



# newsletter

Newsletter – February 2018 / Term 3

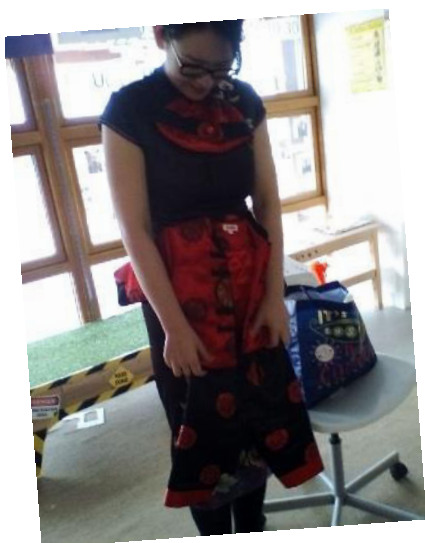


**“Together we make a family!”**



Follow us on Twitter, Instagram and like us on Facebook!

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



**Pancake Day, Random Acts of Kindness Day, Robert Burns Day, Chinese New Year, Valentine’s Day, Green Flag Celebration Day, French Lessons, Love Your Pet Day, Make a Friend Day, World Thinking Day and LOTS MORE.....**

We have had a very busy start to 2018. **Many thanks to Lucas’s mummy for coming in to tell us all about Chinese New Year and how she celebrates it.** We loved hearing all about her family traditions. Also to Pyjama Drama for coming in to do some very special sessions with us all about the Year of the Dog! We also loved listening to Scottish poems, dancing to Scottish pipe music, tasting haggis, neeps and tatties and designing our own tartans and coats of arms to celebrate Robbie Burns Day. We made THOUSANDS of pancakes and chose our own favourite toppings. We have also decided to make our own Talking and Thinking and Learning Trees – look out for these outside our rooms and in reception.



## MOO Music, Pyjama Drama, PE, Kid's Rock, Yoga and Jo Jingles

The fun and learning continues with all of our specialist teachers who visit us every week. We are learning so many new skills.



## French Lessons

Bonjour! We have loved having our weekly French lessons with Linda from La Jolie Ronde! Each week we have been learning French through fun songs, puppets, finger rhymes and games. We have also been imitating and repeating lots of oral activities with Linda. Have you heard us talking French yet?



## Eco Schools Scotland – Green Flag Celebration Party

We had a lovely afternoon celebrating our Green Flag Award. Our Wellie Beans children collected special snack orders from each room. They then got the bus to Aldi to do a special party shop. Everyone enjoyed celebrating with a delicious Green Flag cake and lots of party games. What an achievement – well done boys and girls!



### New KingsWellies Train Design

Scott and Leanne have been working with the boys and girls to design and build a new Spring scene featuring our KingsWellies Express train. The boys and girls have been involved in building and buying new resources and we CAN'T wait to see the finished result!



We have also been buying lots of new resources for the nursery – both indoor and outdoor play. The children have been very involved in choosing and purchasing what they would like to buy for their own rooms.

We have been very busy with our floorbooks too. We have been thinking about what we would like to learn in our own Learning Groups. Some of our topics include: transport, holidays, buildings, sports, under the water and fairyland. Our new Learning Mascots have been keeping a close eye on us too! We couldn't believe it when they arrived in a box which had stamps from all over the world. They had travelled far and wide to get to us!





## Colour Group Learning Mascots

*"Hello, we are the Colour Group Learning Mascots. We are here to help each Colour Group to grow, learn, play and to be the best that they can be! We will be watching our friends in each Colour Group. We will be looking for good listening, good tidying, good friendships, good helping and lots of kindness. Each week the children who do the best job of learning, will be awarded something from our Special Magic Drawer! Good luck and happy learning!"*



### **The Scottish Daily Mile**

We will continue to aim for all of our children to walk, jog or run for at least 15 minutes each day. Most children can average around a mile in that time! Keep going gang!

### **Staffing Update**



Welcome to Chloe and Joanna who have both recently joined us. Well done also to Joanna who has just completed her Working Rite apprenticeship and is now a fully-fledged member of the Wellies Team.



HUGE congratulations also to Natalie and Racheal who are both expecting baby girls! Natalie and Rachael will be leaving us just before Summer to start their maternity leave. We will miss you ladies but can't wait to meet the new additions to the KingsWellies family!





## Life Skills Awards – February 2018

*This month, we will be focusing on the following:*

**Red Award (pre-school children):** I remember to put litter in the bin and recycle correctly, I can learn and discuss the Seasons and days of the week, I can fill all my friends “buckets”

**Pink Award (anti-pre-school children):** I can brush my own teeth, I know the days of the week, I can fill my friends “buckets” and know the importance of being a bucket filler

**Blue Award (toddler children):** I can identify my basic colours, I am aware of the room’s basic routine, I am starting to learn the concept of being a “bucket filler”

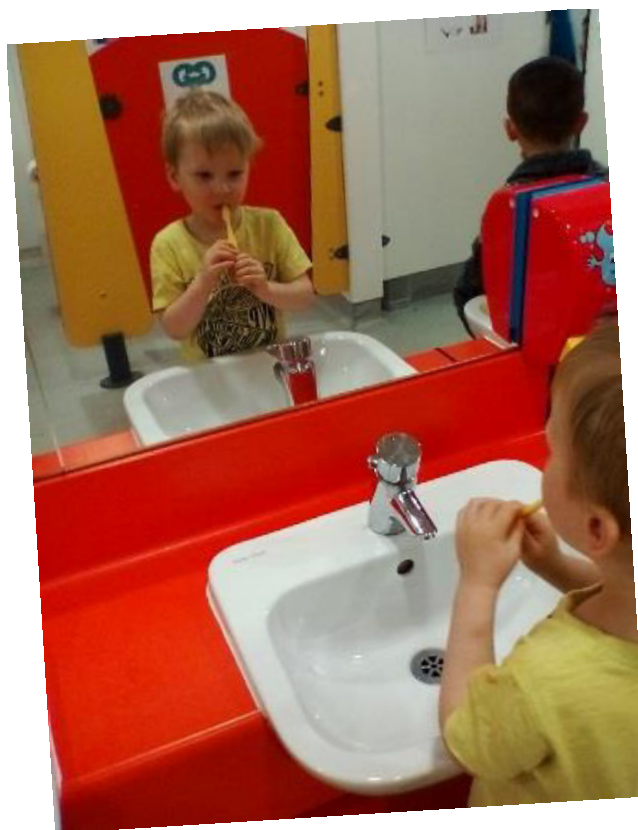
*Please help us by reinforcing these VERY important skills at home too.*



## What will we be learning and thinking about in February and March?

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

- **KINDNESS – Are you a bucket filler or a bucket dipper? We will be working on promoting Kindness through our Pyjama Drama sessions with Kristine.**
- The Scottish Daily Mile - we aim to jog, run or walk for up to 15 minutes every day!
- **Our bodies and the five senses!**
- **Babies and life cycles – we have a visit from a mid-wife planned and would LOVE some new babies to come to visit too.**
- **Where do we live? Buildings and countries.**
- LOTS of Reflection Time in our interest groups; talking about our learning and what we would like to learn with our key workers. Adding to our Talking, Learning and Thinking Trees. Working on our floorbooks.
- Grow well choices – making healthy decisions
- Makaton – we are getting good at using this sign language!



- World map project – **Where have you visited in the world? Have you got any photos or souvenirs for our display in reception?**
- 26<sup>th</sup> February – Tell a fairy tale day
- 26<sup>th</sup> February – Puppies and Parrots Day!!! Many thanks to Ashleigh's Mum for visiting us with her Pug puppies and very talkative parrots! We can't wait!
- 28<sup>th</sup> February – Floral Design Day
- 1<sup>st</sup> March - St David's Day (Wales)
- 1<sup>st</sup> March – World Book Day (dress up as your favourite book character and lots more)
- 3<sup>rd</sup> March – World Wildlife Day
- 3<sup>rd</sup> March – National Anthem Day
- 3<sup>rd</sup> March – Bedtime Story Day
- 5<sup>th</sup> March – Learn what your name means Day
- 7<sup>th</sup> March – Alexander Graeme Bell Day
- 11<sup>th</sup> March – Mother's Day
- 17<sup>th</sup> March – St Patrick's Day (Ireland). Wear something green!
- 20<sup>th</sup> March – International Day of Happiness
- 20<sup>th</sup> March – World Storytelling Day
- 21<sup>st</sup> March – World Poetry Day
- 21<sup>st</sup> March – Lots of Socks Day (Downs Syndrome Scotland Awareness)
- 22<sup>nd</sup> March – World Water Day
- 23<sup>rd</sup> March – National Puppy Day
- 24<sup>th</sup> March – Red Nose Day. More information to follow.
- 25<sup>th</sup> March – Palm Sunday
- Literacy, Numeracy and Health and Wellbeing – LOTS of exciting learning opportunities. Have you seen our home-link activities in reception? Please help yourself to our "sound" and "number bags" which are outside the Wellie Beans room and are available for anyone to borrow. **We will be asking our staff to become Literacy, Numeracy and Health and Wellbeing Champions!**



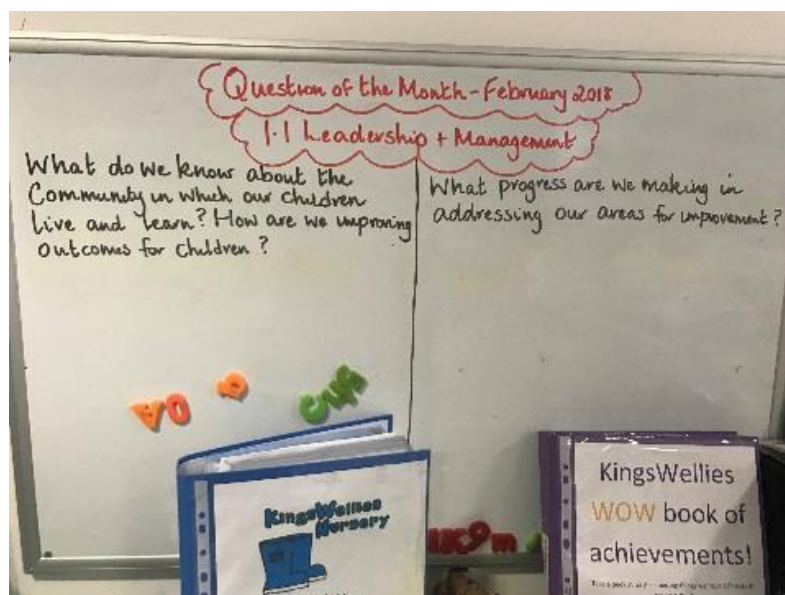




### Parental Consultation – Question of the month February 2018

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 February 2018 question of the month comes from How Good Is Our Early Learning and Childcare and focuses on Quality Indicator 1.1: Leadership and Management. Our board will be changing shortly to show our March 2018 question of the month. We very much value your feedback.



### Tempest Photographer

I can't believe that it is that time of year again! We have booked a photographer from Tempest to come to nursery **on 29<sup>th</sup> and 30<sup>th</sup> March 2018**. This will be an opportunity for your children to have their photographs professionally taken. You will be able to purchase these if you wish, through their sale or return policy. Tempest have an excellent reputation and are the main photographer used in most schools. More information will be sent home in due course.

### Parental Consultations

#### Vision, Values and Aims

You will be aware that we recently carried out a review of our Vision, Values and Aims. We asked all of our stakeholders (parents, staff, children, friends, partner agencies) for their feedback on the content of our Vision, Values and Aims. We don't want these to just be words. They have to mean something and show our aspirations for our nursery. Please find attached our revised Mission, Vision, Values and Aims



statement for your information. You can also find this up around the nursery, in our Prospectus and on our website.

We would very much welcome your feedback and thoughts on this revised document.

### Snack and Lunch Consultations

Marcia will be sending out a consultation document to you soon. We would like to know what you think of our snack and lunch provision. Please give us your feedback. We will be asking all of our children and staff for their favourites too. Many thanks.



### KingsWellies Golden Rules Consultation

Please find a copy of our KingsWellies Golden Rules. We consulted with staff, children and parents and have agreed on a consistent set of Golden Rules for ALL of our children. Please help us by reinforcing these at home too.

### Holiday Closure Information

We will be closed for two weeks over Christmas and New Year from 6pm on Friday 21<sup>st</sup> December 2018. We will reopen at 7.30am on Monday 7<sup>th</sup> January 2019. This is in line with Aberdeen City schools and nurseries.

### KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on our **Technologies and ICT Policy and our Closure Contingency Plan (Positional Statement)**. We hope that you find this information useful. Please give us your feedback and

suggestions. Your feedback will shape our future priorities for improvement.

### Aberdeen City Council Pre-School Funding

For all those of you who have children aged three or children who are approaching aged three, you will be entitled to apply for pre-school funding from the City Council. Please see Aimee or Kerry ASAP in order to complete the appropriate forms.

### Parent Progress Meetings

We will be providing parents with the opportunity to meet with Supervisors and Key Workers on a one to one basis to discuss your child's progress. These meetings will focus on discussions around your child's Care Plan, Learning Journey, ILD and general progress. **These will happen on Tuesday 3<sup>rd</sup> April from 6.30pm until 8pm. Please see your room supervisor to book a ten minute appointment.** We hope that you find these meetings useful and informative.



## Parent's Tips, Ideas and Suggestions

This is a space for parents to communicate their tips, ideas and suggestions with each other.

If you have any suggestions, please email us with your ideas so that we can add them to this section in our Newsletter.

**Book suggestion:** *How To Talk So Little Kids Will Listen- Survival Guide to Life With Children Ages 2-7* by Joanna Faber and Julie King. Many thanks to one of our parents for recommending this very interesting and informative book.

## 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.

## Drive Carefully

Please always drive carefully and reverse park when in our car park. The speed limit is 5 miles per hour at all times. Many thanks.

*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.*





# Vision, Values, Aims and Mission

“Together we make a family!”

## Our Mission

To transform the lives of the children and families we work with, through creating a nursery which feels like home with an extended and supportive family environment.

## Our Vision

Positive, caring relationships based on trust and respect, are at the heart of our philosophy.

We have a clear vision of what we want to achieve at KingsWellies Nursery:

- to provide a safe, happy, caring, secure and stimulating environment for your child
- to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- to help all children to prepare for the future.

KingsWellies Nursery: a place to learn, develop and grow ‘happy healthy children’

## Our Values

We have a clear understanding of our values at KingsWellies Nursery:

- **HAPPINESS AND WELLBEING** – showing kindness
- **ENGAGEMENT** – being involved, responsive, interested and interesting
- **RESPECT** – promoting a culture of tolerance, inclusion, diversity, equality, fairness and opportunity
- **COMMUNICATION** – being genuine, open, honest and sincere
- **ACHIEVEMENT** – highest quality, high expectations, aiming high
- **INTEGRITY** – means doing the right thing, even when no one else is watching
- **PARTNERSHIP AND CARE** – being reflective and learning from parents as partners, developing strong nurturing relationships
- **CHALLENGING** – testing ourselves and those around us, not accepting the status quo
- **COMMITMENT TO EXCELLENCE** – developing skills for learning, life and work

## Our Aims

At KingsWellies, we believe that every day is a learning day and that learning is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming in to a loving, caring environment where they are valued and listened to. We also involve children and parents in trying to continually improve.

At KingsWellies Nursery, we aim:

- to provide a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- to engage our children in the highest-quality teaching and learning and to maximise success for all
- to create a nursery which feels like home and to provide an extended family environment
- to develop a shared vision for the future of KingsWellies
- to foster high-quality leadership at all levels
- to work in partnership with other agencies and our communities to promote the welfare of our children
- to work together with parents as partners to improve learning and care

- to reflect on our work and fulfil our learning potential
- to value and empower our children and staff by recognising and celebrating successes and achievements
- to promote well-being and respect
- to develop a culture of ambition and achievement
- to equip our children with skills for learning, life and work, ready to actively grasp and follow their dreams in the future.

KingsWellies aims are based around Building the Ambition (2016) by the Scottish Government. These aims reflect our high aspirations and our commitment to excellence. Through effective teamwork, open lines of communication and in partnership with our parents, we will work towards the realisation of our vision, values, aims and mission statements.

## Our guarantee to you

At KingsWellies Nursery, you can be confident that:

- Staff will actively promote our vision, values aims and mission statements
- We have clear policies, procedures and codes of behaviour, which are consistently applied by staff, parents, carers and children
- You and your child will be consulted about the service provided and your views and ideas valued
- All children are happy, confident, safe and secure
- All children will be in an environment where they are inspired, motivated, challenged and confident in achieving their full potential.





# Contingency Plan - Positional Statement

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



### **Contingency Plan - Positional Statement**

The purpose of this Contingency Plan is to safeguard the safety and wellbeing of service users in the event of a sudden closure of the KingsWellies Nursery.

In the event of sudden closure, the following steps would be undertaken as a matter of priority:

1. All parents / carers informed immediately – telephone calls made as necessary.
2. Closure information to be posted on nursery website immediately
3. A designated Parent Helpline to be set up.
4. All staff informed immediately – face to face contact.
5. Children retained in KingsWellies Nursery for as long as possible prior to closure, in order to ensure a smooth transition period to their next child care setting.
6. Nursery Director to make direct contact with other nurseries in local area in order to ascertain spaces and to provide alternative provision for KingsWellies children.
7. Nursery Director to contact local schools / Aberdeenshire and Aberdeen City Councils to ascertain spaces for children in 3 – 5 age range.
8. KingsWellies staff to be re-distributed to other nurseries (where appropriate) in order to ensure continuity of staff and stability for children.
9. Nursery Director to work in partnership with Care Inspectorate to support other partner providers to extend provision if possible. Additional staffing, resources and equipment to be provided by KingsWellies Nursery in order to support alternative childcare provisions for all children.
10. Nursery Director to fully support parents to ensure appropriate information on alternative education options for all children is available and accurate.



# Technologies and ICT Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	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>
Assessment	
<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Observation</li> <li>▪ Assess knowledge of terms and basic rules</li> </ul>	
Comments / Other	Suggested Resources
	<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.</p> <p>TCH 0-01a</p> <p>I explore software and use what I learn to solve problems and present my ideas, thoughts, or information.</p> <p>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>
Assessment	
<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Pictures on 4 slides</li> <li>▪ Animation with four slides</li> </ul>	
Comments / Other	Suggested Resources
	<p>2Animate</p> <p>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>
Assessment	
<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>	
Comments / Other	Suggested Resources



## 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.. TCH 0-04b</p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us. 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>
Assessment	
<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Recorded sound clip</li> <li>▪ Photograph</li> </ul>	
Comments / Other	Suggested Resources
	<p>EasySpeak or other recorders. Digital camera. Laptop computer microphones &amp; cameras Dictaphone Karaoke machine Microphone</p>

## KingsWellies Nursery

### Programming

### Early Level

Experiences and Outcomes	Activities / Learning Contexts
<p>I am developing problem –solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys.</p> <p style="text-align: center;">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>
Assessment	
<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>	
Comments / Other	Suggested Resources
	<p>Floor Turtle</p> <p>Beebot</p> <p>Remote controlled cars etc.</p> <p>Simple 2</p>

## 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>	