



# newsletter

Summer Newsletter - July / August 2023



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



## What have the Wellies Gang been up to so far this term?

We have been very busy with stay and play days, Easter celebrations, Health Month, bucket fillers, daily mile, visits around the community, Child Safety Week, supporting the RSPB, Happy Body Healthy Me Campaign, sun safety, visits from our P1 teachers, Eco Schools and sustainability, planting and planning our garden, planning our graduation party, improving our playground, picnics at "the hills", pizzas at the park, getting ready to go to school, learning Makaton, learning all about minibeasts, farm animals, safari animals, caring for our caterpillars as they go through their life cycle into beautiful butterflies, lots of outdoor play, road safety, reading our book bug bags and LOTS more.....

We have also LOVED working with all of our extra-curricular teachers; French, Moo Music, Chef Lisa, Kids Rock, Flashdance, Yoga Totts, Rugby Totts. We are developing a HUGE number of inter-disciplinary skills every day.

## QueensWellies Nursery

We are delighted to let you know that we have been making great progress in totally refurbishing our new nursery on Queens Road. We have the Care Inspectorate coming to visit it on 18/7/23 and aim to have completed all construction by 31/7/23. We therefore hope to open around mid-August 2023. We will be holding a variety of open days and would like to invite all of our Wellies parents to come along for a nosey at our new setting. We also cannot wait to share our BEFORE and AFTER videos with you. It is SOOOOOO exciting! We will keep you posted with all progress over the Summer and into the new session.



We still have spaces at QueensWellies although these are filling up fast. We also have limited spaces for 2.5 – 5 years old at KingsWellies. Please contact us if you would like to know more about booking a space with us.

## Staffing Update

As always, we have some Summer staff who will be helping us out this year. Sisters Eve Cummings and Nadia Cummings have returned to us for a fourth year. We are delighted to see them back. We also have some other new staff. Please welcome them to the Wellies family.

We are continuing to recruit staff for our QueensWellies Nursery. Children are involved in the recruitment process as we ask candidates to read them a story / complete an activity with them. We then ask our children for their feedback, this is working very well.

Staff photos are up in reception so that you can put names to faces.

HUGE congratulations go to Samantha Fryers who has just given birth to baby Caleb Alexander Grogan. Well done Samantha. We are very proud of you. We cannot wait to meet Caleb. Best wishes to you and Steven and your new arrival. Very cute!



## Children's Attendance and Registers

Please let us know by 10am if your child will not be attending nursery on that day. Staff will contact parents after 10am to ascertain the whereabouts of your child. This is in line with our Child Protection and Health and Safety Policies.

Please also let us know if you have any holidays booked and your child will be absent. This saves us from bothering you when sunbathing by the pool! Many thanks.

## Best of luck to our boys and girls who will be leaving us to go to P1 and school nursery

We will miss you ALL very, very much but know that you are all ready for P1 and that each and every one of you will go far! Remember to send us photos of you in your school uniforms!! We have been very busy speaking to your new P1 teachers and also to your parents. Good luck everyone!



## P1 Graduation

This year we have 55 children leaving us to go to school. We have all been very busy planning our Graduation party and ceremony. Our Graduation Group have been busy organising everything themselves. We can't wait to have a real knees up at our party. This year the graduates have decided that they want a bouncy castle, ice cream van and popcorn machine. We will be sending out more information out as we continue to plan. Only our school leavers will be invited to attend (no other leavers) as this is a special and important next step for them.

Graduation Day – Saturday 22<sup>nd</sup> July 2023



## Kingswellies Class of 2023 🎓✏️✏️

Here are some suggestions to help prepare your child for starting school in August 2023.

- ☀️ Do they recognise their own name? If not make a sign together for their room and where they hang their jacket at home so that they are used to seeing it.
- ☀️ If you are going to teach them to write their name please only teach the first letter as a capital- if they learn their whole name in capitals it then takes time for them to unlearn it.
- ☀️ Remember school is different from when you went, they will be unlikely to have their own desk but they will be very used to the set up as it's similar to Nursery.
- ☀️ Label EVERYTHING!
- ☀️ Encourage them to open their own snacks so that they are able to do it at playtime and lunchtime.
- ☀️ Velcro shoes are best!
- ☀️ Don't share your concerns with them and don't talk about how they are your baby and they aren't ready! They are taking their lead from you!
- ☀️ Can they put on their own jacket and zip it up? If not, start encouraging them now!
- ☀️ Can they use the toilet independently and wash and dry their hands independently? Now is the time to work on this.
- ☀️ When you find out their gym days it's best not to put them in shirt and tie on these days.
- ☀️ In Scotland all P1s-P3's get a free lunch - when you get a menu pop it somewhere in the house and let them know what the choices are each day and decide what they will have together.
- ☀️☀️ P1 teachers are angels in disguise, I promise you can trust them with your baby! 🥰



### Thank you from the bottom of our hearts

Some of our children have already started to leave us and I have to say that all of the emails, messages and cards have really brought a tear to my eye. The very kind words mean such a huge amount as it proves that we have achieved what we set out to do. We genuinely only want the very best for all of our children and families.

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

- Happy Healthy Me
- Cultures of the world – PLEASE talk to us about your childhood memories, your culture, your traditions, your beliefs and your celebrations. We really want to learn more about cultures around the world.
- Rules and Routines



- KINDNESS – Are you a bucket filler or a bucket dipper?
- Child-led improvement groups – Our Eco Group, Kindness Group, Charities Group, Graduation Group and Playground Improvement Group will keep working hard to improve our nursery.
- Holidays and Landmarks
- LOTS of Reflection Time in our learning groups; talking about our learning and what we would like to learn with our key workers.
- Seasons and sun safety– Summer
- Gardening, making dens and improving our playground
- Our families and friends
- Walks out and about around our community and lots of outdoor play

- Daily mile – scavenger hunts, environmental print, shape, numeracy, literacy and pattern walks
- Writing our names and learning lots of rhyming words
- Getting ready for school and our new school nurseries
- 3<sup>rd</sup> July – Croque Monsieur on the fire pit
- 7<sup>th</sup> July – International chocolate day
- 10<sup>th</sup> July – Teddy bears picnic day
- 11<sup>th</sup> July – Hot Dogs on the Fire pit
- 19<sup>th</sup> July - Entier BBQ
- 20<sup>th</sup> July – Moon day
- 20<sup>th</sup> July – Scott's Birthday Party – Birthday cakes for all! Staff BBQ!
- 23<sup>rd</sup> July – Class of 23 Graduation
- 23<sup>rd</sup> July – Parents Day
- 24<sup>th</sup> July – National Ice cream day
- 28<sup>TH</sup> July – Pizza Party for all children
- 30<sup>th</sup> July – International friendship day
- 1<sup>st</sup> August – UK play day
- 2<sup>nd</sup> August – National day for play
- 3<sup>rd</sup> August - Bunty the ice cream van to visit







- 5<sup>th</sup> August – National sisters day
- 8<sup>th</sup> August – International cat day
- 9<sup>th</sup> August – National book lovers day
- 19<sup>th</sup> August – World photo day
- 26<sup>th</sup> August – International dog day
- 30<sup>th</sup> August – National beach day
- 31<sup>st</sup> August – Eat outside day
- 1<sup>st</sup> September – World letter writing day
- 5<sup>th</sup> September – International Charities day
- 6<sup>th</sup> September – Read a book day
- 8<sup>th</sup> September – International literacy day
- 9<sup>th</sup> September – Emergency Services day

- 9<sup>th</sup> September – Teddy bear day
- 13<sup>th</sup> September – Roald Dahl Day
- 16<sup>th</sup> September – World clean-up day
- 18<sup>th</sup> September – Jewish new year
- 18<sup>th</sup> September – Eat an apple day
- 20<sup>th</sup> September – Recycle week
- 22<sup>nd</sup> September – World rhino day
- 25<sup>th</sup> September – World dream day
- 28<sup>th</sup> September – Good neighbour day
- Literacy, Numeracy and Health and Wellbeing are the responsibility of ALL nursery and school practitioners. LOTS of exciting learning opportunities!



## KingsWellies and QueensWellies Improvement Plan 2023 / 2024

We are at that point again where we are drafting our Improvement Plan for session 23/24. We want to consult with you on our Plan. We will send out our Draft Plan to you very soon. What do you think that we could improve on? What should our priorities for improvement be? Please let us know. Please give us your feedback.

### Stay and Play and Parent's Night

These events were all a great success. Many thanks to everyone who attended. Through consultation, some of our parents asked us to change times (so that working parents didn't have to leave work early) and to provide a wider range of dates for parent's nights. I am sure that you will appreciate that staff have lots to do every day, therefore afternoons work best for us. Staff also work very long days (average 9.5 hours per day) so to offer a range of parent's night dates would mean that they would be working for 13 hours plus in any one day. We try to give our parents as much notice as possible so that you can all attend regardless of times. We will most certainly continue to offer annual parent's nights and to offer a range of visits to the nursery for parents and friends over the course of each year.

Some parents have also asked for a Summer family event. Caroline is in the process of arranging an informal picnic for our families in Hazelhead Park. More information to follow.



### Stay and Play Holiday Club – 3 Hour Sessions

We are aiming to offer a Stay and Play Holiday Club for our existing children/those who have recently left us to attend P1. We always have additional spaces open over the summer holidays, this is because of children leaving us to go to P1. This is why we thought that we would trial this additional option for parents – go shopping, get your chores done, have some space to yourself over the long 6-week summer holiday! Open from 10<sup>th</sup> July until 22<sup>nd</sup> August 2023. To book or find out more information: please email [admin@kingswelliesnursery.com](mailto:admin@kingswelliesnursery.com)

### Nappies and Toilet Training

We are making a plea to ALL parents to please support us in ensuring that your children are fully toilet trained by the time that they move into the pre-school rooms (aged three years). Whilst we fully appreciate that all children are individuals, the toddler stage is the most appropriate age for this training milestone to happen. Once in the older rooms, children become much more aware of themselves and wearing nappies can lead to embarrassment. We also really want to focus on lots of high-quality learning and teaching with our older children. Nappy changing takes staff away from this very important part of their job. Our staff are ALL here to help you with this very important milestone. Nappies are also only supplied by us until children reach 3 years old. Parents must then supply their own. Please don't hesitate to discuss with us and we will provide our full support.





## Aberdeen City Council Pre-School Funding – Session 2023/24 – 1140 hours

As per my previous emails, KingsWellies and QueensWellies Nurseries will continue to provide the 1140 FREE hours from August 2023. **This equates to 30 hours per week over 38 weeks of the year.** Please ensure that you read ALL of the 1140-hour funding information that we send you. We are constantly inundated with queries around this. We provide you with this so that you can adequately plan your finances. There should be no surprises. Regardless whether we work a 38-week model (which we do), a 46 week model or 50 week model - you ALL receive exactly the SAME amount of free hours and funding across the year. It is up to you to choose the nursery that suits you best. Thank you.

### Messy Children are Happy Children

As always, we have been playing outside as much as possible. Water walls, water slides, mud kitchen, shaving foam, playdough, construction, loose play, minibeast hunts, hedgehog preservation and so much more! We are having so much fun but sorry if we come home a bit messy!

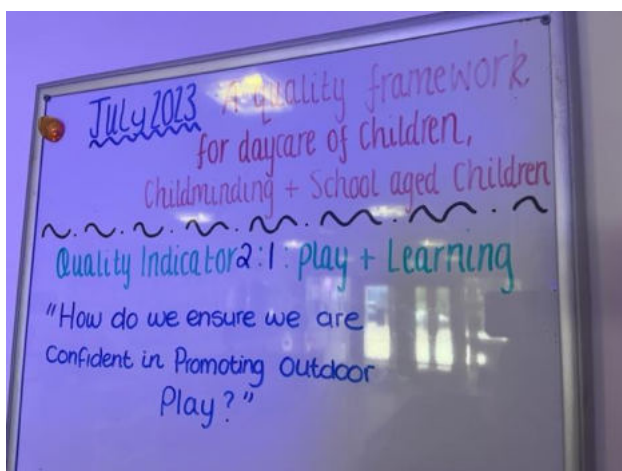
### KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review our updated Suncare Policy and Numeracy/ Maths Policy. Please See attached. Your feedback will shape our future priorities for improvement.



### Parent Tips, Ideas and Suggestions

This is a space for parents to communicate with each other. If you have any suggestions, please email us with your ideas so that we can include them in this section of the newsletter.



### Question of the Month – July 2023

Please take five minutes to add to our self-evaluation board in reception. We also have a consultation wall. Please help yourselves to any of our consultations. Many thanks.

### 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 into another language or an alternate reading format, please do not hesitate to contact us.*

Please give us your ideas for improvement. We  
can always do better!

Improvement Plan  
2023/24



# Sun Care Policy

<b>Published</b>	March 2015 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Reviewed</b>	May 2023 (V3)
<b>Revised</b>	Annually

Wellies  
Nurseries



## **Sun Care Policy**

Young children need special care when they are in the sun. They love playing outdoors, but they are not aware of how the sun can damage their skin. So as adults it is important that we take precautions for them.

Getting sunburnt as a child leads to greater risk of skin cancer in later life, but the good news is that sun damage can be avoided. Experts believe that four out of every five cases of skin cancer are preventable.

It is important that children, especially young children, are given the protection they deserve.

Sun Know How

Health Education Authority 1998

### **Aims**

- To protect children while they are in our care at any Wellies Nurseries setting.
- To help work in partnership with parents to protect children at other times.
- To help children understand the importance of keeping themselves safe in the sun.

### **How aims are to be achieved**

1. Wellies Nurseries staff to educate themselves about the risks of sunburn.
2. Wellies Nurseries staff to provide protective care over the summer months between April and September.
3. Wellies Nurseries staff to take particular care when children are outside during the hottest part of the day between 11 a.m. and 3 p.m. during this period children should:
  - Wear the legionnaire style hats provided
  - Wear clothing covering shoulders and arms
  - Only be outside for limited periods, when it is sunny
  - Wear appropriate sunscreen.
4. Provide shady areas in the playground.
5. Parents will be informed about the nursery policy and be encouraged to keep their children safe in the sun through:
  - A newsletter at the beginning of term
  - Informal information from staff
  - Appropriate use of sunscreen
  - Appropriate eye protection with a brimmed hat and ideally sunglasses with UV filters.
6. At the beginning of the summer term staff will explain to children about the need to keep safe in the sun and how to do this.

### **Evaluation**

- Regular review with consultation of all relevant parties.

### **Application of Suncream**

Parents /Carers are asked to apply the child's first application of suncream at home prior to attending any Wellies Nurseries setting. Staff will then apply cream to the children at regular intervals throughout the day. Staff do not need to wear gloves when applying cream as long as they have no broken skin and the child they are applying it to does not have any broken skin. Staff are to wash their hands in between the application of different creams to avoid any cross contamination.



## **Questions & Answers**

### **Why is sun protection important for children and young people?**

Skin cancer is one of the most common cancers in the UK and the number of cases is rising at an alarming rate. The good news is that the majority of these cases can be prevented. Most skin cancers are caused by ultraviolet (UV) radiation from the sun. If we protect ourselves from the sun then we can reduce our risk. This is particularly important for children and young people whose skin is more delicate and easily damaged.

There are simple steps you can take to enjoy the sun safely – cover up with clothing and a hat, spend time in the shade and apply at least SPF 15 sunscreen generously and regularly.

### **What about vitamin D?**

We all need some sun to make enough vitamin D. Enjoying the sun safely, while taking care not to burn, should help most people get a good balance without raising the risk of skin cancer. For more information on vitamin D, visit the SunSmart website: [www.sunsmart.org.uk](http://www.sunsmart.org.uk)

### **Why have a Sun Protection Policy?**

Nursery's and schools have a responsibility to ensure that children are protected from overexposure to UV rays from the sun, and the National Institute for Clinical Excellence (NICE) guidelines for skin cancer prevention (2011) recommend that schools and nurseries "develop, implement and monitor a specially tailored policy to ensure people are protected as much as possible". This is particularly important when engaging in nursery based activities such as sports days, outdoor PE lessons, outdoor excursions, where the potential for sunburn is higher. Although fair-skinned people have a higher risk of sun damage, sun care is relevant to everyone.

Developing a sun protection policy is an important step towards encouraging good health now and in the future.

# Numeracy & Mathematics Policy

<b>Published</b>	March 2015 (V1)
<b>Revised</b>	May 2023 (V2)

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## **Numeracy & Mathematics Policy**

### **Rationale**

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

### **Building the Curriculum**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Experiences and Outcomes**

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

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

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

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

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

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



## **Shape position and movement**

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

## **Information handling**

- Data and analysis
- Ideas of chance and uncertainty

## **Learning and Teaching**

Numeracy and Mathematics may be taught in the following ways at Wellies Nurseries:

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

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

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

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

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

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

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

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

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

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

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

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

### **Continuity and Progression**

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

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

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

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

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

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

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

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

### **Assessment**

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

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

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

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

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

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

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

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

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

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

### **Quality Assurance**

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

### **Recording and Reporting**

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

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





## **Early Level Assessment Criteria - Numeracy and Mathematics**

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



## Wellies Nurseries

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

	Pupil is unable to do this yet or hasn't been introduced to the concept at the Early Level		Pupil has been introduced to this at the Early Level but still needs more practice		Pupil can usually do this confidently at the Early Level		Evidence of the pupil applying this at the Early Level is in their Learning Portfolio
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Notes / Comments (Non-confidential – will be available in Learning Portfolio)	
Date	Observation / Note (Record the exceptional)



# Wellies Nurseries - Maths & Numeracy Progress

Wellies Nurseries

CfE Numeracy Record Sheet

Early Level

Class \_\_\_\_\_

Group \_\_\_\_\_

Session \_\_\_\_\_

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



## Early Level

### Number, Money and Measure

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

Patterns & Relationships	<p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p style="text-align: right;">MNU 0-13a</p>	<p>Work with patterns &amp; sequences:</p> <p>Simple numbers sequences (<math>8+0=8</math>, <math>7+1=8</math>, <math>6+2=8</math>...</p> <p>Missing number(s) in sequence 1-10</p> <p>B –copy, continue, describe simple patterns and sequences of objects by shape or colour.</p>
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## Early Level

### Shape, Position and Movement

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

## Early Level

### Information Handling

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

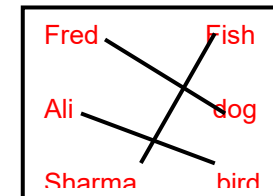
I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

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



Cats Dogs Fish

Simple diagrams like 1 to 1 mapping





**Wellies Nurseries – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

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

**Wellies Nurseries – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

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

**Wellies Nurseries – Outdoor Education**  
**Numeracy and Mathematics**  
**Early Level**

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

**Wellies Nurseries – Outdoor Education**  
**Literacy & English**  
**Early Level**

<b>Experiences and Outcomes</b>	<b>Outdoor Learning Opportunities</b>
<b>Patterns and Relationships</b>	
<p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p style="text-align: center;"><b>MTH 0-13a</b></p>	<p style="text-align: center;">See angle, symmetry and transformation section.</p>
<b>Properties of 2D and 3D Objects</b>	
<p>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</p> <p style="text-align: center;"><b>MTH 0-16a</b></p>	<ul style="list-style-type: none"> <li>• Identify 2D and 3D shapes in the environment e.g. bins are cylinders. Photograph them and display results.</li> <li>• Create 2D and 3D models using objects collected. e.g. can pupils make a car, house etc.</li> <li>• Pupils work in groups using skipping ropes to make 2D shapes.</li> </ul>
<b>Time</b>	
<p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p style="text-align: center;"><b>MNU 0-10a</b></p>	<ul style="list-style-type: none"> <li>• Draw weather symbols in the playground pupils can plot when it is sunny / cloudy in the morning / afternoon. Role play what children are doing at 9 o'clock – ring a bell, 1o'clock – eating lunch. Links to Social subjects / Drama</li> </ul>