



newsletter

March 2017



"Together we make a family!"



Follow us on Twitter and like us on Facebook!

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 this month? Celebrating Mother's Day, Meeting Ant and Dec, the Critter Keeper, Science Week, World Book Day, Comic Relief and lots more.....

We have had a very busy March with LOTS going on. We particularly enjoyed playing "spin the wheel" with Ant and Dec! Some of us were even lucky enough to win cinema tickets for our whole families!



We really enjoyed dressing up as our favourite characters for World Book Day and tried LOTS of exciting experiments during Science Week. We made a model of the human heart and learnt how to take our pulse! We learnt the correct names for the different parts of our bodies and learnt that we are all different. We also explored lots of ways of making different and exciting sounds! We experimented with water and enjoyed freezing, melting, floating and sinking. We even made our own volcano and hot lava!



Science
&
Experiments



We particularly LOVED our visit from the Critter Keeper! Marshmallow the giant rabbit, Sonic the hedgehog, Tattie the tarantula, Simon the giant snail and Peter the python were all very friendly! **We want to say a HUGE thank you to Kasper's mummy, daddy, granny and grandad for organising this amazing visit for us. It was the highlight of our month! We learnt SOOO much about animals!**



Life Skills Awards

This month we will be focusing on the following:

Pink Award: I can find my name and put it on the register wall. I can listen to a song. I can share my toys.

Red Award: I line up when asked. I can share my toys. I have helped a friend.



Comic Relief

A HUGE thank you to everyone for your extremely kind and generous donations. We raised a whopping £475.35. Thank you also for attending our sponsored wellie waddle and assault course! We had a great turn out and really enjoyed the challenge.



Every day is a learning day!

We have recently developed a new web page which contains lots of helpful leaflets, web links and information for parents on how to support your child at home. We hope that you find this information useful.

You can also access our "Question of the Week" on our self-evaluation board in reception. This week we are focusing on **Transitions**. Please give us your feedback so that we can continue to improve.

Kingswellies Nursery

Every Day is a Learning Day

How can you help your children to learn?

HOW CAN YOU HELP YOUR CHILD TO LEARN?

The first seven years of life are the most influential in establishing good habits and setting the foundation for learning throughout life. You, as parents and carers, are your child's first teachers. At Kingswellies, the aim is to help our parents and carers to support their child's development in the crucial areas of health and wellbeing, literacy and numeracy. We want to highlight the many wonderful learning opportunities that exist within daily experiences such as washing the dishes, preparing a meal or doing the shopping.

We have prepared a number of leaflets and attached some useful links below which we hope will help you to make every day a learning day! Please give us your feedback.

KINGSWELLIES LEARNING LIBRARY

We believe at Kingswellies, that books are the window to the world! Outside each playroom, we have a lending library. **PLEASE** choose a book each week to share at home with your child.

Parental Links

Let the Children Play website: [Link](#)
Let the Children Play Facebook: [Link](#)
Let the Children Play Instagram: [Link](#)
Let the Children Play Twitter: [Link](#)
Let the Children Play YouTube: [Link](#)
Let the Children Play LinkedIn: [Link](#)

Contact

Kingswellies Nursery
Phone: 01628 855555
Email: [info@kingswelliesnursery.com](#)



www.kingswelliesnursery.com

Parent Progress Meetings

Many thanks to all of those parents who attended our recent progress meetings with staff. These proved to be extremely useful for both parents and staff. Similar meetings will be held annually and twice yearly for our pre-school children. Please remember that you don't have to wait until parent's night, you can request a meeting any time. We have an open door policy and are happy to meet with you at your convenience. Look out for our stay and play days in May also (dates to be advised).

Remember also to log in to your child's Individual Learning Diary to see what we have been achieving. Please contact Marcia or Scott if you have not yet logged in. You will need your own unique registration code.

If you would like to take your child's individual Learning Journey folder home to have a good look at or add to, please see playroom staff who will be happy to oblige. We only ask that you return it within a week please.



Healthy Body Happy Me Campaign 2017!

We will be learning all about our senses during our week of health and happiness.

27th March – Smelly Monday

28th March – Tasty Tuesday

29th March – Watchful Wednesday

30th March – Listening Thursday

31st March – Feeling Friday

Ask us to tell you what we have been doing. Look out for lots of photos on our ILDs and in reception too.





Staffing Update

A huge welcome to Shannon and Gemma who have just joined the team. Please make them feel welcome as they learn the ropes.



Drive Carefully

Please remember to drive carefully in our car park. It can get very busy at times. The speed limit is 5 miles per hour and we expect everyone to reverse park. Thank you.



Sun Cream

As the weather gets hotter, PLEASE remember to provide your child with sun cream for nursery. Please ensure that it is clearly labelled with your child's name and the date that it was handed in to us. Please also ensure that you apply the sun cream to your child each morning BEFORE coming to nursery. Staff will then ensure that it is reapplied throughout the day as appropriate. Many thanks.

KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on our **Accident and Incident Policy** and our **Numeracy and Mathematics Policy**. We hope that you find this information useful. Please give us your feedback and suggestions with regards to these important documents.

Childcare Choices

The Government is introducing new ways to help parents with childcare costs. Whether you have toddlers or teens, you could get support. To find out more about what you are entitled to, go to

www.childcarechoices.gov.uk



Revised Snack and Lunch Menus

Both of our menus have just been seasonally revised. You can find these outside each room and also on our website. We have taken on board your feedback in order to ensure lots of tasty and healthy choices.

Please give us your feedback. Many thanks.



The local, global food family



www.kingswelliesnursery.com/diet-and-nutrition

What will we be learning about this month? This month we will be focusing on a variety of topics in our playrooms. These will include:

- Planting our allotments
- How to be GOOD TIDIERS and GOOD LISTENERS
- 2D and 3D shape – please donate your junk for our junk modelling!
- KingsWellies Life Skills Awards
- Seasons and how to keep safe in the sun
- Visits to Specsavers, community centre, Dobbies, the park and the library
- 2nd April – World Autism Day
- 7th April – World Health Day
- 9th April – Palm Sunday
- 11th April – First day of Passover
- 12th April – International day of human space flight
- 15th April – KingsWellie's 2nd birthday!! HAPPY BIRTHDAY TO US!
- 14th April – Good Friday
- 16th and 17th April – Easter
- 21st April – Birthday of Queen Elizabeth
- 23rd April – St George's Day (England)
- 30th April – International JAZZ day. We will be singing and dancing all day!
- 5th May – Cash for Kids – Superhero Day! (more information to follow)
- Literacy, Numeracy and Health and Wellbeing



Comments, Compliments and Concerns

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

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

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



Accident and Incident Policy

Published	March 2015 (V1)
Reviewed	March 2016 (V2)
Revised	Session 2017/18



Accident and Incident Policy

Purpose of Policy

The purpose of this policy is to ensure that when an accident or incident occurs in KingsWellies Nursery, appropriate action is taken and accurate information is recorded and communicated.

An accident is classed as an occurrence which has resulted in an injury to one or more persons. An incident is classed as an occurrence which has caused concern and is out with the normal day to day operational running of the nursery.

Who is Responsible?

It is the responsibility of every member of staff to ensure that accidents and incidents are dealt with in a timely manner. It is the responsibility of the Nursery Manager to ensure that all members of staff have knowledge of first aid and that there is at least one member of staff on duty at all times who has a valid first aid certificate. It is also the responsibility of the Nursery Manager to ensure that all staff have awareness of the Accident and Incident Reporting format and of this policy document.

It is the responsibility of the member of staff who has administered the first aid to the child or the child's Key Worker, to write the accident report and ensure that it is signed by the parent or carer as soon as is possible.

All members of staff have a responsibility to ensure that the Nursery Manager is informed when items from the first aid box are used. A system of recording is in place to ensure that the first aid box is restocked on a regular basis.

How the Policy is implemented

When creating the staff rota, the Nursery Manager must ensure that at least 1 member of staff on duty in each room has a valid first aid certificate.

A sign must be displayed on the notice board or information board which states who the first aider on duty is and where the first aid box is situated.

The Nursery First Aid Coordinator will check the first aid box at the beginning of the week to ensure that the box is fully stocked. If there are any items that need to be ordered this should be done as soon as possible.

The Nursery Manager is responsible for making sure that all medical information and emergency contact details on each child's registration documents are up to date and accurate.

When an accident occurs, it is the responsibility of the first aider on duty to determine whether the injury can be dealt with within the nursery setting or if medical assistance is required.

Minor Injuries

If the injury is minor and does not require medical assistance, the first aider should address the injury and complete an accident record. This record will be signed by the first aider and by the parent or carer of the child.

If the injury is minor but requires medical assistance, the first aider will call a taxi and take the child to the nearest health centre. The child's medical information and registration forms should be taken with them. A member of staff at the nursery setting should contact the parent or carer to inform them of the accident and the actions that have been taken. Upon returning to the setting the first aider should complete the accident report and have it ready for the parent to sign as a matter of priority.

Serious Accidents and Injuries

If the injury is serious and hospital treatment is required, a member of staff should call an ambulance immediately. A member of senior staff should accompany the child to the hospital. The child's registration form containing medical information and individual care plan should also accompany them to the hospital.

A member of staff should inform the parent or carer of the child (or an emergency contact) immediately and inform them of the accident and what hospital the child has been taken to.

Recording Accidents

All accidents and injuries, however minor must be recorded in an accident form. Each child has their own care plan where the Accident Form will be filed and parents have access to their child's records. The accident record should include the following:

- Name of the child
- Date and time of accident
- How the accident occurred
- The extent of the injury
- What treatment, if any was given

The child's parent or carer must sign the accident record and any incidents which required hospital treatment will be reported to the Nursery setting's Care Inspector immediately.

Recording Incidents

All Incidents involving a child must also be recorded on the appropriate Accident and Incident Reporting Form and must be signed by a parent. All Incident forms will also be filed in each child's individual care plan as appropriate.

Any serious incidents must also be notified to the Care Inspectorate immediately.

Numeracy & Mathematics Policy

Published	March 2015 (V1)
Revised	Session 2017/18



Numeracy & Mathematics Policy

Rationale

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

Building the Curriculum

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

What does it mean to be numerate?

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

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

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

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

What can learning in Mathematics enable children to achieve?

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

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

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

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

How is the Mathematics Framework Structured?

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

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

Numeracy and Mathematics: AIMS

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

Experiences and Outcomes

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

These have been sectioned into broad stages of development:

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

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

Number, money and measure

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

Shape position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty

Learning and Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

Continuity and Progression

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

We undertake assessment that is:

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

Observations - Points to consider:

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

Quality Assurance

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

Recording and Reporting

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

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

Early Level Assessment Criteria - Numeracy and Mathematics

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

KingsWellies Nursery

Numeracy – Early Level		Learner Progress Record		Name:	
Estimation and 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. <div style="text-align: right;">MNU 0-1a</div>		○	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. <div style="text-align: right;">MNU 0-10a</div>	○	
Number Processes 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;">MNU 0-1b</div>		○	Measurement 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;">MNU 0-11a</div>	○	
Addition, Subtraction, Multiplication and Division 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;">MNU 0-03a</div>		○	Data and Analysis I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. <div style="text-align: right;">MNU 0-20a</div>	○	
Fractions, Decimals and Percentages 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;">MNU 0-07a</div>		○	I can match objects, and sort using my own and others' criteria, sharing my ideas with others. <div style="text-align: right;">MNU 0-20b</div>	○	
Money I am developing my awareness of how money is used and can recognise and use a range of coins. <div style="text-align: right;">MNU 0-09a</div>		○	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;">MNU 0-20c</div>	○	

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

KingsWellies Nursery - Maths & Numeracy Progress

KingsWellies Nursery

CfE Numeracy Record Sheet

Early Level

Class _____

Group _____

Session _____

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

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, eights, tenths – practical only, not by division
Money	I am developing my awareness of how money is used and can recognise and use a range of coins 0-09a MNU	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	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MINU 0-13a	Work with patterns & sequences: Simple numbers sequences $(8+0=8, 7+1=8, 6+2=8 \dots)$ Missing number(s) in sequence 1-10 B –copy, continue, describe simple patterns and sequences of objects by shape or colour.
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Early Level

Shape, Position and Movement

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

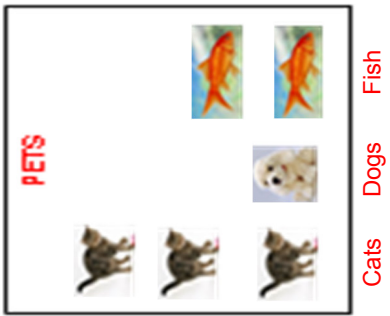
Early Level

Information Handling

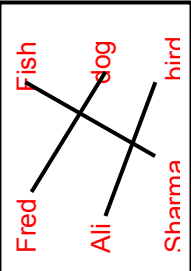
	Curriculum for Excellence Outcomes	Nursery / P1
Data & Analysis	<p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</p> <p>MNU 0-20a</p>	<p>Tallying collections of objects. Counting Sorting into specific sets (shape, colour, texture) Obtain info from a picture, video or story collected about themselves (how many have red jumpers?)</p>
	<p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</p> <p>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"> • How many dogs? • How many pets?

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

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



Simple diagrams like 1 to 1 mapping



KingsWellies Nursery – Outdoor Education
Numeracy and Mathematics
Early Level

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

KingsWellies Nursery – Outdoor Education
Numeracy and Mathematics
Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Estimation and Rounding	
<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;">MNU 0-01a</p>	<ul style="list-style-type: none"> 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. Estimate how many trees / flowers are in the Eco garden, number of bricks, windows or paving slabs, and then count with 1:1 correspondence. Estimate heights / lengths – ones which can and can't be measured e.g. heights of trees, plants etc. Estimate quantities and then check then e.g. paving slabs, numbers of windows or bricks. Children fill different sized clear containers with stones. Pupils to estimate which one holds "more / less"
Fractions, Decimal Fractions and Percentages	
<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;">MNU 0-07a</p>	<ul style="list-style-type: none"> 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. Children find a leaf and tear it in half
Measurement	
<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;">MNU 0-11a</p>	<ul style="list-style-type: none"> Pupils compare the weight of items found in the environment e.g. pebbles, stones and sticks which is "heavy / heavier" and "light / lighter". Use a rain gauge or containers to describe capacity using "full" and "empty". Use hands to measure objects around nursery e.g. height of fence, bins or length of bench. Pupils get themselves into height order standing or lying down.
Money	
<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;">MNU 0-09a</p>	<ul style="list-style-type: none"> Children go to shops and use coins to buy a stamp for their letter or an apple snack.

KingsWellies Nursery – 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;">MNU 0-02a</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;">MNU 0-03a</p>	<ul style="list-style-type: none"> • 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. • 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. • Make a number track 0-10 with floor tiles. Roll an outdoor dice to move an object (or themselves) along the number track. • 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. • 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. • Introduce terms first, then, next and last through team sports, games and races (linked to P.E.) in the playground. • Use existing playground markings or draw a number line with chalk. Pupils then cover up and identify the missing number. • 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. • Lay out a hop scotch board or number track in the playground. Pupils jump on number before 5, number after 6. • Use a box of maths flashcards. Pass them round to the music. When the music stops take out the card and answer the question. • 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.
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KingsWellies Nursery – Outdoor Education
Literacy & English
Early Level

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