EXA 0-16a I enjoy singing and playing along to music of different styles and cultures.</p> <p>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</p> <p>EXA 0-18a 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>EXA 0-19a</p> <p>EXA 0-01a I have experienced the energy and excitement of presenting/performing for</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><u>RANGE OF EXPERIENCES</u></p> <p>Singing Playing instruments Listening Music Technology Exploring sounds Learning musical concepts</p> | | | |

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|---|---|--|--|
| 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 | | | |

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| 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 |
|---|---|--|---|---|---|---|
| Movement Skills, Competencies & Concepts | HWB 0-21a 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. | I can stop and catch a ball with basic control. I can stop / catch a ball with control |
| | HWB 0-22a 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. | |

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|--|---|---|---|--|---|---|
| <p>Co-operation and Competition</p> | <p>HWB 0-23a 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>Evaluating and Appreciating</p> | <p>HWB 0-24a 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>Physical Activity and Health</p> | <p>HWB 0-25a 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>Movement skills, competencies and concepts</p> <p>HWB 0-21a 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>HWB 0-22a I am developing my movement skills through practice and energetic play.</p> | <p>Co-operation and competition</p> <p>HWB 0-23a 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>Running: Travel with control, change of direction and speed Run /Walk /Skip / Jog – using a variety of stride lengths.</p> <p>Jumping: Demonstrate jumping – using the 5 basic jumps Jump for height / distance / side to side with control on landing Combine / link jump combinations.</p> <p>Throwing: 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>Resources: Elevating Athletics Pack / Scottish Borders Pack / Shine Awards.</p> <p>Equipment: Various throwing implements, cones</p> | |
| <p>Evaluating and appreciating</p> <p>HWB 0-24a By exploring and observing movement, I can describe what I have learned about it.</p> | <p>Physical activity and health</p> <p>HWB 0-27a I know that being active is a healthy way to be.</p> <p>HWB 0-28a 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>My learning in, through and about the expressive arts:</p> <ul style="list-style-type: none"> - enables me to experience the inspiration and power of the arts - recognise 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 - provide 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><u>EARLY</u></p> <p>EXA 0-08a</p> <p>I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.</p> <p>EXA 0-09a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p>EXA 0-10a</p> <p>I have opportunities to enjoy taking part in dance experiences.</p> <p>EXA 0-11a</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><u>Traditional</u></p> <p>Co-operation.</p> <p>Simple stepping patterns and pathways.</p> <p>Recognise and work rhythmically to 8 beat phrases.</p> <p><u>Resources</u></p> <p>Paintings, Music, poetry, props, CDs, stereo system, bean bags, small balls, hoops, etc.</p> | |
| <p><u>Experiences</u></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><u>Links to other areas of the curriculum</u></p> <p>Literacy Numeracy Health and Well Being Citizenship Enterprise Creativity Sustainability Others...</p> | | | |

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| 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? |
|--|---|---|------------|
| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | As individuals explore different movement concepts including: - skipping, galloping, hopping. Jumping and dodging. Acquire control of an implement to include: - throwing 9 underarm / overarm, bouncing, catching, kicking, rolling and trapping, dribbling, sending and receiving with hands, feet, bats and stick. Co-operate, share space and equipment as individuals and within partners. | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-27a I know that being active is a healthy way to be. HWB 0-28a 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. | Resources – beanbags, shuttles, a variety of large balls, bats and hockey sticks. | |

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

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| Nursery Session | Group | Theme |
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| Health and Well Being Outcomes | | Activities / Learning Contexts | Class Teacher Comments |
|--|--|--|------------------------|
| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | Gymnastics (1) Over a 5/6 week lesson block, pupils will be introduced to movement, exploring, practising and showing a willingness to perform a variety of: <ul style="list-style-type: none"> • Travelling skills which will include: walking, running, hopping, skipping, jumping and galloping • Jumping skills: (5 basic jumps) being aware of take – off and landing • Rolling skills: forward and log • Weight on hands: bunny jumps and cat springs 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. Pupils will also be expected to listen and respond to signals from the class teacher, especially safety rules. | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-25a I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. | | |

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

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| Nursery Session | Group | Theme |
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| Health and Well Being Outcomes | | Activities / Learning Contexts | Class Teacher Comments |
|--|--|---|------------------------|
| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | Gymnastics (2) 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) 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. | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-25a I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. | Pupils will be reminded how to handle and use equipment safely and show a willingness to perform a variety actions. | |

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| 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

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|--------------------------------|--------------------------------|------------|
| Health and Well Being Outcomes | Activities / Learning Contexts | What Next? |
|--------------------------------|--------------------------------|------------|

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|--|---|---|--|
| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | All activities will be practical and experiential. Each lesson to consist of : A. Warm up and flexibility exercises for arms/ shoulders, trunk and legs. B. Aerobic conditioning for heart and fitness C. Strengthening exercises for tummy, arms/body tension and legs.(borders mini fit programme) Finish with small games and copy me brain gym activities. A variety of indoor and outdoor activities to include: Variety of aerobic sessions Skipping Basic circuits Orienteering Discussion on the importance of being healthy, the effect of exercise on the body – hot, sticky, tired and out of breath. | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-27a I know that active is a healthy way to be. HWB 0-28a 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. | | |

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| 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

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|---------------------------------------|---------------------------------------|--------------------------------|
| Health and Well Being Outcomes | Activities / Learning Contexts | Evaluation / Next Steps |
|---------------------------------------|---------------------------------------|--------------------------------|

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| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | <ul style="list-style-type: none"> ▪ Individual hand-eye co-ordination practices and routines with various objects and implements. ▪ Working towards tracking an object at different levels and directions. ▪ Moving in different directions in relation to an object | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-27a I know that active is a healthy way to be. HWB 0-28a 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. | Resources <ul style="list-style-type: none"> – Short handled bats Balloons Foam balls Easy catch balls Quoits Beanbags | |

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

**Nursery
Session**

Group

Theme

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|---------------------------------------|---------------------------------------|-------------------|
| Health and Well Being Outcomes | Activities / Learning Contexts | What Next? |
|---------------------------------------|---------------------------------------|-------------------|

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| <p>Movement skills, competencies and concepts</p> <p>HWB 0-21a 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>HWB 0-22a I am developing my movement skills through practice and energetic play.</p> | <p>Co-operation and competition</p> <p>HWB 0-23a 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>Running: Travel with control, change of direction and speed Run /Walk /Skip / Jog – using a variety of stride lengths.</p> <p>Jumping: Demonstrate jumping – using the 5 basic jumps Jump for height / distance / side to side with control on landing Combine / link jump combinations.</p> | |
| <p>Evaluating and appreciating</p> <p>HWB 0-24a By exploring and observing movement, I can describe what I have learned about it.</p> | <p>Physical activity and health</p> <p>HWB 0-27a I know that active is a healthy way to be.</p> <p>HWB 0-28a 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>Throwing: 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>Resources: Elevating Athletics Pack / Scottish Borders Pack / Shine Awards.</p> <p>Equipment: Various throwing implements, cones</p> | |

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| 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 |
|-----------------|-------|-------|
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| Health and Well Being Outcomes | | Activities / Learning Contexts | Class Teacher Comments |
|--|---|---|------------------------|
| Movement skills, competencies and concepts HWB 0-21a 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 0-22a I am developing my movement skills through practice and energetic play. | Co-operation and competition HWB 0-23a 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. | 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) Some pupils may be able to demonstrate an ability to throw for distance. Pupils will start to develop and demonstrate an understanding of basic hitting with some consistency and fluency. | |
| Evaluating and appreciating HWB 0-24a By exploring and observing movement, I can describe what I have learned about it. | Physical activity and health HWB 0-27a I know that active is a healthy way to be. HWB 0-28a 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. | Pupils will work individually, in pairs, trios and in small groups. Resources: Various bats, balls, rackets and cones. | |

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| Successful Learners | Confident Individuals | Responsible Citizens | Effective Contributors |
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Staff Induction, Continual Professional Development and Training Policy

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|------------------|-------------------|
| Published | October 2014 (V1) |
| Reviewed | March 2014 |
| Revised | Annually |



Staff Induction, Development and Training Policy

Staff Induction Programme

All new staff will complete a full and detailed Induction Programme based around the following training priorities:

- Welcome to KingsWellies Nursery
- Policies and Procedures
- First Aid
- Food Hygiene / Food Safety
- Allergens and Dietary Requirements
- Child Protection
- Getting it Right for Every Child (GIRFEC)
- Additional Support Needs and Inclusion
- Health and safety / Risk Assessments
- Administration of Medication
- National Care Standards
- Lifting and Handling
- Pre-Birth to Three- Positive Outcomes for Scotland's Children
- Curriculum for Excellence
- How Good is our School 3
- The Child at the Centre 2
- How Good Is Our Early Learning and Childcare? (February 2016)
- Care and Welfare
- Infection Control
- Behaviour Management
- Confidentiality

KingsWellies Nursery highly values its staff. It is in the interests of the nursery, the children, families and the individual, that each staff member is given the opportunity to develop their skills to their maximum potential and to broaden their knowledge and skills in caring for children.

Continual personal and professional development is essential to maintaining the quality and delivery of high quality care and education for young children in their early years. It underpins all aspects of curriculum delivery and positive interactions.

At KingsWellies Nursery, we will ensure that at least 50% of all staff are qualified to SVQ Level 2 / 3 or equivalent in childcare and education. We will also continually aim towards 100% of all staff being qualified at SVQ Level 2 or above. Other staff working at the nursery will be undertaking ongoing professional training towards achieving their SVQ Level 2 / 3 qualification.

The Nursery Director holds a B.Ed Honours Degree in Primary/Nursery Teaching, also a Post Graduate Certificate in Educational Leadership / Management and a Scottish Qualification in Headship.

We strongly promote continual professional development and all staff will have individual training records and continual professional development plans to enhance their skills and expertise. The Nursery Director / Nursery Manager will meet with staff formally on a 3 monthly / 6 monthly / yearly basis as part of a CPD meeting but will meet with all staff to discuss their future development needs, on a continual and informal basis.

External training and support is sought as appropriate to the needs of the nursery and the children attending. Staff qualifications will be renewed and updated as an ongoing priority.

To Facilitate the Continual Professional Development of Staff we will:

1. Lead and act as role models with staff, and offer encouragement and support to achieve a high level of morale, motivation, commitment and enthusiasm.
2. Promote teamwork through ongoing communication, involvement to enhance nursery practice and the valuing of individuals.
3. Provide opportunities for distributive leadership based on skills and expertise to offer recognition and to stimulate staff.
4. Provide high quality continual professional development and training which meets the needs of the individual.
5. Encourage staff to contribute ideas for change / improvement priorities within the nursery and hold weekly staff meetings and team meetings to develop these ideas. Weekly meetings are also held to discuss strategy, policy and curriculum planning.
6. Encourage staff to further their experience and knowledge by attending relevant external training courses.
7. Encourage staff to pass on their knowledge to those who are less experienced and to disseminate knowledge from external training to small groups of staff within the nursery.
8. Celebrate and promote good practice and achievement throughout the nursery.
9. Provide regular in-house training relevant to the needs of the nursery staff
10. Carry out ongoing supervision with all staff. Staff appraisals / professional development and review meetings are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs.
11. Develop a continual professional development training plan addressing both qualifications and continuous professional development needs of the setting and of individual staff.
12. Promote a positive learning culture within the setting. Every day is a learning day!
13. Delegate responsibilities according to an individual's expertise.
14. Carry out a training needs analysis for all individual staff, the team as a whole, and for the nursery with a focus on future improvement priorities
15. Carry out full evaluations of all training events and use these to plan future training programmes with a focus on effectiveness and staff learning.
16. Provide inductions to welcome all new staff. Assign a senior member of staff to support new staff as a mentor.
17. Offer ongoing support and guidance.
18. Provide trainee staff with a mentor / buddy to support them.
19. Produce a yearly Nursery Improvement Plan which clearly highlights Nursery Improvement Priorities for the coming year. This will also reflect the ongoing professional development priorities of staff.

Continual Professional Development Policy

Principles, Values and Entitlements:

1. KingsWellies Nursery believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
2. All staff shall have an entitlement to equality of access to high-quality induction and continuing professional development. All employees will have opportunities through performance management, appraisal and through other mechanisms to discuss their continual professional development needs.
3. The central emphasis will be on improving standards and the equality of care, teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities. Supportive and collaborative cultures will work to extend the capacity for continuous self-improvement of all KingsWellies staff.
4. CPD planning will be inextricably linked and integrated with KingsWellies Nursery's improvement plan and be based on a range of information:
 - The needs of the Nursery as identified through its self-evaluation;
 - Issues identified through other monitoring, e.g. Care Inspectorate, Education Scotland & Scottish Qualification Authority
 - National and local policies
 - Performance Management;
 - Feedback from staff and others including stakeholders, children and parents.
5. KingsWellies Nursery will have effective measures in place to audit the professional and personal needs of staff and link to the self-evaluation system. The CPD Policy will address the needs created by national and local priorities, the needs of the Nursery as well as individual aspirations, needs and personal fulfilment.
6. The CPD provision will allow staff to develop skills and competences progressively, with reference to recognised competency frameworks such as the SSSC Standards Framework & SQA Qualifications Framework.
7. Quality assurance mechanisms will ensure that KingsWellies Nursery access provision of a consistently high standard.
8. The CPD Leader will hold a senior responsibility within the Nursery.
9. KingsWellies Nursery will support accreditation of the professional development of staff.
10. KingsWellies Nursery will participate in initiatives and projects which can be shown to have a positive impact on staff development and represent good value for money.

Leadership and Management of CPD

1. KingsWellies Nursery will have a named CPD Leader/Co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post.
2. The CPD Leader shall be responsible for identifying the Nurseries CPD needs with Managers and Supervisors being responsible for their individual staff CPD needs.
3. The CPD Leader/Co-ordinator will be responsible annually for discussing with the Managers and Supervisors the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at Senior Management meetings.
5. There is in place robust, transparent arrangements for accessing CPD that are known to all staff.
6. There will be arrangements for annual discussions between staff and their Managers to discuss the following, within the context of the Nursery's priorities:
 - Needs and aspirations;
 - Methods of accessing CPD provision including appropriate funding;
 - Accreditation opportunities;
 - Ways of sharing good practice across the nursery.

Planning for Effective CPD

The arrangements for CPD need to balance the use of resources with the range of ambitions and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- a) Meet identified individual, Nursery or national development priorities;
- b) Are based on good practice;
- c) Help raise standards of children's achievements;
- d) Respect cultural diversity;
- e) Are provided by those with the necessary experience, expertise and skills;
- f) Are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) Are based, where appropriate, on relevant standards;
- h) Are based on current research and inspection evidence;
- i) Make effective use of resources, particularly ICT;
- j) Are provided in accommodation which is fit for purpose with appropriate equipment;
- k) Provide value for money;
- l) Have effective monitoring and evaluation systems, to inform the quality of provision.

Supporting a range of CPD activities

KingsWellies Nursery will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff. These CPD approaches will include:

- Attendance at courses or conferences
- In-house training using the expertise available within the organisation, e.g. team building, skills in playroom observation, sharing existing expertise
- Work-based through accessing an external consultant/adviser or relevant expert
- Visits to other settings to observe or participate in good and successful practice
- Opportunities to participate in award bearing work from higher education or other providers
- Distance learning, e.g. relevant resources, training videos, reflection, simulation, internet courses
- Job enrichment/enlargement, e.g. a higher level of responsibility; working in someone else's job, job sharing, acting roles, job rotation, shadowing
- Producing documentation or resources such as a personal development plan
- Coaching and mentoring – receiving or acting in these roles, acting or receiving the support of a critical friend, teambuilding activity
- Partnerships e.g. with a colleague, group, subject, activity
- Team meetings and activities e.g. joint planning, observations, special project working groups

Recording and disseminating

The CPD Leader/Co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio (CPD file). Following professional development, the participant will discuss with their manager, the process to effectively share this with other staff.

The Manager will encourage staff to update their CPD records regularly and accurately to include all CPD activities undertaken.