



# newsletter

Autumn Newsletter – September / October / November 2023



**“Together we make a family!”**

Follow us on Instagram and like us on Facebook!



Great ways for you to keep up to date with all the latest news from the Wellies gang!

**This is our VERY FIRST joint newsletter with QueensWellies. Welcome to the first Wellies Nurseries Newsletter!**

## **What have the Wellies Gang been up to this time?**

We have been as busy as usual. We have been completing the Hands Up Travel Survey, planning our Macmillan coffee mornings, working with our extra-curricular teachers, opening Waggy Wellies doggy day care, setting up our space station, opening our Wellies library, serving staff and parents from our Baby Bucks coffee shop, making pizzas for our pizza delivery enterprise, national fitness day, Recycling Week, planting and gardening, learning about the seasons, exploring our senses, how to keep safe, space, friendships, rules, all about me, colours and textures, farming, getting ready for school and moving to our next rooms, exploring minibeasts, visits from lots of important people who help us, talking about our pets and learning about different animals, enjoying our much-improved gardens! We have also opened our new QueensWellies Nursery and have LOVED welcoming our new families. We never stop learning!



## **QueensWellies has opened!**

We absolutely LOVE our new nursery and have had so many lovely well wishes and positive feedback. We hope that you liked our videos and are keeping up to date with our progress on Facebook. Many thanks to the KingsWellies parents who also visited us on our open days. We loved showing it off to you all.

## 2023 Graduates

Best wishes to all of our boys and girls who started school this Summer. We had 55 children leave us to go to school. This was a record! Remember to keep in touch boys and girls and ALWAYS do your VERY best in everything that you do!

## Graduation – Class of 2023

WE really enjoyed our final graduation party. What a ball we had! We asked for a bouncy castle, popcorn machine and ice cream van and that is exactly what we got! Parents and staff gave the boys and girls a very well-deserved standing ovation when they left the nursery for the last time. Congratulations everyone!



## Staffing Update

We always plan to have a number of staff OVER our ratio EVERY day. This is unlike most other nurseries. This ensures that we can accommodate lots of high quality staff training, holidays and staff absences.

We would like to say best wishes to Laura Burnett who is leaving us and moving to pastures new. Thank you so very much for ALL of your hard work. We will miss you.

Managers and staff will keep you up to date with all of our new staff. You will see our photos up in our receptions and regular updates on Facebook.



## BABY NEWS

Huge congratulations to Cari who is pregnant with her first baby. We wish you only the very best over the next few exciting months Cari.

## Festivals Traditions, Harvest and all things Autumn

As part of our Festivals and Traditions topic, we will be celebrating Halloween. We have lots of exciting activities planned. We will also be asking the children what they would like to learn. Throughout this topic we will be learning about:

1. Concepts of light and dark
2. Seasons – Autumn and Winter
3. Colours
4. What is hibernation and which animals hibernate?
5. Harvest thanksgiving
6. Diwali – Festival of Lights
7. Animals – nocturnal, diurnal and crepuscular
8. Pumpkins and tasty treats
9. Halloween
10. Festivals and traditions



We will be doing lots of baking and food tasting activities too. We will be dressing up, decorating our pumpkins and partying until we drop! Lots of great fun! Watch out for updates from our teachers.

### **Learning and Teaching in KingsWellies and QueensWellies**

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

1. **KINDNESS – Are you a bucket filler or a bucket dipper?**
2. The Scottish Daily Mile - we aim to jog, run or walk for up to 15 minutes every day!
3. Macmillan Coffee Mornings- please give us a donation
4. LOTS of Science experiments!
5. LOTS of Reflection Time in our interest groups; talking about our learning and what we would like to learn with our key workers
6. Child-led improvement groups – Eco group, kindness group, gardening group, playground group, charity group, celebrations group, Xmas group, Festivals group, enterprise group. We will keep working hard to improve our nursery.
7. Seasons – Autumn and Winter
8. Weather
9. Hibernation – nocturnal, diurnal and crepuscular animals
10. Festivals, traditions and celebrations
11. Grow well choices – making healthy decisions
12. Guy Fawkes – Bonfire night and firework safety





13. 8<sup>th</sup> September – international literacy day
14. 23<sup>rd</sup> September – International day of sign languages
15. 28<sup>th</sup> September – national good neighbour day
16. 1<sup>st</sup> October – World vegetarian day
17. 1<sup>st</sup> October – International music day
18. 2<sup>nd</sup> October – International poetry day
19. 4<sup>th</sup> October – Grandparents day
20. 4<sup>th</sup> October – world smile day
21. 5<sup>th</sup> October – world teacher day
22. 6<sup>th</sup> October – world mad hatter day

23. 7<sup>th</sup> October – world smile day
24. 9<sup>th</sup> October – fire prevention day
25. 14<sup>th</sup> October – national dessert day
26. 15<sup>th</sup> October – global handwashing day
27. 16<sup>th</sup> October – national dictionary day
28. 16<sup>th</sup> October – world food day
29. 17<sup>th</sup> October – national pasta day
30. 20<sup>th</sup> October – International Chefs day with Chef Lisa
31. **31<sup>st</sup> October** – Halloween. Lots of celebrations!
32. **31<sup>st</sup> October** – World Cities Day. Learning all about Edinburgh, our capital city and London, the capital city of the UK.
33. **3<sup>rd</sup> November** – Kindness day. LOTS of bucket filling! Have you got any ideas for us?
34. **5<sup>th</sup> November** – Guy Fawkes Day! Marshmallows and songs and sparklers around the fire.
35. **9<sup>th</sup> November** – British pudding day
36. **11<sup>th</sup> November** – Diwali. Festival of lights.





- 37. **10<sup>th</sup> November** – Remembrance Sunday. Making our own poppies.
- 38. **13<sup>th</sup> November** – International kindness day
- 39. **14<sup>th</sup> November** – World Diabetes day
- 40. **19<sup>th</sup> November** – Road Safety Week
- 41. **20<sup>th</sup> November** – Universal children's day. What are the rights of the child?
- 42. **21<sup>st</sup> November** – World hello day. How do we say hello in LOTS of different languages?
- 43. **28<sup>th</sup> November** – Thanksgiving Day. Roe has lots of ideas for this!

- 44. **30<sup>th</sup> November** – St Andrew's Day. Celebrating the patron saint of Scotland. Learning about ALL things Scotland and being proud of our Scottish heritage! Remember to wear something Scottish this week.
- 45. **3<sup>rd</sup> December** – International day of persons with disabilities
- 46. **3<sup>rd</sup> December** – giving Tuesday
- 47. **4<sup>th</sup> December** – world conservation day
- 48. **5<sup>th</sup> December** – World Soil day
- 49. **9<sup>th</sup> December** – International Xmas Card day
- 50. **10<sup>th</sup> December** – Human rights day
- 51. **14<sup>th</sup> December** – International monkey day
- 52. **24<sup>th</sup> December** – Hanukkah begins (Jewish)
- 53. **25<sup>th</sup> December** – Christmas day
- 54. **31<sup>st</sup> December** – New Year's Day
- 55. Literacy, Numeracy and Health and Wellbeing – LOTS of exciting learning opportunities.



### **Wellies £10 Snack Shopper – Would you like to do our snack shopping for us?**

Number, Money and Measure: "I am developing my awareness of how money is used and can recognise and use a range of coins" MNU 0-079

Our children are learning all of the time. Our main focus for learning is through developing our **Literacy, Numeracy and Health and Wellbeing** skills. As part of the Scottish Curriculum for Excellence, we also develop skills, knowledge and understanding in:

- 1. **Expressive Arts**
- 2. **Social Studies**



3. **Technologies Sciences**
4. **Religious and Moral Education**

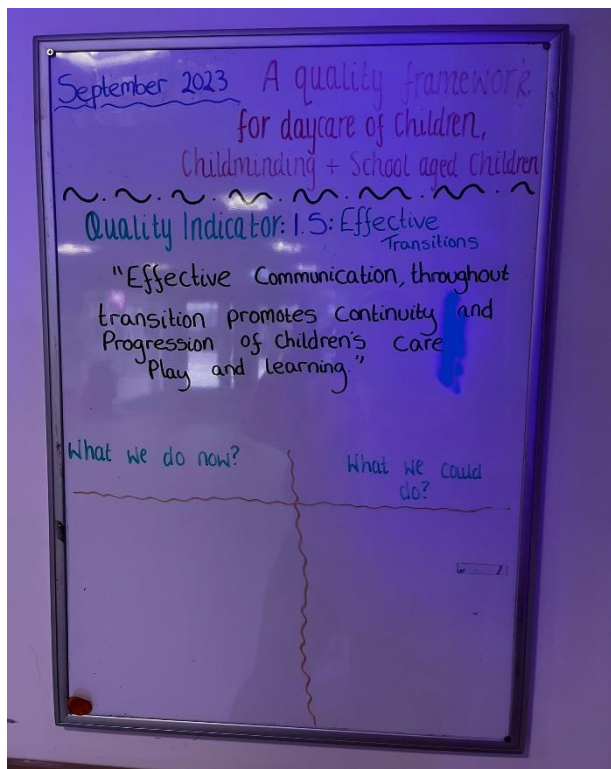
We would like our Wellies children to develop a good understanding of money. The best way to do this is through using REAL money. If you would like to be one of our **"Snack Shoppers"** over the weekend, please email our Admin team. They will then give you our snack "Shopping List" and the £5 budget. It would be a huge help to us if you and your child could buy some of the items for our snack over the weekend. This will also be a hugely beneficial experience for your child. Why not make this their weekend responsibility? This will provide a vast range of learning opportunities right across the curriculum.

Please just take back the shopping, change and receipt at the beginning of the week. Please also fill out our Snack Shopper Diary so that we can share your shopping experiences with our other children! Feel free to add any photos and also your feedback.

Alternatively, do this at home with own children whereby they buy your own household shopping. This is a great (and easy) way to teach them about money and the concept of budgeting.

### Extra-Curricular Activities

We are also really delighted to have all of our visiting teachers back after the Summer. Moo Music, Kids Rock, French, Yoga tots, Rugby Tots, Chef Lisa and Flash dance have all restarted this term. We have changed the days of most of our classes so that a wider variety of our boys and girls can enjoy these experiences.



### Parental Consultation – Question of the month

Each month we strive to self-evaluate our practice because we want to be a better nursery. We also need our parents to give us feedback. Each month we have a new self-evaluation question which comes from the Care Inspectorate document "A Quality Framework For Daycare of Children, Childminding + School-Aged Childcare" (Feb 22). Please give us your comments. Your feedback means a lot to us.

### Staff Training

We are already very busy with our training for Session 2022/23. Staff will be participating in lots of training during the next session.

Kerry will also continue in her role as a Chair of the Children's Panel for Children's Hearings Scotland.

## **Lost Property**

Please label ALL clothes, toys and personal possessions. The nursery CANNOT take responsibility for lost articles which are not FULLY labelled.

Please also ensure that your children are appropriately dressed in warm clothing for the colder weather. We will still be out and about in ALL weathers. Thank you.

## **KingsWellies Policies of the Month**

This month we would like to provide you with the opportunity to review and consult on our Literacy and Numeracy Policies. We have been implementing new Literacy and Numeracy Pathways within our planning. Please give us your feedback. All other Policies and Procedures can be requested from the Offices at both nurseries.

Attach links to both policies



## **Christmas Holidays**

Just a reminder that we are closed for two weeks over the Christmas and New Year Period. We close at 6pm on Friday 22nd December and reopen 7.30am on Monday 8<sup>th</sup> January 2024. It will be here before we know it!

## **Individual Learning Diary (ILD)**

If you are a NEW parent, please make sure that you speak to your room supervisor or key worker about logging in to this very important tool. Our admin staff will also be able to support you with this.

## **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.*

# Literacy & English Policy

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

Wellies  
Nurseries





## **Literacy and English Policy**

### **Rationale**

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

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

### **Principles and Practice**

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

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

### **Literacy and English Aims**

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

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

**In developing English language skills, Wellies Nurseries children will:**

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

## **Literacy across Learning**

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

Experiences and Outcomes.

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

## **Experiences and Outcomes**

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

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

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

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

- Listening and Talking
- Reading
- Writing

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

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

## **The Learning Environment**

For effective learning and teaching in Literacy and English, the Wellies Nurseries learning environment should:

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

## **Planning**

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

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

### **Learning and Teaching of Literacy and English at Wellies Nurseries**

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

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

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

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

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

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

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



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

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

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

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

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

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

### **Continuity and Progression**

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

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

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

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

## **Assessment**

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

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

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

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

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

#### **For example:**

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

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

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

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

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

#### **In assessing Literacy at Early Level, Wellies Nurseries staff are likely to use:**

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

**At Wellies Nurseries, we undertake assessment that:**

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

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

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

**Quality Assurance**

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

**Recording and Reporting**

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

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



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

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

## Wellies Nurseries

Wellies Nurseries CfE Early level

## LISTENING & TALKING

Class/Group:

Term/Date:

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

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

Wellies Nurseries CfE Early level  
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### LISTENING & TALKING

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

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

## READING EXPERIENCES & OUTCOMES

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

# Wellies Nurseries

## WRITING EXPERIENCES & OUTCOMES

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

## Wellies Nurseries – Outdoor Education

### Literacy & English

#### Early Level

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

## Wellies Nurseries – Outdoor Education

### Literacy & English

#### Early Level

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



## Wellies Nurseries – Outdoor Education

### Literacy & English

#### Early Level

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

## Wellies Nurseries – Outdoor Education

### Literacy & English

#### Early Level

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

# Numeracy & Mathematics Policy

Published	March 2015 (V1)
Revised	May 2023 (V2)

Wellies  
Nurseries



## **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

Numeracy – Early Level		Learner Progress Record		Name:	
<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"/>		

<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)



# 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	Time	Properties of	Data Analysis	Solve simple problems in a practical context
Number and number processes	<ul style="list-style-type: none"> <li>Days</li> <li>Seasons</li> <li>Time sequences – language</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D objects</li> </ul> Being creative with 2D and 3D shapes	<ul style="list-style-type: none"> <li>Matching</li> <li>Sorting</li> <li>Gathering</li> <li>Displaying</li> </ul>	<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>
Fractions	Estimate and measure	Angle, symmetry and trans- formation		
Money	<ul style="list-style-type: none"> <li>Length</li> <li>Weight</li> <li>Volume</li> </ul>	<ul style="list-style-type: none"> <li>Direction</li> <li>Position</li> <li>Symmetry</li> </ul>		
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. <b>MNU 0-01a</b>	Place pairs of objects in "order". Estimate length in convenient non-standard units.
Number Processes including Addition Subtraction Multiplication & Division	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. <b>MNU 0-02a</b>	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. <b>MNU 0-03a</b>	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)
	I can share out a group of items by making smaller groups and can split a whole object into smaller parts. <b>MNU 0-07a</b>	Halves – practical application only B – quarters – practical only C – thirds, fifths, eights, tenths – practical only, not by division
Money	I am developing my awareness of how money is used and can recognise and use a range of coins <b>0-09a</b> <b>MNU</b>	Use 1p, 2p, 5p, 10, 20p coins to buy things B – coins up to £1 including exchange. 50p = 5 x 10p
Time	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods <b>MNU 0-10a</b>	Place events in time sequences. Days of the week and seasons and sets of pictures of activities in non-standard units. Tell time using analogue and digital display in hours only B – Months-Analogue clocks involving quarter past / to and half past. Digital-hours and minutes.
Measurement	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my finding with others <b>MNU 0-11a</b>	Measure in non-standard units-(e.g. hand-spans) – length, weight, area, volume. Place pairs of objects in order. Estimate lengths in convenient non-standard units

Patterns & Relationships	<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><b>MNU 0-13a</b></p>	<p>Work with patterns &amp; sequences: Simple numbers sequences <math>(8+0=8, 7+1=8, 6+2=8 \dots)</math> Missing number(s) in sequence 1-10 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><b>MNU 0-016a</b></p>	<p>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 &amp; name squares, rectangles, triangles and circles Identify &amp; name cubes, cuboids, cylinders, cones and spheres. 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><b>MNU 0-17a</b></p>	<p>Discuss position &amp; 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</p>
	<p>I have had fun creating a range of symmetrical pictures and patterns using a range of media.</p> <p><b>MNU 0-19a</b></p>	<p>B – Recognise symmetrical shapes by folding or by using a mirror</p>

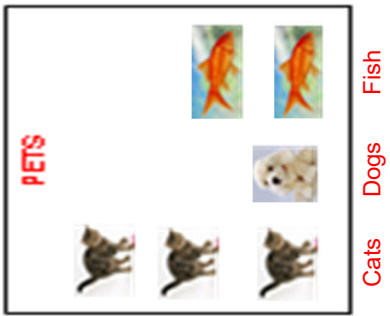
## Early Level

### Information Handling

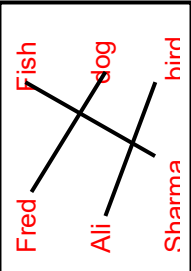
	Curriculum for Excellence Outcomes	Nursery / P1
Data & Analysis	<p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</p> <p><b>MNU 0-20a</b></p>	<p>Tallying collections of objects. Counting Sorting into specific sets (shape, colour,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

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

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



Simple diagrams like 1 to 1 mapping



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

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



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

Experiences and Outcomes	Outdoor Learning Opportunities
<p><b>Estimation and Rounding</b></p> <p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</p> <p style="text-align: 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>
<p><b>Fractions, Decimal Fractions and Percentages</b></p> <p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p style="text-align: 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>
<p><b>Measurement</b></p> <p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p style="text-align: 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>
<p><b>Money</b></p> <p>I am developing my awareness of how money is used and can recognise and use a range of coins</p> <p style="text-align: 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
	<b>Number and Number Processes</b>	
	<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>
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**Wellies Nurseries – Outdoor Education**  
**Literacy & English**  
**Early Level**

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