

# Health and Wellbeing

Planning for Learning in the Early Years

Cally Fraser





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*Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills and capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.*

Curriculum for Excellence



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# Contents

Introduction	1
Health and Wellbeing across learning: responsibilities of all	2
How this pack is structured	5
Progression pathways	8
Long-term plan example	23
Topic examples	
Friendships	44
My body	59
Feelings	68
Transitions and friendships	77
Blank templates	85
More examples of planning materials	90
Consultation and planning with children	97
CPD and self-evaluation	102
Resources	107
Physical education	119
Acknowledgements	139



# Introduction

This resource has been compiled to support planning for Health and Wellbeing within Early Level. The experiences and outcomes reflect a holistic approach to promoting the health and wellbeing of children and young people, and are organised in six areas:

- ✿ mental, emotional, social and physical wellbeing
- ✿ planning for choices and change
- ✿ physical education, physical activity and sport
- ✿ food and health
- ✿ substance misuse
- ✿ relationships, sexual health and parenthood

Some aspects of the health and wellbeing framework are the responsibility of all adults, working together to support the learning and development of children and young people. These include mental, emotional, social and physical wellbeing, aspects of planning for choices and change, relationships, and physical activity.

There are many opportunities within daily nursery and P1 routines to develop health and wellbeing experiences and outcomes. Some of these will arise naturally through day-to-day activities, but there are others which may require more thoughtful planning.

To show how these opportunities can fit naturally into the annual planning calendar, we have used a typical nursery or P1 long-term plan, which includes seasonal, cultural and other key events such as transition, settling in and social activities. In the examples we have demonstrated how other key areas such as literacy and numeracy can be included.

All of the experiences and outcomes for health and wellbeing have been included within the long-term plan and the separate physical education planning materials. Centres and schools should, however, use their own children's interests and assessment information when developing their plans. The plans shown here are not prescriptive, but are meant to support an interdisciplinary approach to learning. We recognise that planning takes many forms, and we have tried to include a variety of styles and examples.

The Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and of all those in the educational communities to which they belong. The Education Scotland document *Health and Wellbeing across learning: responsibilities of all* is essential reading, and is reproduced after this Introduction under the terms of the Open Government Licence v1.0 – see [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence)

Through a wide range of experiences, children will develop their understanding, knowledge, skills and attributes in relation to aspects of health and wellbeing. We hope that you find this resource a helpful tool when planning these experiences for children.

# Health and wellbeing across learning: responsibilities of all

## Principles and practice

*Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.*

Building the Curriculum 1

### What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- ✿ make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- ✿ experience challenge and enjoyment
- ✿ experience positive aspects of healthy living and activity for themselves
- ✿ apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- ✿ make a successful move to the next stage of education or work
- ✿ establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

### What are practitioners' roles and responsibilities for health and wellbeing?

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. The diagram on page 4 illustrates this shared vision and common goal.

### How is the 'health and wellbeing across learning' framework structured?

The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

In the version which summarises those aspects which are the responsibility of all practitioners, the framework continues with experiences and outcomes which include those in mental, emotional, social and physical wellbeing, aspects of planning for choices and changes, and relationships.

Many of the experiences and outcomes span two or more levels; some are written to span from early to fourth because they are applicable throughout life. All of these should be revisited regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them.

### Health and wellbeing across learning: the responsibility of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff, and extended support teams.

The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using



learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

### Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches. Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- ✿ engages the active support of parents and carers
- ✿ reinforces work across transitions and planning across sectors
- ✿ maximises the contributions of the wider community
- ✿ draws upon specialist expertise
- ✿ ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

### Personal support for children and young people

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

### What factors need to be taken into account in planning for health and wellbeing?

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities, schools and teachers work must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances as necessary.

### What are features of effective learning and teaching in health and wellbeing?

Effective learning and teaching in health and wellbeing:

- ✿ engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- ✿ takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- ✿ uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- ✿ encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- ✿ encourages children and young people to act as positive role models for others within the educational community
- ✿ leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- ✿ helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- ✿ harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

## How can I make connections within and beyond health and wellbeing?

Whatever their contributions to the curriculum as a whole, all practitioners can make connections between the health and wellbeing experiences and outcomes and their learning and teaching in other areas of the curriculum.

Within health and wellbeing, physical education can build learners' physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

The diagram below illustrates the shared vision and common goal.



# How this pack is structured

## Progression pathways

The progression pathways section lists the experiences and outcomes and 'steps to success' (I can ... statements) for each area of the health and wellbeing curriculum, apart from Physical Education which is covered separately (see below). For most areas, suggestions are also made for learners' experiences, resources, opportunities for partnership working, and assessment methods.

Note that some of the 'I can ...' statements are relevant to more than one of the experiences and outcomes. The 'Responsibility for all' experiences and outcomes are shown in italics, as is the format for all CfE documents.

## Long-term plan example

In this section, ten topics have been chosen which could form a long-term nursery plan or an interdisciplinary learning plan for Primary 1. This is just a planning suggestion and should not be taken as prescriptive. For each of the topics, a list of relevant experiences and outcomes and 'I can ...' statements has been compiled, using the progression pathways as a reference.

Space has been provided for possible curriculum links in health and wellbeing, literacy, numeracy and other areas. This reflects the seven principles of curriculum design and the need for breadth and balance in the curriculum. Space has also been provided for a brief evaluation of the topic. The curriculum links and evaluation sections have been completed in the 'Friendships' and 'Safety' topics, as examples.

## Topic examples

Some different examples of planning, recording and assessment have been included, covering four of the topics (or parts of them) from the example long-term plan. There are many different ways to plan, which is necessary, taking into consideration the various contexts which provide early level education. Therefore there is not one planning glove which fits all, but rather key elements which should be included.

This document gives examples primarily in literacy, numeracy and health and wellbeing. However, when planning in your setting, planning, learning and assessment would be carried out across the curriculum.

Included for each topic are:

- ✿ a 'web layout' giving an overview of learning across the curriculum
- ✿ a more detailed block plan
- ✿ a room plan
- ✿ examples of progression sheets and other assessment and recording materials, which could be included in children's PLPs

The materials in the last category are provided as examples of practice and, apart from the progression sheets, are not necessarily intended as templates for use.

The *web layouts* are included to show curriculum links where appropriate. Many different curriculum experiences and outcomes could be appropriate to each topic – it is up to the individual setting to choose which ones fit in with the learning taking place. These layouts could cover three to four weeks, depending on responsive planning and the learning taking place. Not all the curriculum links shown on the web layouts have been included in the corresponding block plans.

The two-letter codes sometimes used, eg CI, refer to the four Curriculum for Excellence capacities:

Successful learners	Confident individuals	Responsible citizens	Effective contributors
Use literacy, communication and numeracy skills.	Relate to others and manage themselves.	Develop knowledge and understanding of the world and Scotland's place in it.	Communicate in different ways and in different settings.
Use technology for learning.	Pursue a healthy and active lifestyle.	Understand different beliefs and cultures.	Work in partnership and in teams.
Think creatively and independently.	Be self-aware.	Make informal choices and decisions.	Take the initiative and lead.
Learn independently and as part of a group.	Develop and communicate their own beliefs and view of the world.	Evaluate environmental, scientific and technological issues.	Apply critical thinking in new contexts.
Make reasoned evaluations.	Live as independently as they can.	Develop informed, ethical views of complex issues.	Solve problems.
Link and apply different types of learning in new situations.	Assess risk and take informed decisions.		

The four capacities should always be referred to when creating planning sheets such as this, as should the seven principles of curriculum design:

- ✿ challenge and enjoyment
- ✿ breadth
- ✿ progression
- ✿ depth
- ✿ personalisation and choice
- ✿ coherence
- ✿ relevance

The *block plans* also cover three to four weeks, focusing on particular experiences and outcomes taken from the web layouts. This format is used here for illustrative purposes only: under usual circumstances weekly/fortnightly plans would be completed from the web layout. An example of a weekly plan has been given for the Friendships topic.

Literacy, numeracy and health and wellbeing experiences and outcomes have to be included in planning for each topic. Sometimes, there is no outcome in one or more of these areas that fits naturally with a topic. In these cases, we have noted 'Planned for separately' on the web layout, and chosen appropriate experiences and outcomes for these areas to add to the block plan. We have chosen which ones to use following responsive planning with the children or by considering the balance of the curriculum.

The *room plans* can be used in a variety of ways: team planning, changes to the environment, organising resources, specific instruction and challenging learning. The room plans in this document have been written to show how the planning could work in the playroom, with literacy and numeracy across learning in mind. They are written in detail in order to cover all contexts, however, in your setting room plans could be completed in note form.

### Blank templates

Blank templates are provided for a web layout, a weekly plan, a room plan and a progression sheet.

### More examples of planning materials

Further examples of planning materials from different City of Edinburgh Council establishments are provided in this section.

### Physical education

This section provides a range of planning and assessment tools for physical education, which is part of health and wellbeing. These include forward plans and assessment sheets, and overviews of significant areas of learning. The activities covered are swimming, athletics, dance, gymnastics, games and fitness. Note however that a forward plan for fitness is not provided, nor is an assessment sheet for swimming, as it should be assessed by specialists.

### **Consultation and planning with children**

Ideas for consulting with children as part of the planning process are included here, along with an evaluation tool.

### **CPD and self-evaluation**

This section describes how to use the CPD resource on the Journey to Excellence website, and provides self-evaluation materials.

### **Resources**

A snapshot of the resources which are available from Information Learning Resources, details of City of Edinburgh Council publications that address aspects of health and wellbeing in the early years, and resources promoting breastfeeding culture. Also included is a pupil profile document used at Clifton Hall School, which provides home contexts for health and wellbeing experiences and outcomes.

## Progression pathways

### Mental and emotional wellbeing: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i></p> <p><b>HWB 0-01a</b></p>	<ul style="list-style-type: none"> <li>✳ I can identify core feelings such as happy, sad, angry, frightened.</li> <li>✳ I am learning to express these feelings in verbal and non-verbal ways.</li> <li>✳ I can describe how I feel in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>✳ Opportunities given for children to express their feelings in open and safe environment</li> <li>✳ Opportunities for discussion/ circle time</li> <li>✳ Buddy/befriending schemes</li> <li>✳ Persona dolls</li> <li>✳ 1–1 talk time/bubble time</li> <li>✳ Strategies in place for supporting emotional and behavioural difficulties</li> <li>✳ Policies used effectively</li> <li>✳ Circle time</li> <li>✳ Positive pupil/teacher relationships through all play activities</li> <li>✳ Opportunities for pupils to learn ways to make them feel better</li> <li>✳ Group work</li> </ul>	<p><i>Creating Confident Kids</i></p> <p><i>Keeping Myself Safe</i> – age 4–9 pack</p> <p><i>Unlearning Discrimination in the Early Years</i> – <a href="mailto:tb@trenttham-books.co.uk">tb@trenttham-books.co.uk</a></p> <p><i>Thinking It, Feeling It, Doing It</i></p> <p>Persona dolls – <a href="http://www.persona-doll-training.org/">www.persona-doll-training.org/</a></p> <p>Partner agencies and voluntary groups</p> <p>Bounce Back</p> <p>Behaviour/pupil support policies</p> <p>Strategies in place for supporting emotional and behavioural difficulties</p> <p>Clear and effective behaviour policy</p> <p>Emotions Talk</p>	<p>Observations</p> <p><b>Say</b></p> <p>Mood boards</p> <p><b>Do</b></p> <p>AifL strategies</p> <p><b>Say/write/make/do</b></p> <p>Regular opportunities for feedback – written and verbal</p> <p><b>Say/write/do</b></p>
<p><i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i></p> <p><b>HWB 0-02a</b></p>	<ul style="list-style-type: none"> <li>✳ I am able to identify a change in my feelings.</li> <li>✳ I can express some of my thoughts and connected feelings.</li> <li>✳ I am learning ways of dealing with my emotions, eg finding someone to help me.</li> </ul>			
<p><i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i></p> <p><b>HWB 0-03a</b></p>	<ul style="list-style-type: none"> <li>✳ I know who I can go to if I need to talk about how I feel.</li> <li>✳ I know who I can go to if I need help.</li> <li>✳ I am beginning to recognise when others need help.</li> </ul>			



<p><i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i></p> <p><b>HWB 0-04a</b></p>	<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i></p> <p><b>HWB 0-05a</b></p>	<p><i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i></p> <p><b>HWB 0-06a</b></p>	<p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i></p> <p><b>HWB 0-07a</b></p>	<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i></p> <p><b>HWB 0-08a</b></p>	<ul style="list-style-type: none"> <li>✿ I am able to identify how my actions affect others.</li> <li>✿ I am beginning to be aware that the actions of others affect me and how I feel.</li> </ul>	<ul style="list-style-type: none"> <li>✿ I am able to play with others and am developing some friendships.</li> <li>✿ I can share things with others, eg resources and teachers' time.</li> <li>✿ I can show concern for others.</li> </ul>	<ul style="list-style-type: none"> <li>✿ I am able to recognise my feelings and show a range of emotions.</li> <li>✿ I can recognise when others have changes of feelings.</li> <li>✿ I am able to go to someone for help when I experience difficult emotions and understand that this might make me feel better.</li> </ul>	<ul style="list-style-type: none"> <li>✿ I am learning that daily routines and familiar situations may change.</li> <li>✿ I seek comfort when I am sad.</li> <li>✿ If I am worried I can tell someone.</li> </ul>	<ul style="list-style-type: none"> <li>✿ I can express feeling lonely/left out.</li> <li>✿ I let others join in.</li> <li>✿ I can listen to what others are saying.</li> <li>✿ I work, play and interact with others.</li> </ul>										
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## Social wellbeing: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p><i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i></p> <p><b>HWB 0-09a</b></p>	<ul style="list-style-type: none"> <li>✿ I am beginning to show good manners to others.</li> <li>✿ I can make choices.</li> <li>✿ I can share.</li> <li>✿ I can follow some routines.</li> <li>✿ I can take turns.</li> <li>✿ I can listen to others.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Pupils involved in decisions that have an impact on them</li> <li>✿ Lessons to raise awareness of equalities</li> <li>✿ School committees, eg pupil council/eco/health/charity groups</li> </ul>	<p><i>Creating Confident Kids</i></p> <p>Health and Wellbeing Implementation Plan</p> <p>UNCRC</p>	<p>PLPs</p> <p><b>Write</b></p> <p>Self and peer assessment</p> <p><b>Say/do</b></p> <p>Regular evaluation and feedback</p>
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i></p> <p><b>HWB 0-10a</b></p>	<ul style="list-style-type: none"> <li>✿ I am beginning to be able to recognise some of my strengths.</li> <li>✿ I feel safe in my school and enjoy being part of it.</li> <li>✿ I let others join in.</li> </ul>	<ul style="list-style-type: none"> <li>✿ School has consistent approach to the rights and responsibilities of pupils</li> <li>✿ Discussion work</li> <li>✿ Completion of PLPs and target setting</li> <li>✿ 1-1 talk time</li> </ul>	<p>UNICEF Rights Respecting Schools award</p> <p>Eco Schools support</p> <p>Health Promoting Schools support</p>	<p><b>Say/do</b></p>
<p><i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i></p> <p><b>HWB 0-11 a</b></p>	<ul style="list-style-type: none"> <li>✿ I am able to follow simple instructions to complete a task. I accept support to learn something new.</li> <li>✿ I will suggest and try new activities.</li> <li>✿ I can say what I have learnt.</li> <li>✿ I can work alongside others.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Check in/circle time</li> <li>✿ Group work – opportunities for taking different roles</li> <li>✿ Representing class in sports events, competitions, school events, pupil council and school committees</li> <li>✿ School trips</li> <li>✿ Extra-curricular activities</li> </ul>	<p>Police</p> <p>Bullying surveys</p> <p>Wellbeing surveys</p> <p>SEAL resources (Social and Emotional Aspects of Learning)</p> <p>Critical skills/cooperative learning</p>	
<p><i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i></p> <p><b>HWB 1-12a</b></p>	<ul style="list-style-type: none"> <li>✿ I am beginning to feel part of a class community.</li> <li>✿ I participate in whole class/school events, eg assemblies and outings.</li> </ul>			

<p><i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i></p> <p><b>HWB 0-13a</b></p>	<p>✿ I am beginning to be able to contribute in class and group discussions.</p> <p>✿ I am beginning to think of things to improve the school, eg class rules and playground games.</p>			
<p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i></p> <p><b>HWB 0-14a</b></p>	<p>✿ I am beginning to build relationships and make friends.</p> <p>✿ I am beginning to understand the concept of sharing in a group.</p>			

## Physical wellbeing: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p><i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i></p> <p><b>HWB 0-15a</b></p>	<ul style="list-style-type: none"> <li>✳ I am able to name some parts of the body.</li> <li>✳ I am beginning to feel the effect of exercise on my body (I feel hot, my legs feel tired, my heart is beating faster etc).</li> </ul>	<ul style="list-style-type: none"> <li>✳ Lessons linked to science and food and health</li> <li>✳ Relationships lessons</li> <li>✳ PE activities</li> <li>✳ Health promotion activities in school</li> <li>✳ Active learning opportunities</li> <li>✳ School trips</li> <li>✳ Lessons linked to substance misuse</li> <li>✳ Lessons linked to firework safety, substance misuse, road safety</li> <li>✳ Circle time/check in</li> <li>✳ People who help me</li> </ul>	<p><i>Keeping Myself Safe</i></p> <p>Active Schools coordinator</p> <p>Health and Wellbeing</p> <p>Implementation Plan (exemplars)</p> <p>Departmental policies for health and safety</p> <p>Road Safety Officer</p> <p>Road Safety Scotland</p> <p>Go Safe with Ziggy</p> <p>Streetsense2</p> <p>Crash Magnets</p> <p>I Bike crew, I Bike officer, SUSTRANS</p> <p>Safer Routes to Schools</p> <p>Police/Fire Service</p> <p>Pedestrian skills training</p> <p>Scottish Cycle Training Scheme</p> <p>Cycling Scotland</p> <p>Cycle Friendly School Award</p> <p>Walk to School week</p> <p>Cycle to School week</p>	<p>Floor books for brainstorming existing knowledge and sharing learning</p> <p><b>Say/do/write</b></p> <p>Application of safety rules both inside and outwith school (eg on class trips)</p> <p><b>Do</b></p> <p>Interactive computer games, puzzles, models, pictures and experiments to demonstrate knowledge of the body</p> <p><b>Make</b></p>
<p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i></p> <p><b>HWB 0-16a</b></p>	<ul style="list-style-type: none"> <li>✳ I am beginning to observe that certain situations carry a risk.</li> <li>✳ I am beginning to understand rules for keeping me safe in school.</li> <li>✳ I am beginning to be able to name substances which are harmful to me.</li> </ul>			
<p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p> <p><b>HWB 0-17a</b></p>	<ul style="list-style-type: none"> <li>✳ I am beginning to understand what an emergency situation is and name some of the people who can help me.</li> </ul>			
<p><i>I know and can demonstrate how to travel safely.</i></p> <p><b>HWB 0-18a</b></p>	<ul style="list-style-type: none"> <li>✳ I am beginning to understand that when I travel I need to listen to instructions from adults.</li> <li>✳ I am beginning to understand where/how to cross the road safely.</li> </ul>			

## Planning for choices and change: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p><i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i></p> <p><b>HWB 0-19a</b></p>	<ul style="list-style-type: none"> <li>✿ I choose to take part in a variety of indoor and outdoor games and activities.</li> <li>✿ I can choose between two activities and give a reason for my choice.</li> <li>✿ I can say/discuss/show others what I like to do.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Golden time</li> <li>✿ Circle time</li> <li>✿ Interest tables</li> <li>✿ Show and tell</li> <li>✿ Interactive displays</li> <li>✿ Photographic evidence – of outdoor activities, trips, achievements</li> <li>✿ Mindmaps and learning walls</li> <li>✿ Freedom of choice about activities</li> <li>✿ Transition activities</li> <li>✿ Role play</li> </ul>	<p>Active Schools</p> <p>Specialist staff</p> <p>Visitors to school, eg nurse, policeman, postman</p>	<p>Involve pupils in organisation of classroom/nursery areas relating to topics/themes</p> <p><b>Do</b></p> <p>Daily evaluation sessions – eg 'What I have learnt/would like to learn next?'</p> <p><b>Say</b></p> <p>Peer and self-evaluation of talks and discussions</p> <p><b>Do/say</b></p> <p>Target setting</p> <p><b>Write/say</b></p>
<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p><b>HWB 0-20a</b></p>	<ul style="list-style-type: none"> <li>✿ I can say what some people do in their jobs, eg nurse, teacher, postman, policeman.</li> </ul>			

## Food and Health: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
I enjoy eating a diversity of foods in a range of social situations. <b>HWB 0-29a</b>	<ul style="list-style-type: none"> <li>✿ I can try different foods.</li> <li>✿ I can eat different foods while participating in a range of social situations.</li> </ul>			
Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. <b>HWB 0-30a</b>	<ul style="list-style-type: none"> <li>✿ I can handle and taste different foods.</li> <li>✿ I can talk about what I have learnt about different foods.</li> <li>✿ I understand how eating and drinking different foods helps me to grow and stay healthy.</li> </ul>			
I know that people need different kinds of food to keep them healthy. <b>HWB 0-32a</b>	<ul style="list-style-type: none"> <li>✿ I know what I need to eat to keep me healthy.</li> </ul>			
I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. <b>HWB 0-33a</b>	<ul style="list-style-type: none"> <li>✿ I know how to brush my teeth.</li> <li>✿ I know when it is important to brush my teeth.</li> <li>✿ I know how to wash my hands.</li> <li>✿ I know when it is important to wash my hands.</li> </ul>			
I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b>	<ul style="list-style-type: none"> <li>✿ I know where different foods come from.</li> <li>✿ I can prepare different foods.</li> <li>✿ I have tried tasting different foods.</li> <li>✿ I choose to eat different foods.</li> </ul>			



## Substance misuse: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. <b>HWB 0-38a</b></p>	<ul style="list-style-type: none"> <li>✿ I can show which things I should not touch or eat.</li> <li>✿ I understand and can say how medicines can help me and others.</li> <li>✿ I can show and tell dangerous substances or situations.</li> <li>✿ I can say what makes these substances or situations/circumstances harmful.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Using sense of smell and sight to recognise dangerous substances and items</li> <li>✿ Discussion of selected substances eg berries, mouldy fruit, pills and lotions</li> <li>✿ Display of good/bad substances</li> <li>✿ Discussion of good and bad substances eg medicine given by an adult/cigarettes</li> <li>✿ Links to Social Studies topics – Myself/My Family/My Street</li> <li>✿ Snack/cooking/baking experiences</li> <li>✿ Children involved in preparation for trips and outings</li> <li>✿ Garden/seasonal work – berries, herbs, plants</li> <li>✿ Scaffolding learning that keeps a focus on this issue, eg What we might find on the beach; Why we don't eat the play dough!</li> <li>✿ Circle time</li> <li>✿ Use of persona dolls</li> <li>✿ Role play</li> </ul>	<p><i>Keeping Myself Safe</i></p> <p>Doctor</p> <p>Nurse</p> <p>Police</p> <p>Parents/carers</p> <p>Exemplars of research/reports/posters made available to pupils</p>	<p>Critical skills/cooperative learning strategies eg speed dating <b>Say</b></p> <p>Learning intentions shared <b>Say/do</b></p> <p>Invite pupils to create the success criteria <b>Say</b></p> <p>Traffic lights to check understanding of instructions <b>Say</b></p> <p>Think, pair, share <b>Say</b></p> <p>Wait time <b>Say/write/do</b></p> <p>No hands up <b>Say/do</b></p> <p>Share an answer with the group/class <b>Say/write/do</b></p> <p>Presentations to class <b>Do</b></p> <p>Investigations displayed <b>Write</b></p>
<p>I can show ways of getting help in unsafe situations and emergencies. <b>HWB 0-42a</b></p>	<ul style="list-style-type: none"> <li>✿ I can explain what an emergency is.</li> <li>✿ I can give examples of people who can help me in an emergency eg nurse, police.</li> <li>✿ I can demonstrate that I know the number for the emergency service – 999.</li> <li>✿ I can tell and explain what information to give emergency services.</li> <li>✿ I understand that I must tell a trusted adult if I have eaten or swallowed anything that I think might be dangerous.</li> </ul>			

<p>Complete PLP at the end of the unit <b>Write</b></p> <p>Cooperative group work <b>Say/write/do/make</b></p> <p>Thumbs up to clarify existing knowledge <b>Do</b></p> <p>Pupils peer assess work <b>Say/write</b></p> <p>Written material displayed in room <b>Write/do</b></p> <p>Design a poster <b>Make</b></p> <p>Think through talking <b>Do/say</b></p> <p>Self-assessment targets <b>Say/write</b></p> <p>Peer assessment of work <b>Say/write</b></p> <p>No hands up rule <b>Say/write/do</b></p>					
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## Relationships, sexual health and parenthood: Early – progression pathway

Experiences and outcomes	Steps to success	Learners' experience	Resources and partnership working	Assessment (AifL)
<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i></p> <p><b>HWB 0-44a</b></p>	<ul style="list-style-type: none"> <li>✿ I realise that everyone is different.</li> <li>✿ I realise that everybody likes different things.</li> <li>✿ I know some ways to be a good friend.</li> <li>✿ I know some ways to make a new friend.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Photographs – favourite fruit/toys, colour of hair/eyes, special qualities</li> <li>✿ Circle time – I like</li> <li>✿ Circle time – I made a new friend when ...</li> <li>✿ I was a good friend when ...</li> <li>✿ Drama role play – asking others to play/asking to play with others</li> </ul>	<p>Stories based on friendship</p> <p><i>Telling Tales</i>– Friends</p> <p><i>Creating Confident Kids</i> – Friendships – Nursery and Primary 1</p>	<p>Final products</p> <p><b>Do/make</b></p> <p>Circle time</p> <p><b>Say</b></p> <p>Drama/role play</p> <p><b>Do</b></p>
<p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i></p> <p><b>HWB 0-44b</b></p>	<ul style="list-style-type: none"> <li>✿ I know how to talk to my carers or people at the nursery when I feel sad.</li> <li>✿ I know that friends are people who are kind to each other.</li> <li>✿ I know that friends will be kind and will make me feel good.</li> <li>✿ I know that I can speak to my teacher and learning assistants and my carers if I feel sad.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Circle time – I feel sad when ...</li> <li>✿ I feel happy when ...</li> <li>✿ Friendship wall – photos of friends doing kind things</li> <li>✿ Circle time – I was a good friend when ...</li> <li>✿ A kind thing a friend did for me was ...</li> <li>✿ Helping others made me feel ...</li> <li>✿ Art – make a collage of helpers</li> </ul>	<p><i>Telling Tales</i> – Friendships and Personal Strengths and Weaknesses</p> <p><i>Creating Confident Kids</i> – Friendship – Nursery and Primary 1</p> <p><i>Creating Confident Kids</i> – Feelings – Nursery and Primary 1</p> <p>Stories eg <i>The Huge Bag of Worries</i></p>	<p>PLPs</p> <p><b>Do</b></p> <p>Listening to conversations</p> <p><b>Say</b></p> <p>Circle time</p> <p><b>Say</b></p>
<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.</p> <p><b>HWB 0-45a</b></p>	<ul style="list-style-type: none"> <li>✿ I know about my family.</li> <li>✿ I can identify who cares for me at different points in the day.</li> <li>✿ I know that families are all different.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Draw/paint pictures of their family</li> <li>✿ Circle time – With my family I ...</li> <li>✿ Time line of helpers/pictures of helpers in school</li> <li>✿ People who help us' topic</li> <li>✿ Circle time – Someone who helps me in the morning is ...</li> <li>✿ Someone who helps me at school is ...</li> <li>✿ Someone who helps me at lunchtime is ...</li> </ul>	<p><i>Telling Tales</i> – Family</p> <p>Stories about families:</p> <p><i>King and King</i> (Linda de Haan and Stern Nijand)</p> <p><i>Mom and Mom are Getting Married</i> (Babette Cole)</p> <p><i>One Dad, Two Dads, Brown Dads,</i></p> <p><i>Black Dads</i> (Johnny Valentine)</p> <p><i>We Belong Together</i> (Todd Parr)</p> <p><i>Who's in the Family</i> (Robert Skutch)</p>	<p>Draw/paint pictures</p> <p><b>Do</b></p> <p>Time line</p> <p><b>Do</b></p> <p>Circle time</p> <p><b>Say</b></p>

<p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i> <b>HWB 0-45b</b></p>	<ul style="list-style-type: none"> <li>✱ I can play with other people.</li> <li>✱ I can find ways to play with other people well.</li> <li>✱ I can play by myself.</li> <li>✱ I can do things by myself.</li> <li>✱ I know there are ways that I can tell that someone wants to play by themselves.</li> <li>✱ I know how to tell others that I want to play by myself.</li> <li>✱ I know there are ways that I can tell if someone wants to play with me.</li> <li>✱ I know how I can ask others to play with me.</li> </ul>	<ul style="list-style-type: none"> <li>✱ All learning activities</li> <li>✱ Collage of photos – individual/group/pair activities</li> <li>✱ Drama role play – asking people to play, asking to play with others</li> <li>✱ Drama freeze frames – showing when they want to play by themselves or with others</li> <li>✱ Circle time – investigating body language and facial expressions – I’m happy to play with others when ...</li> <li>✱ Sorting activities – looking at body language and facial expressions</li> <li>✱ Discussions with learning assistants in the playground</li> </ul>	<p><i>Telling Tales – Friends</i> <i>Creating Confident Kids –</i> Friendships – Nursery and P1 Stories based on friendship</p>	<p>Observing children <b>Do</b> Listening to conversations <b>Say</b> Circle time <b>Say</b> Drama <b>Do</b></p>
<p>I recognise that we have similarities and differences but are all unique. <b>HWB 0-47a</b></p>	<ul style="list-style-type: none"> <li>✱ I recognise that there are similarities and differences between friends.</li> <li>✱ I can explain why we are all the same or different to others.</li> </ul>	<ul style="list-style-type: none"> <li>✱ Games – find someone who has the same hair/eye colour</li> <li>✱ Someone who likes the same fruit/colour</li> <li>✱ Matching activities in maths/ other curriculum areas</li> <li>✱ Circle time – I’m the same as ... because ...</li> <li>✱ I’m different from ... because ...</li> <li>✱ Recognising differences – discussion. ‘All about me’ book to include information on height, eye colour and so on. Maths opportunities – graphs and tables of class information</li> </ul>	<p>Stories: <i>My Brother Bernadette</i> (Jacqueline Wilson) <i>Oliver Sutton is a Sissy</i> (Tomie de Paulo) <i>It’s OK to Be Different</i> (Todd Parr) <i>Orange Pear Apple Bear</i> (Emily Gravett) <i>Red Rockets and Rainbow Jelly</i> (Sue Heap and Nick Sharratt) <i>Giraffes Can’t Dance</i> (Giles Andred and Guy Parker-Ross) <i>We All Sing With the Same Voice</i> (J P Miller and S M Greene)</p>	<p>Games <b>Do</b> Matching activities <b>Do</b> Listening to conversations <b>Say</b> Circle time <b>Say</b></p>

<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. <b>HWB 0-47b</b></p>	<ul style="list-style-type: none"> <li>✿ I can name body parts. (All staff to use correct terminology, see My Body topic example)</li> <li>✿ I understand which body parts are specific to girls, which are specific to boys and which are shared.</li> <li>✿ I know that some parts of my body are private.</li> <li>✿ I can and do respect other people's need for privacy and my own in certain situations (eg toilets, changing rooms).</li> <li>✿ I understand that there are different boundaries relating to privacy when I am at school compared to when I am at home.</li> <li>✿ I understand that my body is getting bigger as I grow.</li> <li>✿ I understand that my body will change as I grow.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Head, shoulders, knees and toes songs</li> <li>✿ Body outlines/maps</li> <li>✿ Discussion</li> <li>✿ Male and female dolls available to play with</li> <li>✿ Photographs of different ages of people – compare similarities and differences</li> <li>✿ A range of non-fiction and fiction books available relating to the body</li> <li>✿ Make up rules for the bathroom, relating to closing the door and giving each other privacy</li> <li>✿ Circle time – children's experiences going to the doctor</li> <li>✿ Doctor/nurse in to talk to the children</li> <li>✿ Make height chart/feet chart</li> </ul>	<p><i>Living and Growing 1</i> (Channel 4 Learning DVD) Tracey Marshall Orb Link <a href="http://www.healthyrespect.co.uk">www.healthyrespect.co.uk</a> Small talk leaflet from Healthy Respect online – see above</p>	<p>PLPs</p> <p>Body map <b>Do</b></p> <p>Height chart <b>Do</b></p> <p>Categorising photographs of people <b>Do</b></p> <p>Circle time <b>Say</b></p>
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<p>I am learning what I can do to look after my body and who can help me. <b>HWB 0-48a</b></p>	<ul style="list-style-type: none"> <li>✿ I know how to keep my body clean.</li> <li>✿ I know that it is important to exercise.</li> <li>✿ I know that it is important to rest.</li> <li>✿ I know that it is important to eat a healthy diet.</li> <li>✿ I know who can help me at nursery/school and at home.</li> <li>✿ I know who can help me and I can explain their jobs.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Project 'Myself/all about me' to include sections on personal hygiene</li> <li>✿ Categorising foods into healthy/unhealthy</li> <li>✿ Making vegetable/fruit kebabs</li> <li>✿ Specialist visits from dentist, doctor or nurse</li> <li>✿ Role play opportunities</li> <li>✿ Opportunities for cross-stage collaboration, eg nursery can speak to P1 about the importance of exercises</li> <li>✿ Activities linked to school 'Health Week' eg walks, sports, fun run</li> <li>✿ Make collages of people who help (link to bigger topic)</li> <li>✿ Circle time – ... helps me at home.</li> <li>✿ ... helps me at nursery/school</li> </ul>	<p>Stories about keeping clean</p>	<p>Observation of activities <b>Do</b></p> <p>Final product <b>Make</b></p> <p>Observation of discussions <b>Say</b></p> <p>Circle time <b>Say</b></p>
<p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. <b>HWB 0-49a</b></p>	<ul style="list-style-type: none"> <li>✿ I know when I feel happy and when I feel sad.</li> <li>✿ I know there are rules to follow.</li> <li>✿ I can talk about my emotions.</li> <li>✿ I can talk to others to let them know how I feel.</li> <li>✿ I know that rules are important and can say why.</li> <li>✿ I can identify possible safe and unsafe places.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Circle time – What makes a good friend?</li> <li>✿ Why are friends important?</li> <li>✿ Introduce a 'bubble time' system in class. The child places their name on a bubble if they would like to talk to the teacher about something.</li> <li>✿ Create rules together at the start of the year – how do you want the classroom to look, feel, sound?</li> <li>✿ Discuss rules and what would happen if we didn't have any.</li> <li>✿ Make collages of safe/unsafe places.</li> </ul>	<p>Observing children <b>Do</b></p> <p>Listening to conversations <b>Say</b></p> <p>Circle time <b>Say</b></p> <p>Final products <b>Make</b></p>	<p>Observation of activities <b>Do</b></p> <p>Final product <b>Make</b></p> <p>Observation of discussions <b>Say</b></p> <p>Circle time <b>Say</b></p> <p>Final products <b>Make</b></p>



<p>I am learning about where living things come from and about how they grow, develop and are nurtured. <b>HWB 0-50a</b></p>	<ul style="list-style-type: none"> <li>✿ I know the differences between living and non-living things.</li> <li>✿ I know that living things grow and change.</li> <li>✿ I understand that living things need care.</li> <li>✿ I know what plants need to live and grow.</li> <li>✿ I know what people need to help them live and grow.</li> <li>✿ I understand that I began life as a baby inside my mummy and I am now growing and changing.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Matching baby animals to the mother</li> <li>✿ Planting a seed and caring for it</li> <li>✿ Keeping a seed diary (photos/writing)</li> <li>✿ Categorising pictures into living and non-living things</li> <li>✿ Book study – The Very Hungry Caterpillar – looking at the life cycle of a butterfly (language/art/drama opportunities)</li> <li>✿ Look at life cycles of other creatures</li> <li>✿ Edinburgh Zoo education visits</li> </ul>	<p>Living and Growing Unit 1 – ideas can be taken from teaching notes/ activity sheets Book study – <i>The Very Hungry Caterpillar</i></p>	<p>Observing activities <b>Do</b> Final products <b>Make/write</b> Observing discussions <b>Say</b></p>
<p>I am able to show awareness of the tasks required to look after a baby. <b>HWB 0-51a</b></p>	<ul style="list-style-type: none"> <li>✿ I can show some understanding of the needs of babies.</li> <li>✿ I know that it is important for a baby to be fed and washed.</li> <li>✿ I know that it is important for a baby to sleep.</li> <li>✿ I know that it is important for a baby to be held carefully and loved.</li> </ul>	<ul style="list-style-type: none"> <li>✿ Visit from pregnant lady/ midwife/nurse</li> <li>✿ Visit from mother and child (parental involvement)</li> <li>✿ Circle time – To help look after a baby I could ...</li> <li>✿ Role play opportunities – house corner</li> <li>✿ Collages of things needed to look after a baby</li> </ul>	<p>Stories Living and Growing Unit 2 – ideas taken from activity sheets</p>	<p>Final products <b>Do/make</b> Observations of children playing <b>Do</b> Observations of listening/talking <b>Say</b></p>



## Long-term plan example

Ten topics have been chosen which could form a long-term nursery plan or an interdisciplinary learning plan for Primary 1. This is just a planning suggestion and should not be taken as prescriptive. For each of the topics, a list of relevant experiences and outcomes and 'I can ...' statements has been compiled, using the progression pathways as a reference.

Topics:

- ✿ Friendships
- ✿ Rules and routines
- ✿ Health (All about me) (including healthy teeth and healthy food)
- ✿ Food (including harvest, gardening, healthy food and harmful substances)
- ✿ Safety (People who help us) (including road safety)
- ✿ Festivals and events (eg Christmas, nativity play, Burns night, St Andrew's Day, Eid, Diwali, Hannukah, Chinese New Year, Thanksgiving, Australia Day)
- ✿ Feelings
- ✿ Life cycles (eg garden planning project, farm trip – includes babies, and animals and their babies)
- ✿ Me and my body (including my personality, my strengths and my learning style)
- ✿ Transitions (including loss and change)

## Friendships – experiences and outcomes

*I value the opportunities I am given to make friends and be part of a group in a range of situations. (HWB 0-14a)*

### **Social wellbeing**

- ✿ *I am beginning to build relationships and make friends.*
- ✿ *I am beginning to understand the concept of sharing in a group.*

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 0-08a) **Mental and emotional wellbeing***

- ✿ *I can express feeling lonely/left out.*
- ✿ *I let others join in.*
- ✿ *I can listen to what others are saying.*
- ✿ *I work, play and interact with others.*

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 0-05a) **Mental and emotional wellbeing***

- ✿ *I am able to play with others and am developing some friendships.*
- ✿ *I can share things with others – resources, teachers' time.*
- ✿ *I can show concern for others.*

*I recognise that we have similarities and differences and are all unique. (HWB 0-47a) **Relationships, sexual health and parenthood***

- ✿ *I recognise that there are similarities and differences between friends.*
- ✿ *I can explain why they are the same as or different from others.*

*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. (HWB 0-45b) **Relationships, sexual health and parenthood***

- ✿ *I can play with other people.*
- ✿ *I can find ways to play well with other people.*
- ✿ *I can play by myself.*
- ✿ *I can do things by myself.*
- ✿ *I know when someone wants to play alone.*
- ✿ *I know how to tell others that I want to play by myself.*
- ✿ *I know when someone wants to play with me.*
- ✿ *I know how I can ask others to play with me.*

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. (HWB 0-44a) **Relationships, sexual health and parenthood***

- ✿ *I realise that everybody is different.*
- ✿ *I realise that everybody likes different things.*
- ✿ *I know some ways to be a good friend.*
- ✿ *I know some ways to make a new friend.*

*I understand positive things about friendships and relationships, but when something worries or upsets me I know who I should talk to. (HWB 0-44a) **Relationships, sexual health and parenthood***

- ✿ *I know how to talk to my carers or people at the nursery/school when I feel sad.*
- ✿ *I know that friends are people who are kind to each other.*
- ✿ *I know that friends will be kind and will make me feel good.*
- ✿ *I know that I can speak to my teacher, learning assistants and carers if I feel sad.*

## Friendships – possible curriculum links

### Health and Wellbeing

I value opportunities I am given to make friends and be part of a group in a range of situations. (HWB 0-14a)

### Literacy

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)

### Numeracy

I have spotted and explored patterns in my own and the wider environment, and can copy and continue these and create my own patterns. (MTH 0-13a)

### Other curriculum areas

I explore/appreciate the wonder of nature within different environments and have played a part in caring for the environment. (SOC 0-08a)

### Evaluation of long-term plan

Next year plan the trip to the beach earlier in the plan, as it gave a context to the children who hadn't been to the beach that summer. Also could gather lots of resources for the art/craft and display tables. Remember to look for patterns in the environment when at the beach. After the trip the children had lots of questions.

Using the *Rainbow Fish* books as stimuli worked really well; the children began to show understanding of sharing which impacted on their play. Using the same character in different books with a different friendship focus helped the children's understanding and they could relate to situations in the nursery.

## Rules and routines – experiences and outcomes

*As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 0-09a) **Social wellbeing***

- ✿ *I am beginning to show good manners to others.*
- ✿ *I can make choices.*
- ✿ *I can share.*
- ✿ *I can follow some routines.*
- ✿ *I can take turns.*
- ✿ *I can listen to others.*

*I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. (HWB 0-16a) **Physical wellbeing***

- ✿ *I am beginning to observe that certain situations carry a risk.*
- ✿ *I am beginning to understand rules for keeping me safe in school.*
- ✿ *I am beginning to be able to name substances which are harmful to me.*

**Rules and routines – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Health (All about me) – experiences and outcomes

- ✿ picture of me, my family, likes and dislikes etc
- ✿ height and weight of child

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. (HWB 0-45a) **Relationships, sexual health and parenthood**

- ✿ I know about my family.
- ✿ I can identify who cares for me at different points of the day.
- ✿ I know that families are all different.

I am learning what I can do to look after my body and who can help me. (HWB 0-48a) **Relationships, sexual health and parenthood**

- ✿ I can give examples of healthy food and drinks.
- ✿ I know who can help me at nursery and at home.
- ✿ I know that it is important to exercise.
- ✿ I know that it is important to rest.
- ✿ I know who can help me and I can explain their jobs.
- ✿ I can recognise clothes for winter and clothes for summer and explain my choices.
- ✿ I know why it is important to eat healthy food, for example 'five a day'.

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. (HWB 0-33a) **Food and health**

- ✿ I know how to brush my teeth.
- ✿ I know when it is important to brush my teeth.
- ✿ I know how to wash my hands.
- ✿ I know when it is important to wash my hands.



**Health (All about me) – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Food – experiences and outcomes

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. (HWB 0-30a) **Food and health**

- ✿ I can handle and taste different foods.
- ✿ I can talk about what I have learnt about different foods.
- ✿ I understand how eating and drinking different foods helps me to grow and stay healthy.

I explore and discover where foods come from as I choose, prepare and taste different foods. (HWB 0-35a) **Food and health**

- ✿ I know where different foods come from.
- ✿ I can prepare different foods.
- ✿ I have tried tasting different foods.
- ✿ I choose to eat different foods.

I know that people need different kinds of food to keep them healthy. (HWB 0-32a) **Food and health**

- ✿ I know what I need to eat to keep me healthy.

I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. (HWB 0-38a) **Substance misuse**

- ✿ I can show which things I should not touch or eat.
- ✿ I understand and can say how medicines can help me and others.
- ✿ I can show and tell dangerous substances or situations.
- ✿ I can say what makes these substances or situations/circumstances harmful.

**Food – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Safety (People who help us) – experiences and outcomes

I know and can demonstrate how to travel safely (HWB 0-18a) **Physical wellbeing**

- ✿ I am beginning to understand that when I travel I need to listen to instructions from adults.
- ✿ I am beginning to understand where/how to cross the road safely.

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. (HWB 0-17a) **Physical wellbeing**

- ✿ I am beginning to understand what an emergency situation is and name some of the people who can help me.

I can show ways of getting help in unsafe situations and emergencies. (HWB 0-42a) **Substance misuse**

- ✿ I can explain what an emergency is.
- ✿ I can give examples of people who can help me in an emergency, eg nurse, police.
- ✿ I can demonstrate that I know the number for the emergency service – 999.
- ✿ I can tell and explain what information to give emergency services.
- ✿ I understand that I must tell a trusted adult if I have eaten or swallowed anything that I think might be dangerous.

I can describe some of the kinds of work that people do and I am finding out about the wider world of work. (HWB 0-20a) **Planning for choices and change**

- ✿ I can say what some people do in their jobs, eg nurse, teacher, postman, policeman.

## Safety (People who help us) – possible curriculum links

### Health and Wellbeing (HWB 0-18a)

I know and can demonstrate how to travel safely.

### Literacy – Listening and talking/reading (LIT 0-07a)

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

### Numeracy (MNU 0-2a)

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

### Other curriculum area – Social Studies – People in society, economy and business (SOC 0-16a)

By exploring my local community, I have discovered the different roles people play and how they can help.

### Evaluation of long-term plan

Next year extend learning to other jobs in the community, and ask parents if they could come in and talk to the children

The Road Safety (Ziggy) Pack worked well. We need to plan for it throughout the year, little and often, rather than do it as a topic once a year.

The children have highlighted emergency numbers; keep these up in the house corner throughout the year.

## Festivals and events – experiences and outcomes

*Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. (HWB 0-12a) **Social Wellbeing***

- ✿ *I am beginning to feel part of a class community.*
- ✿ *I participate in whole-class/school events, eg assemblies and outings.*

*I enjoy eating a diversity of foods in a range of social situations. (HWB 0-29a) **Food and health***

- ✿ *I can try different foods.*
- ✿ *I can eat different foods while participating in a range of social situations.*

**Festivals and events – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Feelings – experiences and outcomes

*I am aware of and am able to express my feelings and am developing the ability to talk about them. (HWB 0-01a) **Mental and emotional wellbeing***

- ✿ *I can identify core feelings such as happy, sad, angry and frightened.*
- ✿ *I am learning to express these feelings in verbal and non-verbal ways.*
- ✿ *I can describe how I feel in different situations.*

*I know that we all experience a variety of thoughts and emotions that effect how we feel and behave, and I am learning ways of managing them. (HWB 0-02a) **Mental and emotional wellbeing***

- ✿ *I am able to identify a change in my feelings.*
- ✿ *I can express some of my thoughts and connected feelings.*
- ✿ *I am learning ways of dealing with my emotions, eg finding someone to help me.*

*I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB 0-03a) **Mental and emotional wellbeing***

- ✿ *I know who I can go to if I need to talk about how I feel.*
- ✿ *I know who I can go to if I need help.*
- ✿ *I am beginning to recognise when others need help.*

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. (HWB 0-04a) **Mental and emotional wellbeing***

- ✿ *I am able to identify how my actions affect others.*
- ✿ *I am beginning to be aware that the actions of others affect me and how I feel.*

*I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. (HWB 0-06a) **Mental and emotional wellbeing***

- ✿ *I am able to recognise my feelings and show a range of emotions.*
- ✿ *I can recognise when others have changes of feelings.*
- ✿ *I am able to go to someone for help when I experience difficult emotions and understand that this might make me feel better.*



**Feelings – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Life cycles – experiences and outcomes

I am learning about where living things come from and about how they grow, develop and are nurtured. (HWB 0-50a)

### **Relationships, sexual health and parenthood**

- ✿ I know that living things grow and change.
- ✿ I know that there are living and non-living things.
- ✿ I understand that living things need care.
- ✿ I know what plants need to live and grow.
- ✿ I know what people need to help them live and grow.
- ✿ I know the differences between living and non-living things.
- ✿ I understand that I began life as a baby inside my mummy and I am now growing and changing.

I am able to show awareness of the tasks required to look after a baby (HWB 0-51a) **Relationships, sexual health and parenthood**

- ✿ I can show some understanding of the needs of babies.
- ✿ I know that it is important for a baby to be fed and washed.
- ✿ I know that it is important for a baby to sleep.
- ✿ I know why it is important for a baby to be held carefully and loved.

Life cycles – possible curriculum links

Health and Wellbeing

Literacy

Numeracy

Other curriculum areas

Evaluation of long-term plan

## Me and my body – experiences and outcomes

*I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB 0-15a) **Physical wellbeing***

- ✿ *I am able to name some parts of the body.*
- ✿ *I am beginning to feel the effect of exercise on my body (I feel hot, my legs feel tired, my heart is beating faster etc).*

*I am aware of my growing body and I am learning the correct names for its different parts and how they work. (HWB 0-47b) **Relationships, sexual health and parenthood***

- ✿ *I can name body parts. (All staff to use correct terminology – see My Body topic example)*
- ✿ *I understand which body parts are specific to girls, which are specific to boys and which are shared.*
- ✿ *I know that some parts of my body are private.*
- ✿ *I can and do respect other people's need for privacy and my own in certain situations (eg toilets, changing rooms).*
- ✿ *I understand that there are different boundaries relating to privacy when I am at school compared to when I am at home.*
- ✿ *I understand that my body is getting bigger as I grow.*
- ✿ *I understand that my body will change as I grow.*

*I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. (HWB 0-49a) **Relationships, sexual health and parenthood***

- ✿ *I know when I feel happy and when I feel sad.*
- ✿ *I know there are rules to follow.*
- ✿ *I can talk about my emotions.*
- ✿ *I can talk to others to let them know how I feel.*
- ✿ *I know that rules are important and can say why.*
- ✿ *I can identify possible safe and unsafe places.*

*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 0-13a) **Social wellbeing***

- ✿ *I am beginning to be able to contribute in class and group discussions.*
- ✿ *I am beginning to think of things to improve the school, eg class rules and playground games.*

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. (HWB 0-10a) **Social wellbeing***

- ✿ *I am beginning to be able to recognise some of my strengths.*
- ✿ *I feel safe in my school and enjoy being part of it.*
- ✿ *I let others join in.*

*I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. (HWB 0-11a) **Social wellbeing***

- ✿ *I am able to follow simple instructions to complete a task.*
- ✿ *I accept support to learn something new.*
- ✿ *I will suggest and try new activities.*
- ✿ *I can say what I have learnt.*
- ✿ *I can work alongside others.*

*In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. (HWB 0-19a) **Planning for choices and change***

- ✿ *I choose to take part in a variety of indoor and outdoor games and activities.*
- ✿ *I can choose between two activities and give a reason for my choice.*
- ✿ *I can say/discuss/show others what I like to do.*

**Me and my body – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

## Transitions – experiences and outcomes

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*  
(HWB 0-07a) **Mental and emotional wellbeing**

- ✿ *I am learning that daily routines and familiar situations may change.*
- ✿ *I seek comfort when I am sad.*
- ✿ *If I am worried I can tell someone.*

**Transitions – possible curriculum links**

**Health and Wellbeing**

**Literacy**

**Numeracy**

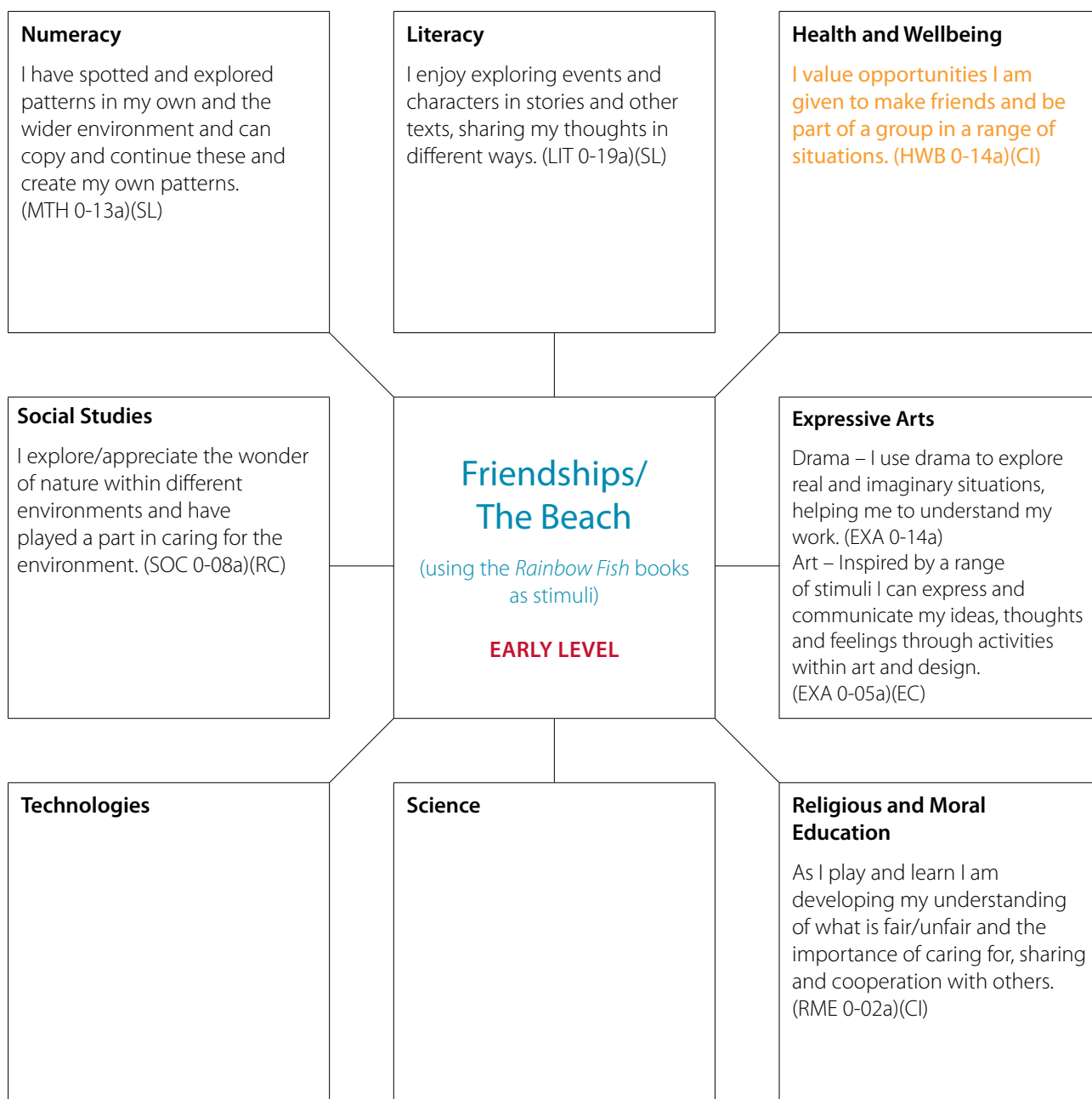
**Other curriculum areas**

**Evaluation of long-term plan**

# Friendships topic example

## Friendships/the beach web

Date:



**Challenge and enjoyment. Breadth. Progression. Depth. Personalisation and choice. Coherence. Relevance.**

Successful learners	Confident individuals	Responsible citizens	Effective contributors
<ul style="list-style-type: none"> <li>Use literacy, communication and numeracy skills.</li> <li>Use technology for learning.</li> <li>Think creatively and independently.</li> <li>Learn independently and as part of a group.</li> <li>Make reasoned evaluations.</li> <li>Link and apply different types of learning in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to others and manage themselves.</li> <li>Pursue a healthy and active lifestyle.</li> <li>Be self-aware.</li> <li>Develop and communicate their own beliefs and view of the world.</li> <li>Live as independently as they can.</li> <li>Assess risk and take informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the world and Scotland's place in it.</li> <li>Understand different beliefs and cultures.</li> <li>Make informal choices and decisions.</li> <li>Evaluate environmental, scientific and technological issues.</li> <li>Develop informed, ethical views of complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in different ways and in different settings.</li> <li>Work in partnership and in teams.</li> <li>Take the initiative and lead.</li> <li>Apply critical thinking in new contexts.</li> <li>Solve problems.</li> </ul>



## Friendships block plan

This would be broken down into weekly/fortnightly plans.

Focus for learning	Experiences and learning opportunities	Evaluation/assessment
<p><b>Health and Wellbeing</b>  <b>HWB 0-14a</b>  <b>Friendships</b>            Learning to play with others, developing friendships.            Sharing resources and teachers' time.            Waiting their turn for a go on a piece of equipment.            Evidence will come from observations.  <b>Say/write/make/do</b></p>	<p><i>Rainbow Fish</i> series – stories relating to friendships/caring.            Discuss the events in the book.            Offer opportunities to use a timer when sharing resources/equipment.            Buddy bench – with returning children helping new children to play outside.</p>	<p><b>Assessment</b>            I am able to play with others and am developing some friendships.            I can share things with others – resources, teachers' time.</p> <p><b>Evaluation of the learning</b>            Children need reinforcement of using the timer correctly outside. They are using the buddy bench all the time! Support as appropriate. Introduce floor games so children have the experience of sharing/turn taking.</p>
<p><b>Maths and Numeracy</b>  <b>MTH 0-13a</b>  <b>Patterns</b>            Learning the rule of pattern – that pattern has a repeated sequence.            Creating own pattern using different materials.            Evidence will come from observations.  <b>Say/write/make/do</b></p>	<p>Look at pattern books, own clothes and any patterns in the nursery.            At maths table children will have the opportunity to copy and create patterns. Challenge children – asking them to create more complex patterns. Ask them to describe their patterns using the language of position. Ask children to share their creations at get-together time – peer assessment.</p>	<p><b>Assessment</b>            I know the rule of pattern.            I know that patterns have a repeated sequence.            I can create my own pattern using different materials.</p> <p><b>Evaluation of the learning</b>            The children are not confident in using the language of position. Spend time talking about their patterns and using the vocabulary with them.</p>

<p><b>Literacy and English LIT 0-19a</b>  <b>Stories, characters and events</b>          Use props to retell the main parts of the story.          Take on the role of a character in the story.          Talk about the feelings of characters.          Evidence will come from observations.  <b>Say/write/make/do</b></p>	<p>Before story time tell the children that you are going to ask them to retell the story. Stop and ask what is going to happen next.          Set up props relating to books in story corner. Add audio books.          In small groups, using props and with support, ask children to choose a character and take on that role.          In small groups talk about the Rainbow Fish's feelings through the book.</p>	<p><b>Assessment</b>          I can use props to retell the main parts of the story.          I can take on the role of a character in the story.          I can talk about feelings of character.</p> <p><b>Evaluation of the learning</b>          The children are retelling the story but not in the right order.          Make sequencing cards of the story to support this. Read more <i>Rainbow Fish</i> books and add these props to the role play area. Create a small world with the characters and props.</p>
<p><b>Social Studies SOC 0-08a</b>  <b>Exploring the wonder of nature</b>          Find out information about what is naturally found under the sea and on the beach.          Explore ways we can care for the environment.          Evidence will come from observations.  <b>Say/write/make/do</b></p>	<p>Look at non-fiction books and the internet and find out what is naturally under the sea/on the beach. Source some of the items – mindmap with children to find out how, and add them to the display. Label items.          Involve parents through a newsletter.          Ask the children if they had experienced any unnatural things on the beach or in in the sea – rubbish etc.          Make up rules for the beach.</p>	<p><b>Assessment</b>          I can name some of the natural elements/items found on the beach and under the water.          I know some ways in which I can care for the environment.</p> <p><b>Evaluation of the learning</b>          The children are interested in non-fiction books. (Do this literacy outcome next.)          The children are very interested in caring for the environment. Look into a visit to the beach to provide a real opportunity to learn about the environment.</p>
<p><b>Responding to children</b></p>		
<p><b>Action pages and next steps</b></p>		

## Friendships weekly plan

Focus for learning	Experiences and learning opportunities	Evaluation/assessment
<p><b>Health and Wellbeing HWB 0-14a Friendships</b> Learning to play with others, developing friendships. Evidence will come from observations. <b>Say/write/make/do</b></p>	<p><i>Rainbow Fish</i> series – stories relating to friendships/caring Discuss the events in the book</p>	<p><b>Assessment</b> I am able to play with others and am developing some friendships.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Maths and Numeracy MTH 0-13a Patterns</b> Learning the rule of pattern – that pattern has a repeated sequence. Creating own pattern using different materials. Evidence will come from observations. <b>Say/write/make/do</b></p>	<p>Look at pattern books, own clothes any patterns in the nursery. At the maths table, children will have the opportunity to copy and create patterns.</p>	<p><b>Assessment</b> I know the rule of pattern. I know that patterns have a repeated sequence. I can create my own pattern using different materials.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Literacy and English LIT 0-19a Stories, characters and events</b> Use props to retell the main parts of the story. Take on the role of a character in the story. Talk about the feelings of characters. Evidence will come from observations. <b>Say/write/make/do</b></p>	<p>Before story time tell the children that you are going to ask them to retell the story. Stop and ask children to predict what is coming next. Put out props in the story corner to match the books. Put out audio CDs for children to listen to.</p>	<p><b>Assessment</b> I can use props to retell the main parts of the story.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Social Studies SOC 0-08a Exploring the wonder of nature</b> Find out information about what is naturally found under the sea and on the beach. Evidence will come from observations. <b>Say/write/make/do</b></p>	<p>Look at non-fiction books and the internet and find out what is naturally under the sea/on the beach. Source some of the items – mindmap with children to find out how, and add them to the display. Label items. Involve parents through a newsletter.</p>	<p><b>Assessment</b> I can name some of the natural elements/items found on the beach and under the water.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Responding to children</b></p>		
<p><b>Action pages and next steps</b></p>		

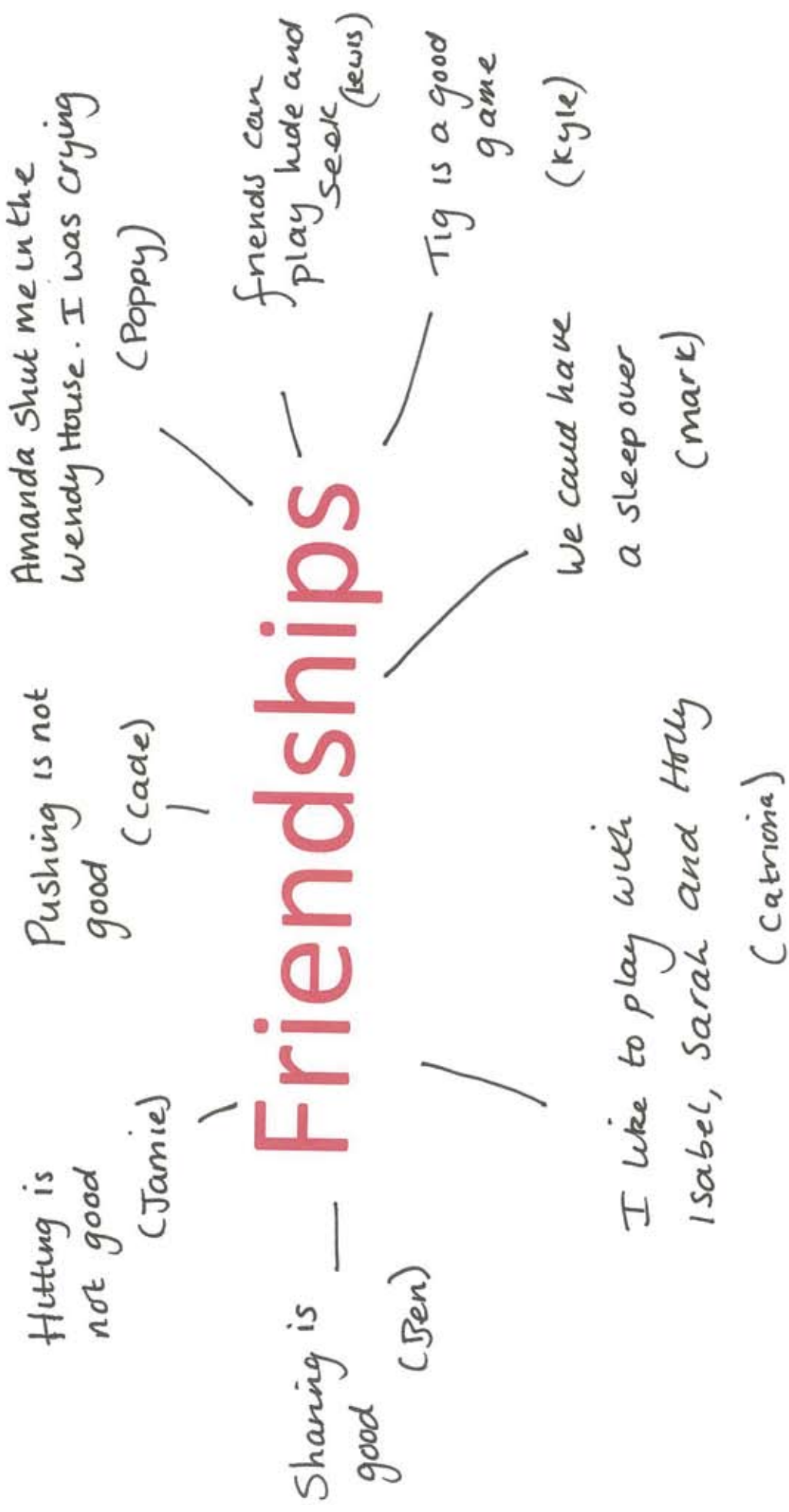
## Friendships room plan

This can be used in a variety of ways: team planning, changes to the environment/resources, specific instructions and to challenge learning.

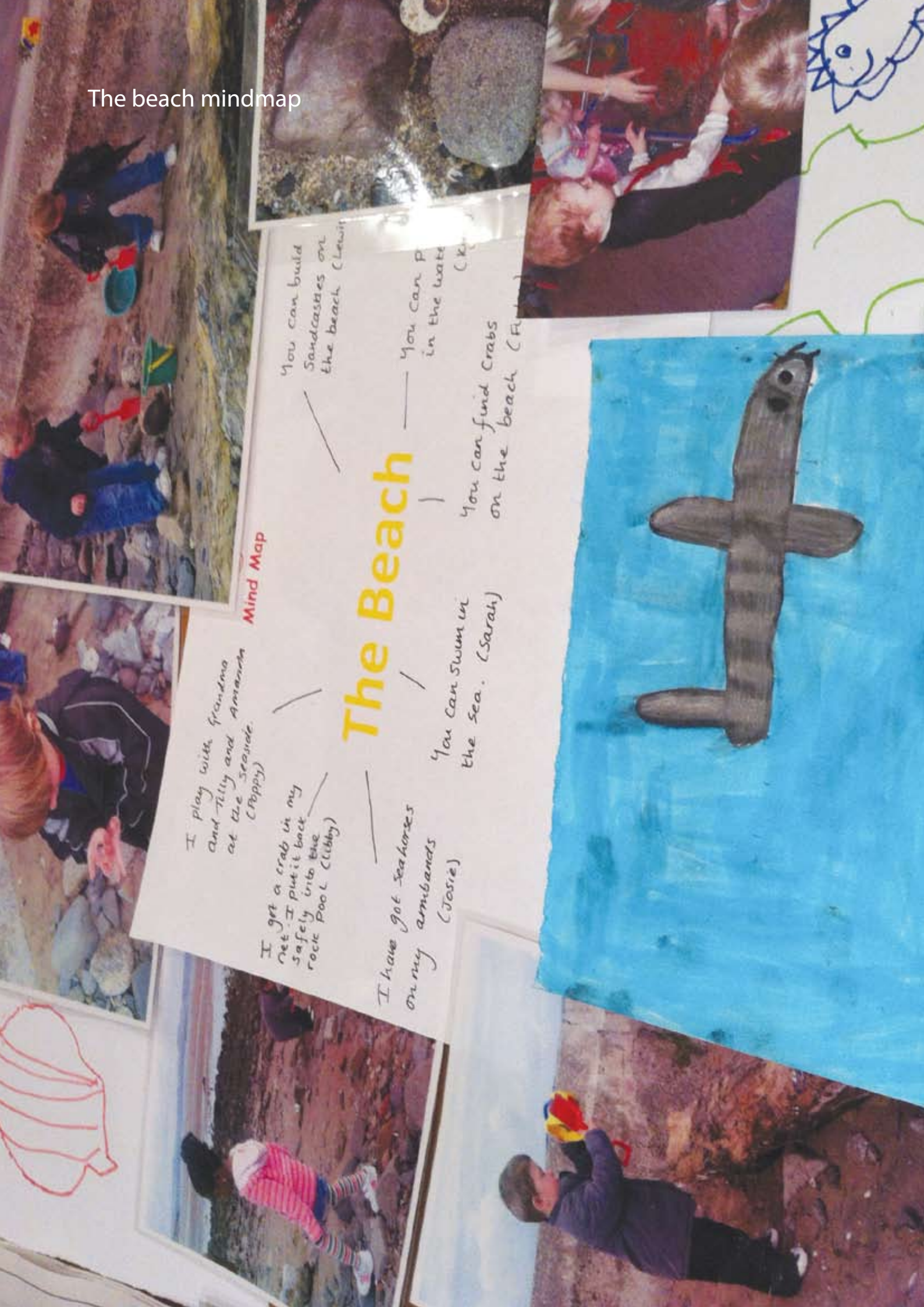
Week beginning:

<p><b>Display</b> Underwater display; add children's patterned rainbow fish to the display. Add to the display through talking about the characters in the book and researching/mindmapping what is under the sea.</p>	<p><b>Sand</b> Put in buckets and spades. With children, sequence how to make a good sandcastle through photographs and written instructions.</p>	<p><b>Water</b> Create a rock pool – initially with fish and nets. Using information from mindmap/research add items to the pool (eg stones, seaweed, starfish).</p>
<p><b>Big bricks/role play</b> Put up posters and photographs from the children's holidays up on the wall. Add fiction and non-fiction books about the beach and the sea. Put in a copy of <i>The Rainbow Fish</i> and shiny scales so the children can have the opportunity to act out <i>The Rainbow Fish</i>.</p>	<p><b>Technology/craft area</b> There are <i>Rainbow Fish</i> interactive story books online which the children can use. Show one child and ask them to show the next, support as necessary. There are also great <i>Rainbow Fish</i> resources for the smartboard. Look at technology if starting a fish tank – the pump etc.</p>	<p><b>Paints</b> Put out underwater/rainbow fish pictures. Put out pattern books and different materials so children can create their own rainbow fish using pattern. Add oil pastels to the area and encourage children to create a pattern with the pastels and then paint over with watered down paint. Add to display.</p>
<p><b>Stories</b> Read the <i>Rainbow Fish</i> books, concentrating on the children's ability to retell the story, using props. Re-read the book and ask children before the story to think about how the Rainbow Fish and other characters were feeling. Use symbols to help children express views.</p>	<p><b>Music</b> Put on waves, beach, sea music and ask children which instruments replicate these sounds. Keep these instruments in the music corner. Ask children if they can make up their own music to go with the <i>Rainbow Fish</i> book.</p>	<p><b>Playdough</b> Add books showing underwater scenes to the playdough table. Playdough cutters for fish should be put out. Also rolling pins, knives and a light blue mat should be put out so that the children can create their own underwater scene.</p>
<p><b>Writing/drawing table</b> Add the <i>Rainbow Fish</i> books to the writing table with colourful pens. Add white paper and some sheets with three boxes so children can have the opportunity to sequence the story, to ensure children are challenged.</p>	<p><b>House corner</b> Add a 'made up' or real fish tank to the house corner. Find out from the children what they know about keeping fish. What do we need? Trip to pet store. Put in information books relating to fish tanks. Put in picnic basket and rug. Ensure there is a notebook and pen, telephone, book calendar, noticeboard etc in good order in the house corner at all times.</p>	<p><b>Maths area</b> Put out different shapes and colours of beads to be threaded, so children can make a pattern. Put out strips so that children can copy the pattern. Put out blank strips so that children can create their own pattern. Talk to the children about the language of pattern. Have vocabulary and photographs of children's work on wall.</p>
<p><b>Snack</b> Talk about the food the children would take to the beach – children to set the menu. Set up snack as a picnic.</p>	<p><b>Outside</b> Concentrate on sharing equipment – use sand timers. Talk to the children about the 'friendship' bench where children can go when they want to join in a game. Act it out with different children taking on the roles, talk about the vocabulary they could use.</p>	<p><b>Get-together time</b> Talk to the children about what they are learning. We are learning to retell stories using props. We are learning to be friendly, make friends and share. We are learning to copy and create our own patterns. We are learning about what is under the sea and on the beach. Reflect on learning which has already taken place.</p>

## Mind Map







Mind Map

# The Beach

I play with Grandma and Tilly and Amman at the seaside. (Poppy)

I get a crab in my net. I put it back safely into the rock pool. (Libby)

I have got seahorses on my armbands. (Josie)

You can swim in the sea. (Sarah)

You can build Sandcastles on the beach. (Lewin)

You can play in the water. (Katie)

You can find Crabs on the beach. (Fiona)



## Friendships observation 1

### Health and Wellbeing – social wellbeing

I value the opportunities I am given to make friends and be part of a group in a range of situations. (HWB 0-14a)

- ✿ I am beginning to build relationships and make friends.
- ✿ I am beginning to understand the concept of sharing in a group.



I am a confident individual.

- ✿ Terri said after listening to *The Rainbow Fish* 'She shared her things to be friends.' Terri shared her buttons with her friends.

Next steps/comments from child/staff/parents:



## Literacy – reading

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)

- ✿ I can take on the role of a character in the story.
- ✿ I can use props to help me retell the main parts of the story.

I am a successful learner.

- ✿ We read *The Rainbow Fish*. Terri asked Finlay if he wanted to play like the Rainbow Fish. They decided on their roles. Finlay asked if he could be the octopus in the cave and Terri wanted to be the Rainbow Fish.
- ✿ Terri can talk about the feelings of characters and justify her opinions with supportive questioning (20.2.12). 'He was all by himself', 'He is happy he has got friends to play with.'
- ✿ After listening to *The Rainbow Fish* Terri could retell the story. She would benefit from a sequencing activity based around the book for her to be able to put the main points in a recount in the right order.



Next steps/comments from child/staff/parents: Sequencing of story.





## Friendships observation 2

### Maths – patterns

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. (MTH 0-13a)

I am a successful learner.

- ✿ Finlay knows that patterns have a repeated sequence. He can create his own pattern using different materials.
- ✿ In the local park we were looking for patterns. Finlay said 'Here is a pattern, it is red and it goes one way and then the other.' Finlay looked at the fence and asked 'Is this a pattern?' We discussed that there were seven arches then an end piece then seven arches again. Finlay decided it was a pattern as the same thing happened again and again. He noticed the table in the park was 'black and white, black and white.'



- ✿ He showed he could create a pattern of his own with items found on the ground in the park.

## Friendships observation 3

### Friendships – working together

I value opportunities I am given to make friends and be part of a group of situations. (HWB 0-14a)

✿ I am able to play with others and am developing some friendships.

I am a confident individual.



✿ Terri was keen to take up Thomas's idea of making a pirate ship together on the beach and asked the questions 'Can I help you make your boat?' and 'What shall I do?' Other children watched and were then keen to join in and work together.

✿ Terri showed that she is able to listen and respond to her friends.

# Friendships progression – social wellbeing and relationships, sexual health and parenthood

## HEALTH AND WELLBEING

### Progression

Social Wellbeing



Terri knows that friends share. After listening to *The Rainbow Fish* she stated that the fish shared her things to be friends. Feb 2012

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## Child's name: Terri Ashcroft

Relationships, Sexual Health and Parenthood



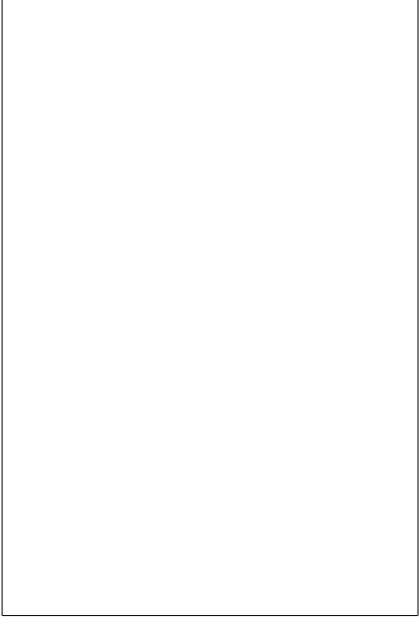
'I like to dance with my friends, sometimes my friends want to dress up when I don't want to. I realise that everyone likes different things.' May 2012

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# Friendships progression – literacy

## LITERACY

### Progression

Child's name: Terri Ashcroft

Reading – I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.(LIT0-0-01b) – I am a Successful Learner



Terri chose this book to read, out of three options. She listened attentively to the story. Oct 2011 Next step – to predict what will happen next in a story

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Terri can predict what she thinks will happen next. 'I think he will give the hat to someone else', Jan 2012 Next step – make up her own ending to the story

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'I don't like the badger because he is grumpy, I think Santa is sad because the hedgehog didn't like his present. I like the hedgehog, he's my favourite.' Terri can talk about what she likes and dislikes about the characters and events in stories. May 2012 Next step – sequencing the story

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# Friendships progression – maths and pattern

## MATHS

### Progression

Child's name: Terri Ashcroft

Patterns – I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. (MTH 0-13a) – I am a Successful Learner



I am learning to recognise the rule of pattern. 'This red triangle is next'

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I can recognise that my pattern has a repeated sequence

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I can create my own pattern using both colour and mark 'blue squiggly line, purple circle, red star' which she repeats. 'My Rainbow Fish has patterns'

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## Friendships responsive planning example

### Responsive planning

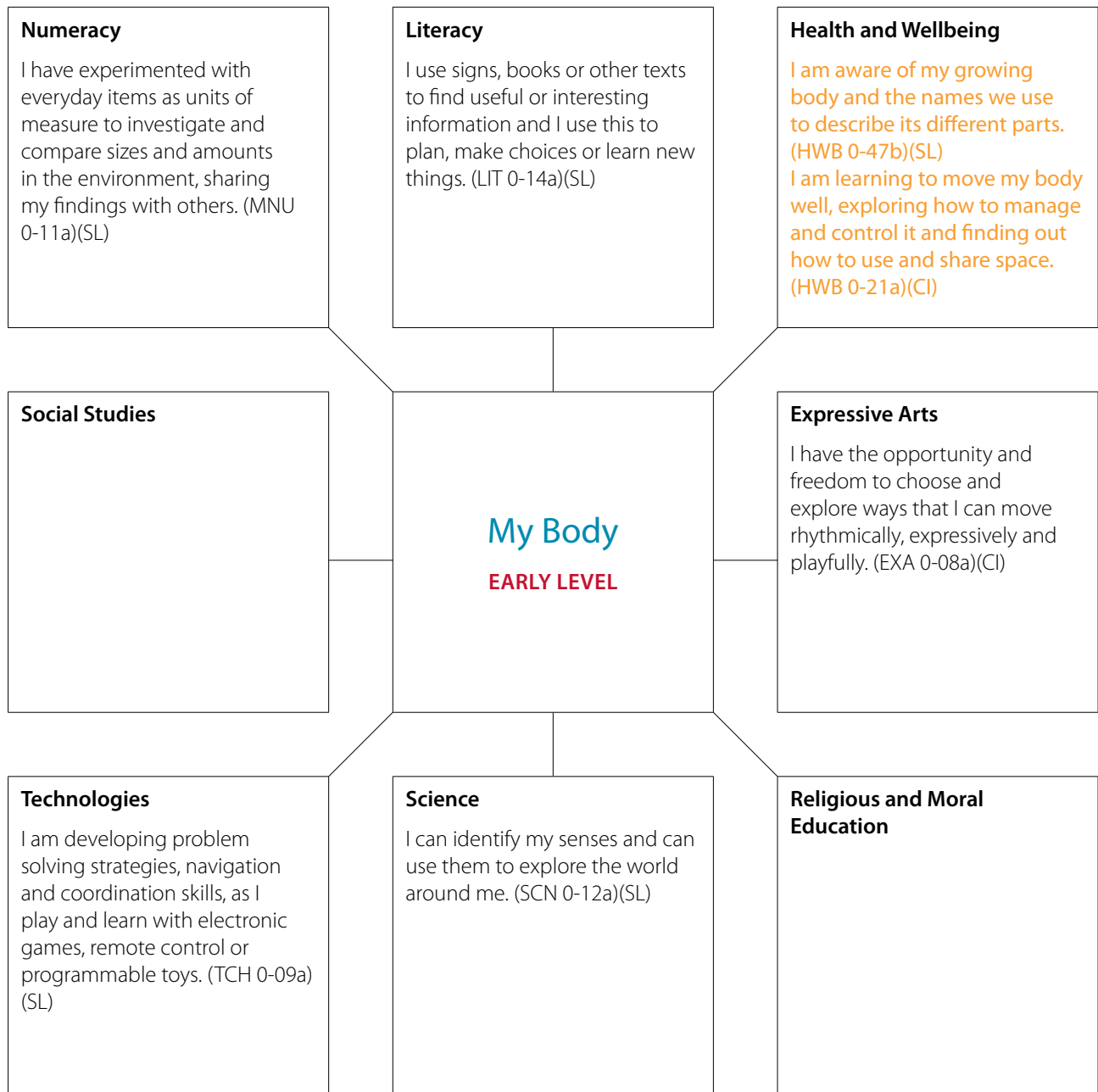
- ✿ To reflect the changing needs and interests within the playroom.
- ✿ To follow 'PLODs' (possible lines of development) in response to children's observations and comments.

Observation	Planned action or immediate action	Support for learning

# My body topic example

## My body web

Date:



**Challenge and enjoyment. Breadth. Progression. Depth. Personalisation and choice. Coherence. Relevance.**

Successful learners	Confident individuals	Responsible citizens	Effective contributors
<ul style="list-style-type: none"> <li>Use literacy, communication and numeracy skills.</li> <li>Use technology for learning.</li> <li>Think creatively and independently.</li> <li>Learn independently and as part of a group.</li> <li>Make reasoned evaluations.</li> <li>Link and apply different types of learning in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to others and manage themselves.</li> <li>Pursue a healthy and active lifestyle.</li> <li>Be self-aware.</li> <li>Develop and communicate their own beliefs and view of the world.</li> <li>Live as independently as they can.</li> <li>Assess risk and take informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the world and Scotland's place in it.</li> <li>Understand different beliefs and cultures.</li> <li>Make informal choices and decisions.</li> <li>Evaluate environmental, scientific and technological issues.</li> <li>Develop informed, ethical views of complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in different ways and in different settings.</li> <li>Work in partnership and in teams.</li> <li>Take the initiative and lead.</li> <li>Apply critical thinking in new contexts.</li> <li>Solve problems.</li> </ul>

## My body block plan

This would be broken down into weekly/fortnightly plans.

Focus for learning	Experiences and learning opportunities	Evaluation/assessment
<p><b>Health and Wellbeing HWB 0-47b</b>            Learning that their body will get bigger and change as they grow. Naming body parts and knowing which ones are specific to boys and girls.            Learning about privacy – what's private and respecting privacy.</p>	<p>Look at photographs of babies, young children, children, young adults, adults and older people. Talk about the changes. Compare similarities and differences.            Sing-song – head, shoulders, knees and toes.            Draw body outlines/maps naming parts on the body.            Talk about bathroom rules at nursery, closing the door, respecting other children's need for privacy. Discuss that there are bathroom rules in the nursery which may be different to what they do at home. Everyone has parts of their body which are private.</p>	<p><b>Assessment</b>            I understand that my body is getting bigger as I grow.            I understand that my body will change as I grow.            I can name body parts (see list of names to use).            I know that some parts of my body are private.            I can and do respect other people's need for privacy and my own in certain situations (eg toilets and changing rooms).            I understand that there are different boundaries relating to privacy when I am at school compared to when I am at home.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Maths and Numeracy MNU 0-11a</b>            Everyday items can be used to measure length.            When we measure objects it helps us to find out how long they are.            Different objects have different lengths and we can compare them and put them in order.</p>	<p>Stories <i>Titch</i>, 'Jack and the Beanstalk'. Opportunities for children to make items different sizes, eg with a playdough table. Give an example and ask children to match words to lengths.            At snack, use different lengths of food – breadsticks, spaghetti – and discuss.            Role play – have a shoe shop and have different shoes from baby to adult.            Children's height should be measured and then ask them who is taller or shorter than them. Put them into small groups and ask a different person to put them in height order. Have rulers/measuring tapes throughout the nursery.</p>	<p><b>Assessment</b>            I can use a variety of objects to measure length.            I can compare the size of objects.            I can put objects in order according to length.            I can use the language of measure to describe what I have found out.            I can record my measure investigations in a variety of ways eg photos, drawings.</p> <p><b>Evaluation of the learning</b></p>



<p><b>Literacy and English LIT 0-14a</b>  <b>Finding and using information</b>  Learning book words: title, page, cover, word, pictures etc.  Looking at and talking about information from a variety of sources and learning new things from this information.  The difference between fiction and non-fiction texts and recalling facts afterwards.  Listening/watching for useful information and using this to make choices or learn new things.</p>	<p>At story time have a fiction and non-fiction book about the body if possible. Talk about the make up of the different books and read them differently (contents page etc). Make a display of non-fiction and fiction books relating to My Body in the story corner. Make a non-fiction book with the children using facts and knowledge learnt about non-fiction books, and then make up a story together using knowledge about fiction books.  Ask a doctor/nurse to come in and talk about the body and ask children what they had learnt from the talk.  Ask the children what they want to know about the body (KWL chart), and talk about where best to find this information, for example from a library or the internet, or for someone to come in.</p>	<p><b>Assessment</b>  I can understand book words: title, page, cover, word, pictures etc.  I can tell the difference between fiction and non-fiction texts.  With support I enjoy looking at and talking about information from a variety of sources.  I can learn new things from this information.  I am able to recall the facts afterwards.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Science SCN 0-12a</b>  That there are five senses: sight, hearing, touch, taste, smell.  Eyes allow us to see, ears allow us to hear, nose allows us to smell, tongue allows us to taste, skin allows us to touch.  The senses allow us to interact with the world around us.  The brain interprets the messages which the senses send to it.</p>	<p>Draw a body map and ask children what the different parts do.  Play a variety of music at a variety of pitches/volumes.  Have a feely bag with different textures and ask children to describe them.  Create a tasting session with sweet and sour foods and ask which tastes children like/dislike.  Have a smelling session with a variety of smells, asking children to identify them and say whether they dislike/like them.  Create environments where it is dark and light. Close one eye – what happens? Good time to have discussion about eye tests in nursery prior to transition to P1 – nurse to come in for a talk.</p>	<p><b>Assessment</b>  I know there are five senses.  I know that:  ✿ eyes allow us to see  ✿ ears allow us to hear  ✿ nose allows us to smell  ✿ tongue allows us to taste  ✿ skin allows us to touch  I understand that the senses allow us to interact with the world around us.  The brain interprets the messages which the senses send to it.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Responding to children</b></p>		
<p><b>Action pages and next steps</b></p>		

## My body room plan

This can be used in a variety of ways: team planning, changes to the environment/resources, specific instructions and to challenge learning.

Week beginning:

<p><b>Display</b> Create a senses display. A body map – naming body parts. Growth chart.</p>	<p><b>Sand</b> Put different textured items in the sand and ask children to describe how they feel. Ask children to sort them. Can they guess what they are with their eyes closed?</p>	<p><b>Water</b> Provide resources to bath male and female babies in the water.</p>
<p><b>Big bricks/role play</b> Shoe shop with baby, child and adult-sized shoes. Put in resources to measure children's feet.</p>	<p><b>Technology/craft area</b> On the computer have ICT relating to bodies. Put in a microphone to make different sounds/songs. Make and record different sounds.</p>	<p><b>Paints</b> Put out different textures for children to describe and use to make a body. Put out books relating to the body. Put in moving-part clips.</p>
<p><b>Stories</b> Non-fiction and fiction books relating to the body. The focus for stories is 'Can children tell the difference between a fiction and non-fiction book?' <i>Titch</i>, 'Jack and the Beanstalk'</p>	<p><b>Music</b> Put in music which encourages the body to move in different ways: fast music, slow music, marching music. Show children slow and fast musical notes; add music paper to music area for them to write their own. Put in dancing clothes.</p>	<p><b>Playdough</b> Create challenge cards relating to making items of different lengths and then putting them in order (eg spaghetti). Add rulers to area. Put in paper and pens for recording.</p>
<p><b>Writing/drawing table</b> Put out blank paper books for children to make their own books; have non-fiction and fiction books available relating to the body. With small groups make up a fiction and a non-fiction book about senses; use children's knowledge about the layout of the books.</p>	<p><b>House corner</b> Boy and girl dolls available in the house corner. Books relating to the body. A first aid kit. Set up an eye clinic using letters and pictures. Make and put in height chart. Add tape measure, ruler, pen and paper. Put up photographs of different-aged people in the house corner.</p>	<p><b>Maths area</b> Add paper and pens to area. Add growth chart. Put up words relating to height – taller, shorter, small, big, bigger etc. Add different-sized items to be ordered in height. Ask children to measure different items. Put in rulers, tape measures. Outside, put out a metre ruler.</p>
<p><b>Snack</b> Provide different snacks and ask children to tick whether they like or dislike the taste.</p>	<p><b>Outside</b> With the children decide on how to make an obstacle course – one that challenges the children to control/ manage their bodies. Ensure children have space between them and others before they start on the obstacles.</p>	<p><b>Get-together time</b> Talk to the children about what they are learning on a daily basis and what they had learnt at the end of the day. Ask children to share their fiction/ non-fiction pages, pictures of bodies, dances etc.</p>

# My body progression – measure

## MATHS

### Progression

Child's name: Terri Ashcroft

Measurement – Everyday items can be used to measure length. When we measure objects it helps us to find out how long they are. Different objects have different lengths and we can compare them and put them in order (MTH 0-11a) – I am a Successful Learner



I can put objects in order according to length Terri said 'this is the smallest and this one is the biggest.'

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I can use the language of measure to describe what I have found out. Terri said 'Finlay is taller than me.'

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'These drawers are shorter than me.'

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## Parts of the body

All staff should use the correct names for body parts, listed below, when talking with children.

head  
shoulders  
ears  
mouth  
nose  
chin  
cheeks  
chest  
breast  
arms  
elbows  
wrists  
fingers  
back  
bottom  
penis  
testicles  
vagina  
face  
eyes  
heels  
ankles  
feet  
toes  
legs  
knees

# Naming parts of the body

Naming parts of the body

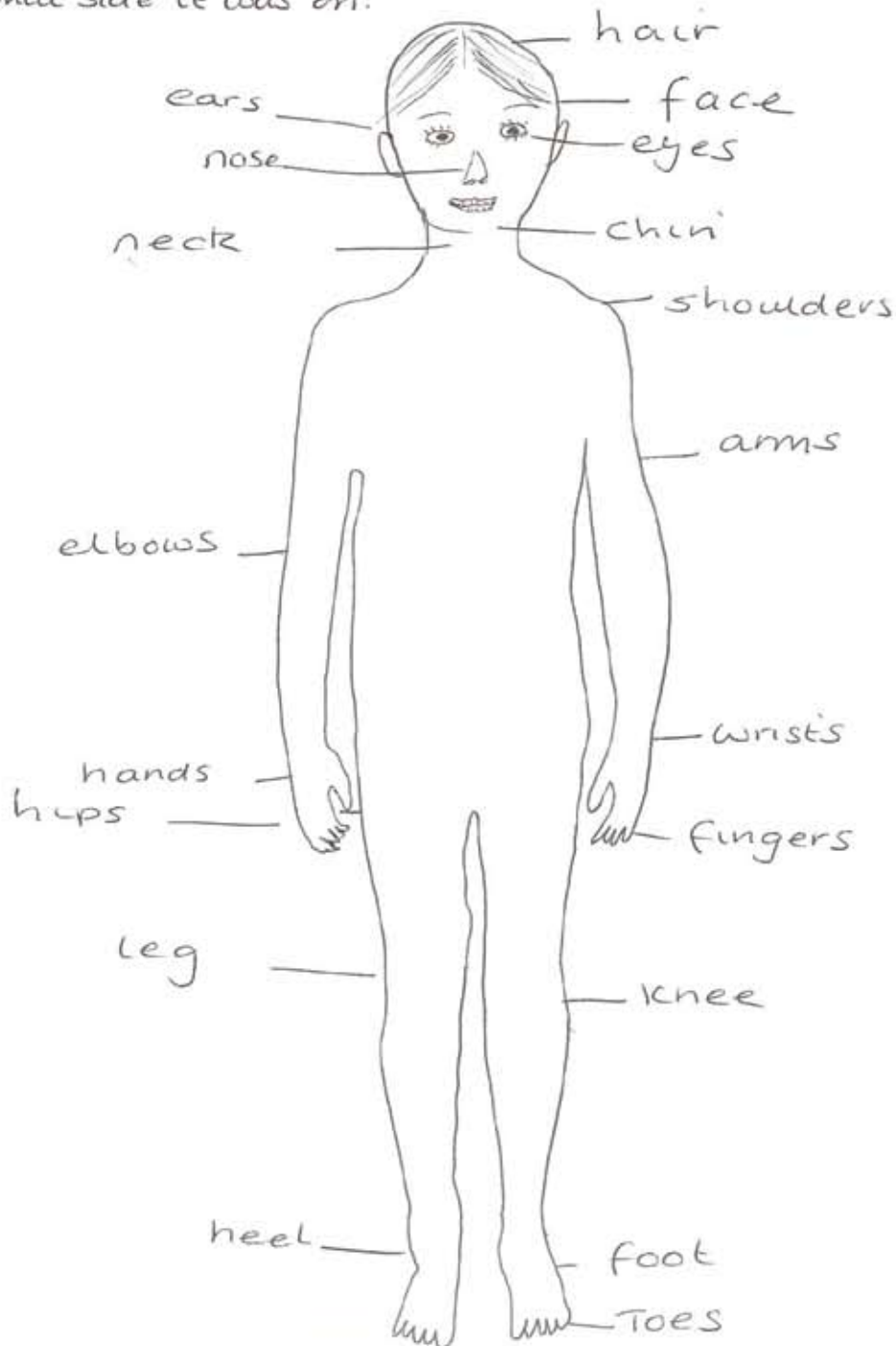
Health and Wellbeing – Sexual Health and Relationships

Date..... 1.5.12 .....

I am aware of my growing body and the names we use to describe its different parts. (HWB 0-047a)

The parts of the body shown below have been named correctly by Terri, her next step would be to name the remaining parts using the correct words. (Taken from Early Level Body Parts list)

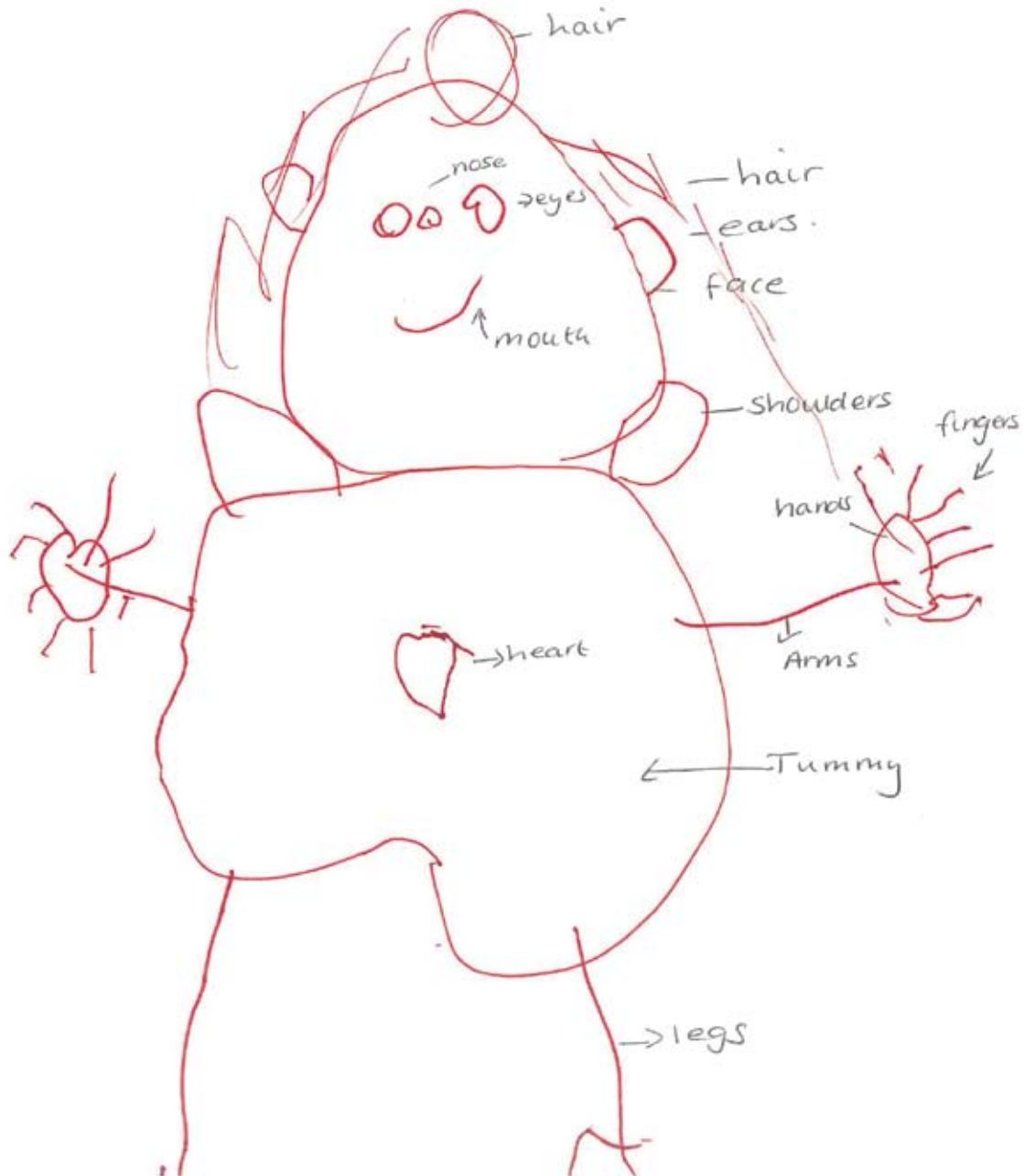
Terri knew she had a heart in her chest but wasn't sure what side it was on.



## My body assessment

### My Body

2.5.12



## My body observation 1

### Literacy – finding and using information

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. (LIT 0-14a)

I am a successful learner.

- ✿ Terri was very keen to make a page of a non-fiction book. She numbered it herself and with support she decided on the title of the page. Terri said 'This is about real things.'



## My body observation 2

I am aware of my growing body and the names we use to describe its different parts. (HWB 0-47b)

- ✿ I understand that my body is getting bigger as I grow.

I am a successful learner.

- ✿ We all went to the local park to look at what the children play with now, and to see if that was different to what they played with when they were younger.
- ✿ Finlay said 'I used to use the small slide with the big steps when I was a little boy, now I am bigger I can go up the ladder and go down the big slide.' On the swings he laughed when I suggested that he go on to the bucket swings: 'I am too big for these, I can't get in it.' He pointed to the seat swing where the big girls were and told me that is where he likes to swing.

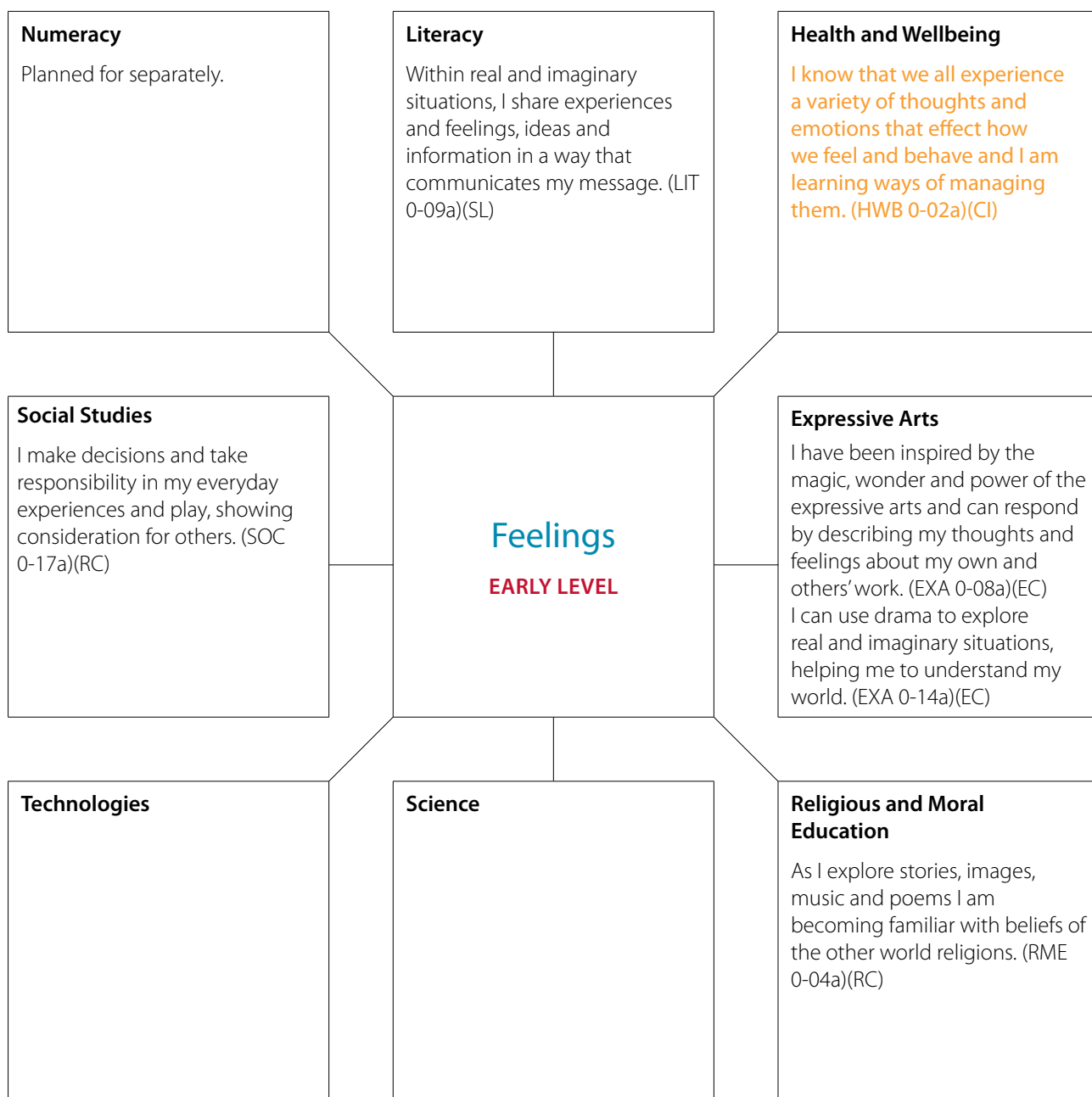


- ✿ Finlay understands that his body is getting bigger and that he can do things now which he couldn't do before.

# Feelings topic example

## Feelings web

Date:



**Challenge and enjoyment. Breadth. Progression. Depth. Personalisation and choice. Coherence. Relevance.**

Successful learners	Confident individuals	Responsible citizens	Effective contributors
<ul style="list-style-type: none"> <li>Use literacy, communication and numeracy skills.</li> <li>Use technology for learning.</li> <li>Think creatively and independently.</li> <li>Learn independently and as part of a group.</li> <li>Make reasoned evaluations.</li> <li>Link and apply different types of learning in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to others and manage themselves.</li> <li>Pursue a healthy and active lifestyle.</li> <li>Be self-aware.</li> <li>Develop and communicate their own beliefs and view of the world.</li> <li>Live as independently as they can.</li> <li>Assess risk and take informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the world and Scotland's place in it.</li> <li>Understand different beliefs and cultures.</li> <li>Make informal choices and decisions.</li> <li>Evaluate environmental, scientific and technological issues.</li> <li>Develop informed, ethical views of complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in different ways and in different settings.</li> <li>Work in partnership and in teams.</li> <li>Take the initiative and lead.</li> <li>Apply critical thinking in new contexts.</li> <li>Solve problems.</li> </ul>



## Feelings block/weekly plan

Focus for learning	Experiences and learning opportunities	Evaluation/assessment
<p><b>Health and Wellbeing HWB 0-2a</b>  <b>Mental and emotional wellbeing</b>            Everyone's feelings change, children can identify the change in their feelings.            Children are able to express thoughts and the connected feelings.            Learning ways and strategies of dealing with my emotions, eg finding someone to help me.  <b>Say/do</b></p>	<p>Introduce persona dolls/puppets, create scenarios where their feelings change.            Read books related to feelings, talk about the characters and the ways they were dealt with in the book.            Circle time – encourage children in a safe environment to express their thoughts/feelings. When do their feelings change?            Why do their feelings change?            What can children do to change their feelings?            What different ways are there to help deal with emotions? (These will all be individual.)</p>	<p><b>Assessment</b>            I am able to identify a change in my feelings.            I can express some of my thoughts and connected feelings.            I am learning ways of dealing with my emotions, eg finding someone to help me.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Maths and Numeracy MTH 0-16a</b>  <b>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</b>            (Source-responsive planning – children drawing shapes at the drawing table – as this curriculum area does not fit naturally into the Feelings topic.)            Shapes are all around us.            We match shapes in the environment.            We are creative with 3D objects and 2D shapes.            We create and copy 3D and 2D structures using building blocks and everyday objects.            We recognise the link between 3D objects and 2D objects.  <b>Make/do</b></p>	<p>Modelling – construction – building blocks.            Junk modelling, sand play.            Outside, look for 'environmental shape'.            Shapes of buildings, road signs, vehicles etc.            Find shapes in the environment; match, sort and discuss.            Create a shape box, ask children to close their eyes and feel and describe the shape, and then guess what it is.            Matching and sorting activities.            Snack – look at different foods/dishes/cutlery (eg oranges are 3D, but the sides of orange slices are 2D).            ICT, shape books, painting using different utensils.</p>	<p><b>Assessment</b>            I can recognise shapes in the environment.            I can match shapes.            I can be creative with 3D objects and 2D shapes.            I can create/copy structures using 3D shapes; I know that 2D shapes appear on 3D objects.            I can sort 3D objects and 2D shapes by sight/touch.            I can identify and name a variety of 2D shapes.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Literacy and English LIT 0-09a</b>  <b>Organising and using information</b>            Children can make marks and use them to convey information, thoughts, feelings and ideas.            Children can share news, experiences, ideas and feelings.  <b>Say/write</b></p>	<p>Put out mark-making opportunities in all the different areas of the nursery.            The 'mark-making' display would be on our focus of making marks to convey information, thoughts, feelings and ideas. Children should share their marks with others.            Have news time and show and tell where children can share their news and views. Encourage children to share their ideas with others. Create opportunities for children to share feelings, eg circle time.            Staff interaction and open-ended questions will support children in their ability to share information, thoughts, feelings and ideas.</p>	<p><b>Assessment</b>            I can share news and other information.            I can confidently share news and other information.            I can convey a simple message about something I have watched or listened to.            I can talk about experiences and events.            I can confidently talk about experiences and events.</p> <p><b>Evaluation of the learning</b></p>

<p><b>Expressive Arts EXA 0-14a</b></p> <p><b>Drama</b></p> <p>Children learn to act out different scenarios, both real and imaginary. Helping children to understand their world.</p> <p><b>Say/do</b></p>	<p>Use the stimulus of <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>.</p> <p>Read the book at story time and discuss experiences.</p> <p>Act out Alexander's day.</p> <p>Make up a book together, eg Sally's magical, fantastic, amazing, wonderful, very good day.</p> <p>Act out Sally's day.</p> <p>Make up a book of everyone's everyday experiences – amazing and no good – helping children understand their world.</p> <p>Act out what children could do to deal with their emotions, eg finding someone to help them.</p>	<p><b>Assessment</b></p> <p>I can use drama to explore real situations, helping me to understand my world.</p> <p>I can use drama to explore imaginary situations, helping me to understand my world.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Responding to children</b></p>		
<p><b>Action pages and next steps</b></p>		

## Feelings room plan

This can be used in a variety of ways: team planning, changes to the environment/resources, specific instructions and to challenge learning.

Week beginning:

<p><b>Display</b> Put up posters relating to feelings. Put up feely board with lots of different eyes, mouths etc to choose from. The children can change the expressions on the face.</p>	<p><b>Sand</b> Put different 2D and 3D shapes in the sand for matching and sorting activities. Use shape moulds to create 3D shapes.</p>	<p><b>Water</b> Put different 2D, 3D shapes and other items in the water and ask children to match and sort.</p>
<p><b>Big bricks/role play</b> Put the book and items/pictures/posters of <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> in the role play area.</p>	<p><b>Technology/craft area</b> Put on shape software for sorting and matching 2D and 3D shapes on the computer. Ask children to design a structure using 2D and 3D shapes and then try and make it. Children can challenge each other to extend learning.</p>	<p><b>Paints</b> Make available 2D and 3D materials for children to use for modelling. Can children paint using different shapes? Have shape book available at the area. Peer assessment and display to encourage others to make/copy structures.</p>
<p><b>Stories</b> Put out books on feelings (non-fiction and fiction). Add persona dolls to the story corner and create scenarios each day about how they are feeling; ask children how they could help.</p>	<p><b>Music</b> Listen to different kinds of music and decide on the kind of music that makes the children feel happier. Ask children to express which one they like. Play different kinds of music and ask children to match the mood with the music.</p>	<p><b>Playdough</b> Add different shape cutters of 2D shapes. Ask children if they can make any 3D shapes. Ask children to draw/name/copy the different shapes they have made, and note on a clipboard.</p>
<p><b>Writing/drawing table</b> Put out books relating to feelings. Make blank books for the children to make their own. Put up poster with different faces expressing their feelings. Encourage children to draw themselves and others with expressions on their faces. Scribe as appropriate.</p>	<p><b>House corner</b> Ask children to identify any 2D and 3D shaped items in the house corner, and note on a clipboard. How many can they find? Change items regularly.</p>	<p><b>Maths area</b> Put out a ruler, pen and paper, set square, protractor and other shapes to copy or draw around. Add shape games. Add pattern books.</p>
<p><b>Snack</b> Look at 2D and 3D shaped food and how they can change from one to another, eg an orange. Get children to cut up food into shapes and think of what food they can buy relating to 2D and 3D shapes.</p>	<p><b>Outside</b> With clipboards look for 'environmental shapes' outside. Put out different resources each day. Go for a walk, look at the buildings and talk about their shapes. Put out Lego, construction and big bricks outside.</p>	<p><b>Get-together time</b> Explain to children what makes a shape that shape – a circle has no corners, a square has four equal sides etc – to challenge children. Talk about the learning taking place this week. Talk about how they have been feeling and what made their feelings change. Make up books (see plan). Ask children to share their 2D and 3D models/structures.</p>

# Feelings progression – shape

## MATHS

### Progression

Child's name: Terri Ashcroft

Properties of 2D shapes and 3D objects – I enjoy investigating objects and shapes and can sort, describe and be creative with them (MTH 0-16a) – I am a Successful Learner



I can recognise shapes in the environment. Terri also recognised that the cupboard door was a rectangle shape.

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I can sort 2D shapes

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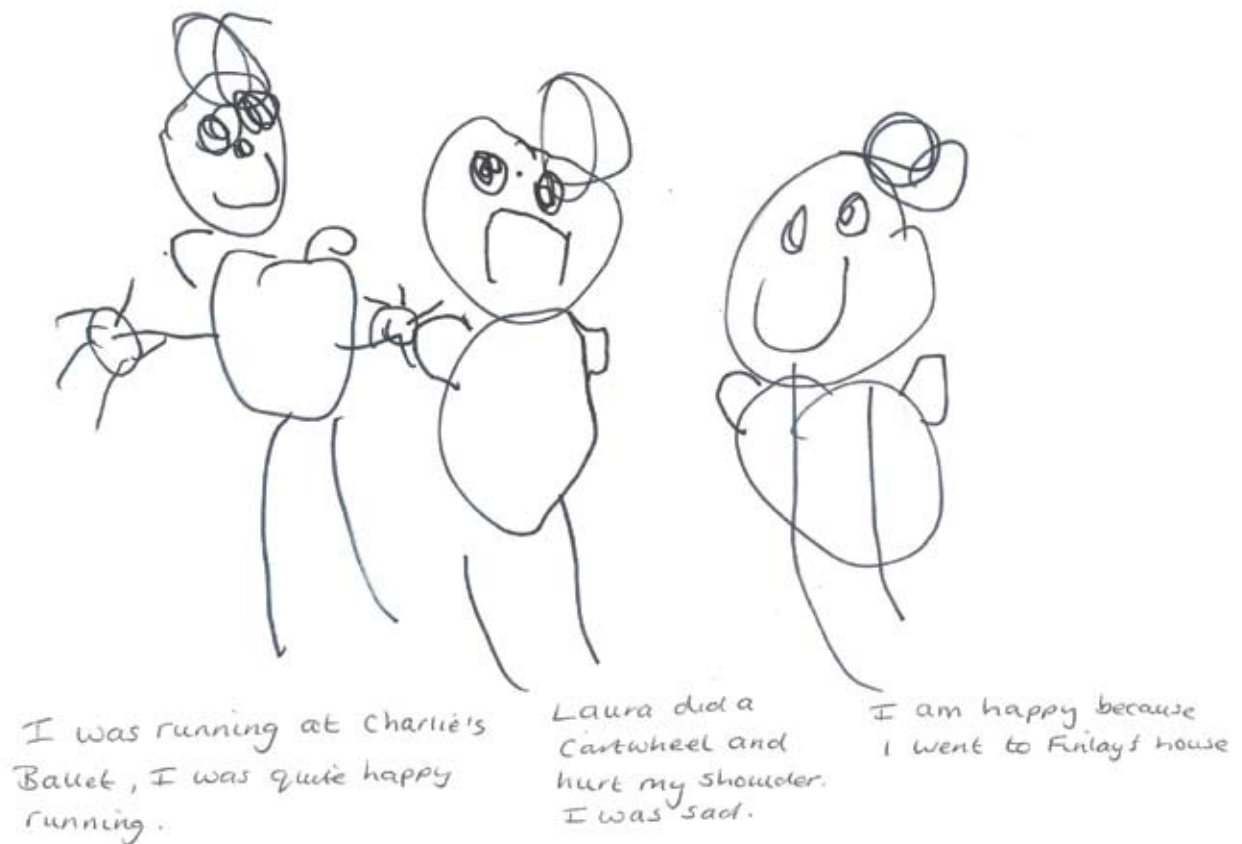
I can match 2D shapes. Terri could name the circle, rectangle, diamond and square. She said she knew the triangle but couldn't remember the name!

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## Feelings assessment

22.4.12



## Feelings observation 1

### Literacy – organising and using information

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-26a)

- ✿ I can talk about experiences and events.
- ✿ I can confidently share news and other information.

I am a successful learner.

- ✿ Terri came into nursery full of chat about her shoulder. We talked about her feelings, and she could describe how she was feeling before, during and after the event. I asked her if she would like to draw about how she felt, which she was keen to do.

## Feelings observation 2

### Health and Wellbeing – mental and emotional wellbeing

I know that we all experience a variety of thoughts and emotions which affect how we feel and behave, and I am learning ways of managing them. (HWB 0-02a)

✿ I can confidently share news and other information.

I am a confident individual.

✿ During circle time Terri was able to identify changes in her feelings. She said 'I wasn't happy when I didn't get to turn on the computer and when Stan said 'shut up' to me.' She could express that this made her feel sad. She said that when she feels sad she goes to Ray, her sister, who makes her laugh. Terri mentioned that she sometimes feels quiet and that she likes to feel quiet and then she plays in her room.

✿ Terri can express some of her thoughts and connected feelings.

✿ Terri is learning ways of dealing with her emotions.

## Feelings observation 3

### Maths – shape

I enjoy investigating objects and shapes and can sort, describe and be creative with them. (MTH 0-16a)

- ✿ Shapes are all around us
- ✿ We match shapes in the environment
- ✿ We create and copy 3D and 2D structures

I am a successful learner.

- ✿ Finlay was very motivated to find shapes in the park. He could identify squares, rectangles and circles.





✿ 'Look, I have drawn a circle.'



✿ 'I have made a rectangle, but one bit is too long.'



✿ Finlay said 'Look, Freya has made a triangle out of sticks.'

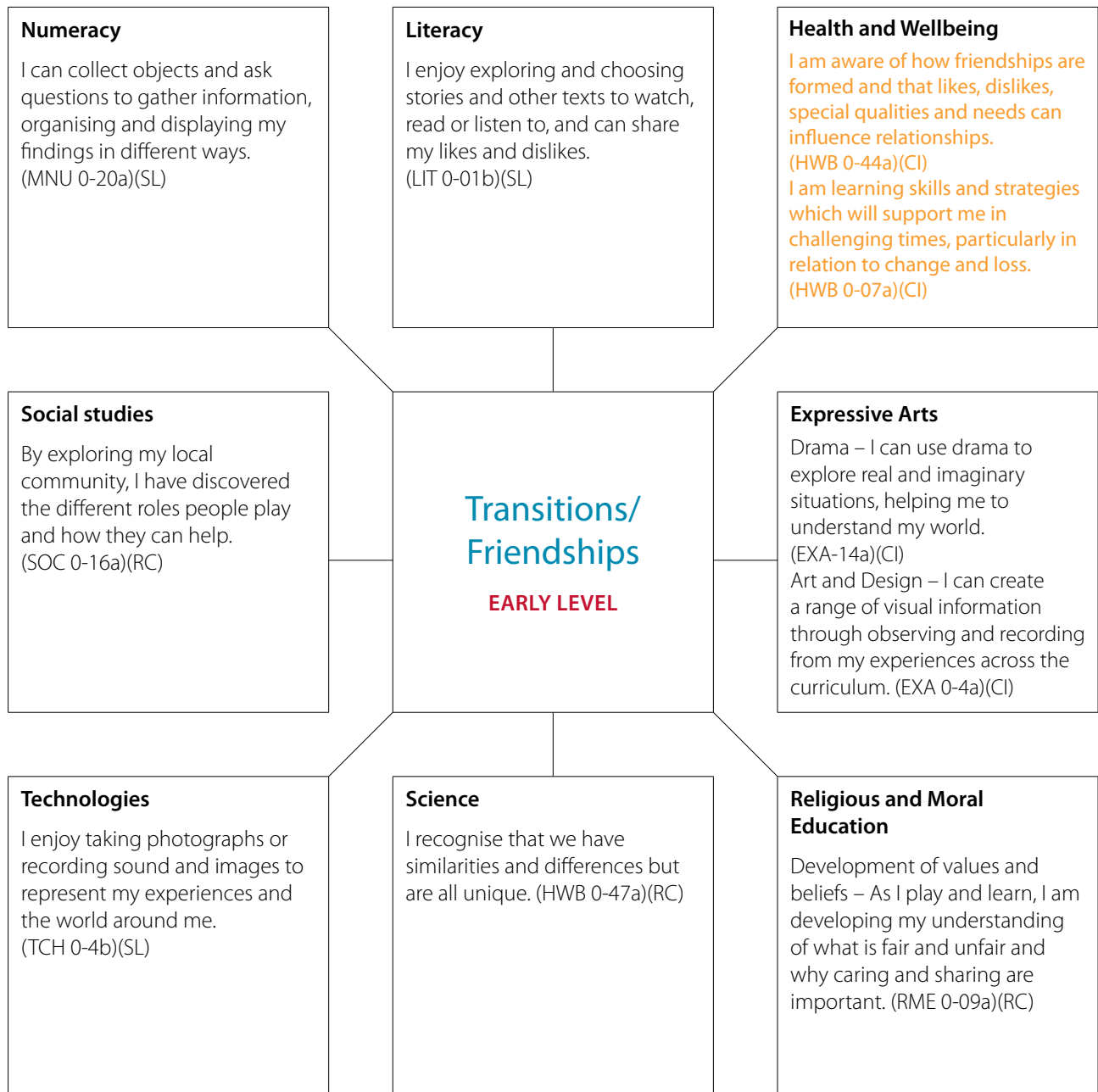




# Transitions and friendships topic example

## Transitions and friendships web

Date:



**Challenge and enjoyment. Breadth. Progression. Depth. Personalisation and choice. Coherence. Relevance.**

Successful learners	Confident individuals	Responsible citizens	Effective contributors
<ul style="list-style-type: none"> <li>Use literacy, communication and numeracy skills.</li> <li>Use technology for learning.</li> <li>Think creatively and independently.</li> <li>Learn independently and as part of a group.</li> <li>Make reasoned evaluations.</li> <li>Link and apply different types of learning in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to others and manage themselves.</li> <li>Pursue a healthy and active lifestyle.</li> <li>Be self-aware.</li> <li>Develop and communicate their own beliefs and view of the world.</li> <li>Live as independently as they can.</li> <li>Assess risk and take informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the world and Scotland's place in it.</li> <li>Understand different beliefs and cultures.</li> <li>Make informal choices and decisions.</li> <li>Evaluate environmental, scientific and technological issues.</li> <li>Develop informed, ethical views of complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in different ways and in different settings.</li> <li>Work in partnership and in teams.</li> <li>Take the initiative and lead.</li> <li>Apply critical thinking in new contexts.</li> <li>Solve problems.</li> </ul>

## Transitions and friendships block plan

This plan would be broken down into weekly/fortnightly plans.

Focus for learning	Experiences and learning opportunities	Evaluation/assessment
<p><b>Health and Wellbeing HWB 0-44a Relationships</b> Children to know that everyone is different. Children realise that everybody likes/dislikes different things. Children understand that there are ways to be a good friend and to make a good friend. <b>Do/say</b></p>	<p>Photographs of all children on a wall. Ask children to look for different aspects which are the same and different, eg eye and hair colour, hair type, skin colour. At snack time ask children to tick whether they like or dislike certain foods. Ask children after different activities/play in the nursery to tick whether they liked or disliked it. Discuss and ask them why. Circle time – I like ... I made a new friend when ... I was a good friend when ... Drama role play – asking others to play/asking to play with others.</p>	<p><b>Assessment</b> I realise that everyone is different. I realise that everybody likes different things. I know some ways to be a good friend. I know some ways to make a good friend.  <b>Evaluation of the learning</b></p>
<p><b>Maths and Numeracy MNU 0-20a Information handling</b> Children ask relevant questions to gather information they need. Children organise the findings by using simple recording methods. Children display/record findings by using a simple diagram or chart. Children realise that they can find more than one piece of information from a simple diagram or chart. <b>Write/say/do</b></p>	<p>Make simple pictograms – eye and hair colour, favourite fruit, book etc. Children to ask questions and/or find information regarding similarities and differences and likes and dislikes. Display the findings using a simple chart. Ask children to tell others about the information gathered using the chart. Ask children to find specific information from the chart.</p>	<p><b>Assessment</b> I can ask questions that will help me to get the information I need. I can make sense of what I am sorting. I can record information in a variety of ways I can use a diagram or chart to find one or more pieces of information.  <b>Evaluation of the learning</b></p>
<p><b>Literacy and English LIT 0-01b Reading – enjoyment and choice</b> Children to choose their favourite text from a range of genres and listen attentively when read. Children can anticipate and predict what is going to happen next in stories. Children can say what they like and dislike about a story and other genres. <b>Say/do</b></p>	<p>Each day have a different genre and discuss using open-ended questions as to what they liked/disliked about the genre. At the end of the week ask children to go and sit next to the book of their favourite genre –make a graph. Ask children what they liked/disliked about different stories. Each day introduce a new focus, eg characters, what happened in the story, the ending, feelings – funny, happy, sad. Ask children questions relating to this, eg Did you like this character? Why/why not? How did the story make you feel? Which part of the book made you feel this way? Ask children to anticipate and predict what is going to happen next in stories and poems.</p>	<p><b>Assessment</b> I can choose my favourite text from a range of genres and listen attentively when read to. I can anticipate and predict what is going to happen next. I can say what I like/dislike about a story. I can say what I think about the stories I choose. I can talk about what I like and dislike about the characters and events in stories, and say why. I can express likes and dislikes.  <b>Evaluation of the learning</b></p>

<p><b>Technologies TCH 0-04b</b>  <b>ICT to enhance learning</b>  Children to take photographs of their new school environment.  Children to record different sounds in different places inside and outside the school.  The photographs will represent their experiences when they go to school.  <b>Make</b></p>	<p>Children to visit schools where they are attending if possible, if not do one of a generic school. Children photograph a dinner hall, playground, P1 classroom, school office, office staff, Head Teacher and Depute Head etc. Record sound of the dinner hall and playground and compare it to the classroom and the school in general. Compile the photographs in a book for the children to use in the story corner. Make a cartoon sheet with photos which children can take home and talk about with their family. Make social stories using the photographs to help the transition into primary.</p>	<p><b>Assessment</b>  I enjoy taking photographs to represent my experiences.  I can record sound to represent my experiences.</p> <p><b>Evaluation of the learning</b></p>
<p><b>Responding to children</b></p>		
<p><b>Action pages and next steps</b></p>		

## Transitions and friendships room plan

This can be used in a variety of ways: team planning, changes to the environment/resources, specific instructions and to challenge learning.

Week beginning:

<p><b>Display</b> School display – uniform, books, pencils, pens, lunch box, dinner tickets, book bags, white board, photographs which the children have taken.</p>	<p><b>Sand</b> Make Sahara sand tray where children can practice writing their names.</p>	<p><b>Water</b> Ask different children to choose which water resources they want to put out each day. Ask children to tick whether they liked them or not. The ones they liked the most get put out again and for a longer period of time.</p>
<p><b>Big bricks/role play</b> Put uniforms, bags, lunch boxes etc in the role play area. Ask the children what is in a P1 classroom, research, take photographs and set one up with the children.</p>	<p><b>Technology/craft area</b> Take photographs of different areas of a school and the people in it. Record sound levels of the different areas, noisy areas like the playground and lunch hall and quiet areas. What does a school bell sound like?</p>	<p><b>Paints</b> Put up pictures of children starting school, to encourage children to paint themselves on their first day. At the craft area put up photographs of a classroom and appropriate resources for children to make a collage.</p>
<p><b>Stories</b> Read stories about starting school and making friends. Talk to the children about what they are looking forward to and what they are not looking forward to when they go to school. Find books to alleviate their concerns if possible.</p>	<p><b>Music</b> Find out which songs are sung at Primary 1 assemblies, and practise these (there could be a few if children go to different schools). This will help children settle in.</p>	<p><b>Playdough</b> Put in school lunch boxes, and ask children to make up a lunch using the playdough for them to take to school.</p>
<p><b>Writing/drawing table</b> Set the table up with the children like the photograph the children have taken of a P1 classroom. Set up an office like the photographs taken of the school office. Interview office staff about their job – replicate as much as possible.</p>	<p><b>House corner</b> Put school clothes in the house corner, including gym kit. Put in a school bag, with pencils, pens, reading book, number line etc.</p>	<p><b>Maths area</b> Make simple pictograms with the children, on eye and hair colour etc. Encourage children to ask questions – likes/dislikes, similarities and differences. Challenge children to question, eg How many children have blonde hair?</p>
<p><b>Snack</b> Talk about healthy snacks the children could take to school. What would carry well, what they like/dislike. Talk about what they like and dislike to eat at snack time.</p>	<p><b>Outside/gym</b> Role play asking children to join in with their games. Get children to bring in gym kit for the last few weeks of term and practice putting on their kit in small groups. Take children to the school playground as appropriate to play/ look at photographs of playground, set up playground the same. Teach playground games.</p>	<p><b>Get-together time</b> Talk to the children every day about what they are learning. Ask different children every day what they are looking forward to when they go to school – add a picture of it to the display. Ask them also about what they are unsure about. Use this information to plan through books, role play, visiting school etc to support children in their transition.</p>

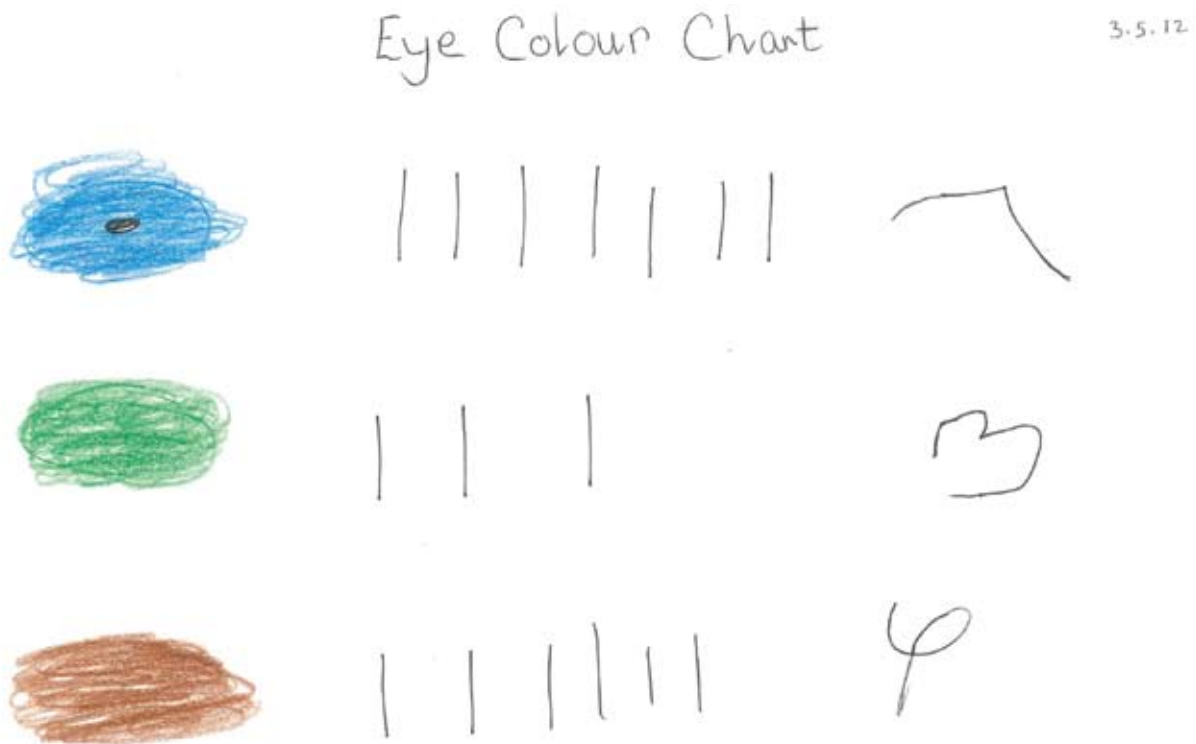
# Transitions and friendships observation 1

## Maths – information handling

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. (MNU 0-20a)

I am a successful learner.

- ✿ Terri went around asking children what colour their eyes were. Some children didn't know, so Terri came up with the idea of getting a mirror. The children understood how to make the marks. She and Isla took turns in adding the marks up, using one-to-one correspondence. Terry and Isla could interpret the chart and tell their peers that 'There are lots of children with blue eyes and not so many with green.'



## Transitions and friendships observation 2

### Likes and dislikes

I am aware of how friendships are formed and that likes and dislikes, special qualities and needs can influence relationships. (HWB 0-44a)

Date:

### What I like and dislike doing in the nursery

Put a tick for 'like' and a cross for 'dislike'.

(Instead of the words above, you could show tick and cross symbols, and 'thumbs up' and 'thumbs down' symbols for 'like' and 'dislike'. The following boxes are for the children to mark ticks or crosses, or similar marks, on.)

water 	sandpit 	chalking 	painting 	construction 
drawing 	gluing 	computer 	beads 	maths 
jigsaw 	doll's house 	singing 	musical instruments 	story 
house 	dough 	train 	garden 	snack 

### Child's comments

(Recorded by teacher, for example:)

- ✿ I like having pancakes for snack and when it's birthdays I like to have chocolate cake. I like to dance with my friends, we dance together.
- ✿ I like the garden, doll's house and the computer. The garden is fun, and playing games on the computer.
- ✿ I don't like the Lego because I don't play with it, I like it at home. Some of my friends like dressing up when I don't want to.

## Transitions and friendships observation 3

### Maths – information handling

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. (MNU 0-20a)

I am a successful learner.

- ✿ The children were collecting shells on the beach, and we discussed ways of organising their findings. Finlay could sort his shells into piles. When I asked him how many limpets, he had he had difficulty counting using one-to-one correspondence. I showed him how to put them on a line on a piece of paper to make counting easier. He counted and wrote the number with support. Thomas showed him how to make a tally! A team effort.





# Transitions and friendships progression – reading

## LITERACY

### Progression

Reading – I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.(LIT0-0-01b) – I am a Successful Learner

Child's name: Terri Ashcroft



Terri chose this book to read, out of three options. She listened attentively to the story. Oct 2011 Next step – to predict what will happen next in a story

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Terri can predict what she thinks will happen next. 'I think he will give the hat to someone else', Jan 2012 Next step – make up her own ending to the story

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'I don't like the badger because he is grumpy, I think Santa is sad because the hedgehog didn't like his present. I like the hedgehog, he's my favourite.' Terri can talk about what she likes and dislikes about the characters and events in stories. May 2012 Next step – sequencing the story

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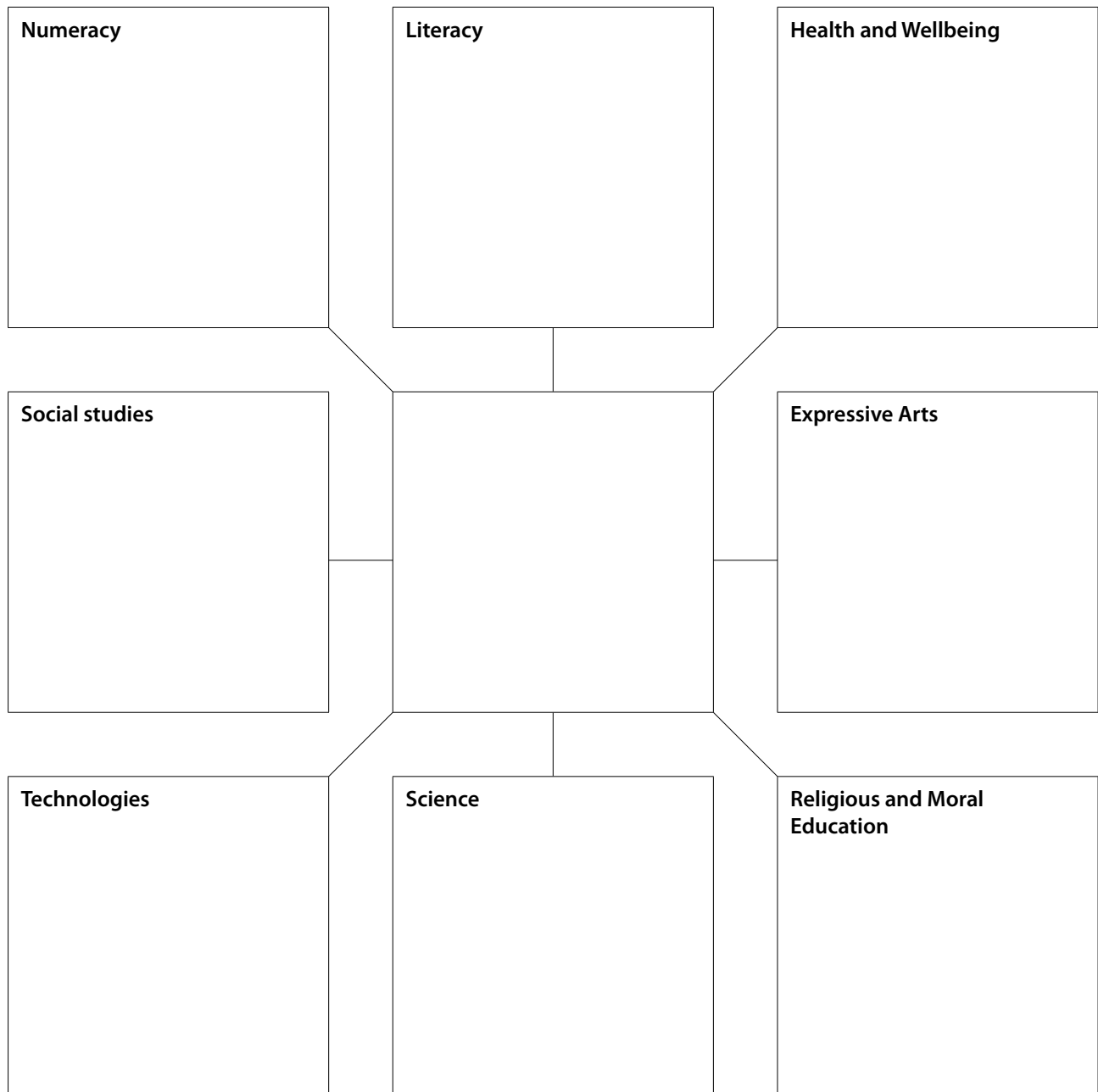
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# Blank templates

## Web layout

Date:



**Challenge and enjoyment. Breadth. Progression. Depth. Personalisation and choice. Coherence. Relevance.**

<b>Successful learners</b>	<b>Confident individuals</b>	<b>Responsible citizens</b>	<b>Effective contributors</b>
Use literacy, communication and numeracy skills. Use technology for learning. Think creatively and independently. Learn independently and as part of a group. Make reasoned evaluations. Link and apply different types of learning in new situations.	Relate to others and manage themselves. Pursue a healthy and active lifestyle. Be self-aware. Develop and communicate their own beliefs and view of the world. Live as independently as they can. Assess risk and take informed decisions.	Develop knowledge and understanding of the world and Scotland's place in it. Understand different beliefs and cultures. Make informal choices and decisions. Evaluate environmental, scientific and technological issues. Develop informed, ethical views of complex issues.	Communicate in different ways and in different settings. Work in partnership and in teams. Take the initiative and lead. Apply critical thinking in new contexts. Solve problems.

# Weekly plan

Week:

<b>Focus for learning</b>	<b>Experiences and learning opportunities</b>	<b>Evaluation/assessment</b>
<b>Health and Wellbeing</b>		<b>Assessment</b>  <b>Evaluation of the learning</b>
<b>Maths and Numeracy</b>		<b>Assessment</b>  <b>Evaluation of the learning</b>
<b>Literacy and English</b>		<b>Assessment</b>  <b>Evaluation of the learning</b>
<b>Social Studies</b>		<b>Assessment</b>  <b>Evaluation of the learning</b>
<b>Responding to children</b>		
<b>Action pages and next steps</b>		

## Room plan

This can be used in a variety of ways: team planning, changes to the environment/resources, specific instructions and to challenge learning.

Week beginning:

<b>Display</b>	<b>Sand</b>	<b>Water</b>
<b>Big bricks/role play</b>	<b>Technology/craft area</b>	<b>Paints</b>
<b>Stories</b>	<b>Music</b>	<b>Playdough</b>
<b>Writing/drawing table</b>	<b>House corner</b>	<b>Maths area</b>
<b>Snack</b>	<b>Outside</b>	<b>Get-together time</b>

Progression

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Child's name:

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## Possible curriculum links

**Health and Wellbeing**

**Literacy**

**Numeracy**

**Other curriculum areas**

**Evaluation of long-term plan**

# More examples of planning materials

Here are some more examples of plans produced by City of Edinburgh Council schools and nurseries, covering a range of topics.

## Burns

We are celebrating the birthday of Robert Burns this week. We are going to eat Scottish food.

- ✿ Tatties (Kelsie)
- ✿ Haggis (Jamie)
- ✿ Irn Bru (Kodie)
- ✿ Whisky (Jan)
- ✿ Carrots (Aiden)
- ✿ Neeps (turnip) (Aiden)
- ✿ Shortbread (Kai)
- ✿ Tunnock's tea cakes (Mrs Archibald)
- ✿ Tablet (Mrs Mattison)
- ✿ Porridge (Grace)
- ✿ Oatcakes (Alyssa)

Huggy Bear and Sophie Bear are going to wear their kilts. (Finlay)

We can wear tartan clothes.

We can do Highland dancing to Scottish music. (Sasha)

We are going to make a big book about Scottish words.

We are going to listen to Scottish stories, poems and rhymes. (Jamie)

We are learning to ...

- ✿ try some new types of Scottish food
- ✿ help to prepare and make these snacks
- ✿ talk about the things we have been eating

I enjoy eating a diversity of foods in a range of social situations. (HWB 0-29a)

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. (HWB 0-30)

## Burns assessment (say, write, make, do)

<b>Say</b> The children will be able to say what they have been doing. They will be able to name the things they have been tasting. They will be able to share whether they liked/disliked what they have tasted.	<b>Make</b> The children will be involved in making Scottish foods for snack and the Burns supper.
<b>Write</b> The children will have opportunity to express their thoughts and ideas at the writing table – menus etc.	<b>Do</b> The children will be happy to participate in the Burns supper. They will try a variety of Scottish foods.

Evaluation:

## Road Safety Week

By exploring my local community, I have discovered the different roles people play and how they can help. (SOC 0-16a)

- ✿ I can tell you what a lollipop person does.
- ✿ I can tell you why I must cross with a lollipop person to be safe.

During our Road Safety Week I have been learning how to keep safe when I am travelling to and from nursery.

- ✿ I know and can demonstrate how to travel safely. (HWB 0-18a)
- ✿ I know and can demonstrate how to keep myself and others safe. (HWB 0-17a)
- ✿ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. (HWB 0-16a)

Well done!

Look what you have been learning:

- ✿ I know that it is safer to hold hands or hold on to a grown up's buggy.
- ✿ As I walk along the pavement I always look out for driveways.
- ✿ I can keep my toes behind the kerb when I cross the road.
- ✿ I always wait before I cross the road.
- ✿ I can look and listen for traffic.

## Road safety week – short-term plan

21 –28 November

### Expressive Arts

- ✿ Dough pictures using road safety boards
- ✿ Drawing pictures of children crossing the road
- ✿ Cutting pictures to show holding hands
- ✿ Painting signs on shapes

### Songs

- ✿ Twinkle Twinkle Traffic Lights
- ✿ This is the Way we Walk to School

### Technologies

- ✿ Jigsaws – cars, lollipop lady
- ✿ Computer programme – [www.gosafewithziggy.com](http://www.gosafewithziggy.com)

### Numeracy and Mathematics

- ✿ Counting cars outside nursery
- ✿ Sorting/tallying re colour
- ✿ Pictogram results
- ✿ Identifying shapes of signs

## Road Safety Week



### Sciences

- ✿ Investigating hard and soft
  - ✿ Cars are hard and we are soft
- Cars on different ramps outside – investigating the effects on speed

### Social Studies

- ✿ Visits from lollipop man/lady
- By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a
- ✿ I can tell you what a lollipop person does.
  - ✿ I can tell you why I must cross with a lollipop person to be safe.

### Literacy and English

- ✿ Designing posters and banners for outside

### Circle Time

- ✿ Discussion about how we come to nursery
- ✿ How we keep safe

### Stories

- ✿ Ziggy and the Lollipop
- ✿ Other relevant stories

### Health and Wellbeing

- ✿ Daily street walks involving using the underpasses, green man, etc
- I know and can demonstrate how to travel safely. HWB 0-18a
- I know and can demonstrate how to keep myself and others safe. HWB 0-17a
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a
- ✿ I know that it is safer to hold hands or hold on to a grown up's buggy.
  - ✿ As I walk along the pavement I always look out for driveways.
  - ✿ I can keep my toes behind the kerb when I cross the road.
  - ✿ I always wait before I cross the road.
  - ✿ I can look and listen for traffic.

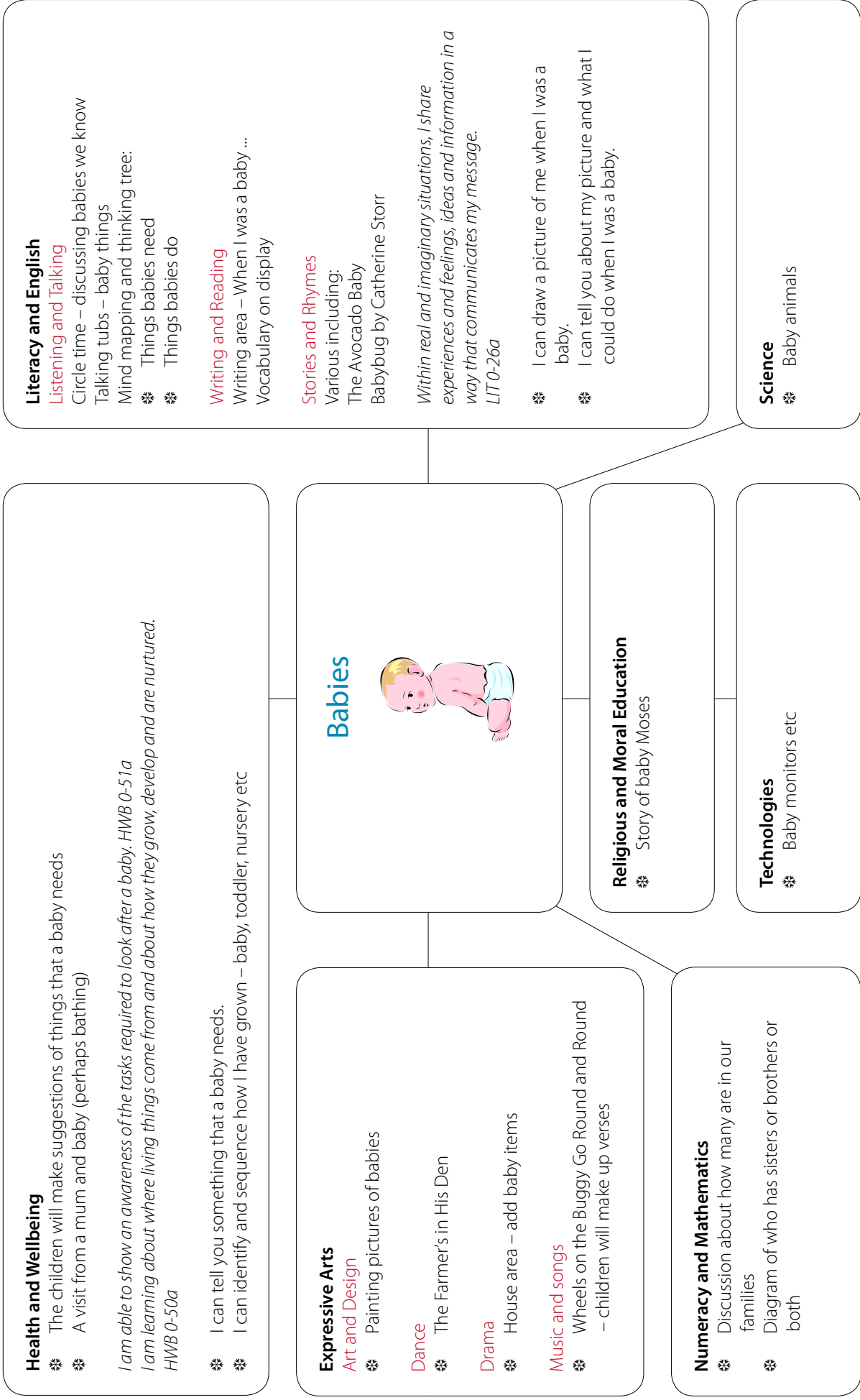


## Road safety assessment (say, write, make, do)

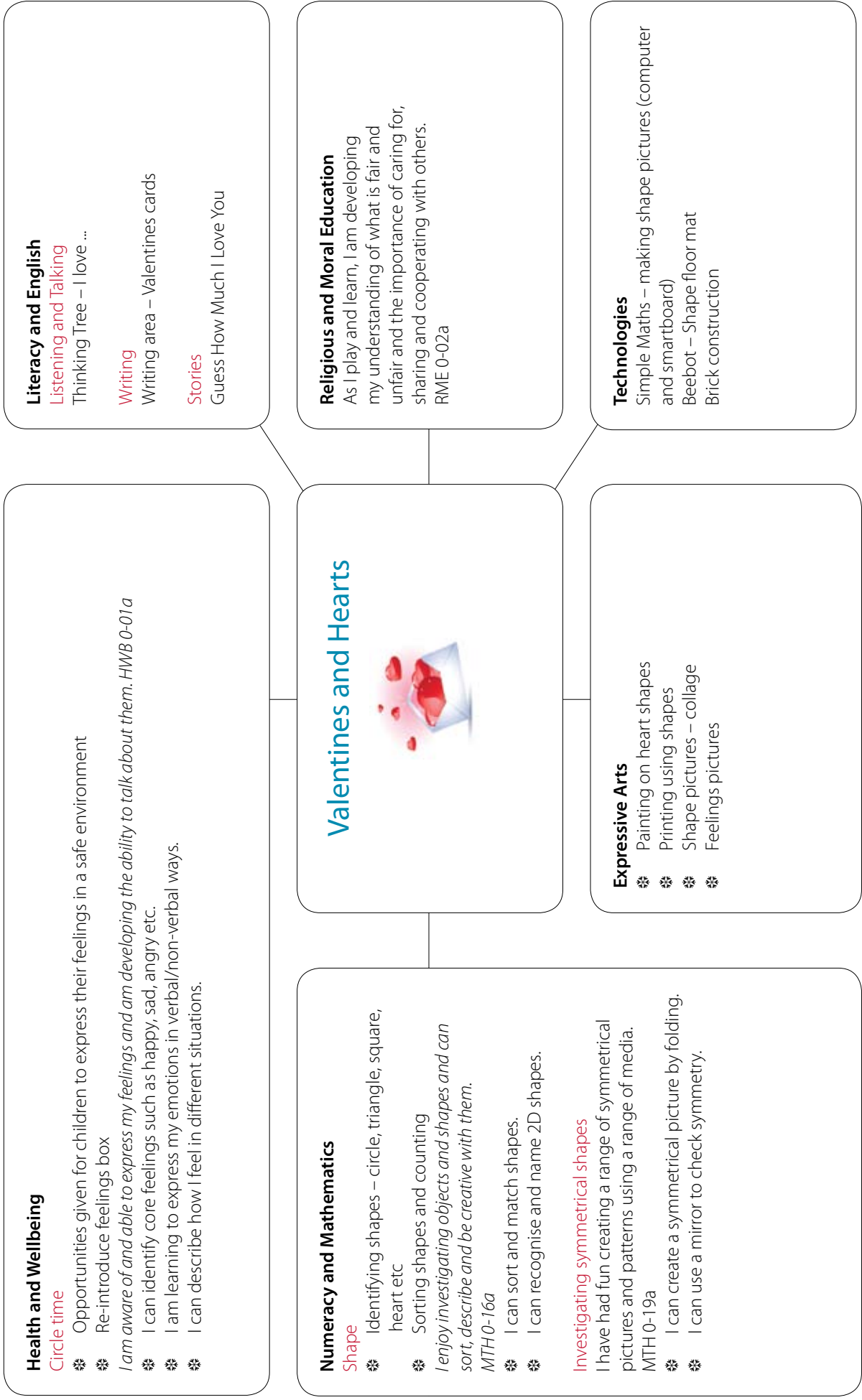
<b>Say</b> The children will be able to say how a lollipop person helps us to keep safe. The children will be able to recall a variety of ways that they can keep safe.	<b>Make</b> Children will draw pictures and posters showing how to keep safe. Pictures of crossing patrol – people helping us.
<b>Write</b> Children will have an opportunity to write stories or have stories scribed relating to street walks.	<b>Do</b> The children will begin to demonstrate an awareness of the strategies we have been learning to keep themselves safe when travelling to and from school/on street walks. Children will have opportunity to practice crossing safely on the nursery roadway – pelican crossing, zebra, lollipop crossing etc.

Evaluation:

# Babies – short-term plan



# Valentine's Day – short-term plan



## Valentine assessment 1

I am aware of and able to express my feelings and am developing the ability to talk about them. (HWB 0-01a)

- ✿ I can identify core feelings, such as happy, sad and angry.
- ✿ I am learning to express my emotions in verbal/non-verbal ways.
- ✿ I can describe how I feel in different situations.

### Assessment

<p><b>Say</b> During circle time etc the children will be able to share how they are feeling, and what has made them feel this way. They will begin to share how they have felt in a variety of situations, eg left out of games, first day at nursery.</p>	<p><b>Make</b> They will begin to use the feeling box and regularly make and wear badges showing how they are feeling.</p>
<p><b>Write</b></p>	<p><b>Do</b></p>

Evaluation:

## Valentine assessment 2

I enjoy investigating objects and shapes and can sort, describe and be creative with them. (MTH 0-16a)

- ✿ I can sort and match shapes.
- ✿ I can recognise and name 2D shapes.

### Investigating symmetrical shapes

I have had fun creating a range of symmetrical pictures and patterns using a range of media. (MTH 0-19a)

- ✿ I can create a symmetrical picture by folding.
- ✿ I can use a mirror to check symmetry.

### Assessment

<p><b>Say</b> The children will be able to identify 2D shapes. The children will be able to say that a symmetrical pattern has two sides identical.</p>	<p><b>Make</b> The children will create a symmetrical picture using a variety of media. The children will have the opportunity to make a symmetrical picture by folding. The children will create shape pictures.</p>
<p><b>Write</b></p>	<p><b>Do</b> The children will be able to sort/count a variety of shapes. Children will have the opportunity to check whether a shape is symmetrical by using a mirror.</p>

Evaluation:

# Consulting and planning with children

## Consulting children

### Different ways of consulting children

- ✿ Use Talking and Thinking Floor Books and Talking Tubs (Mindstretchers)
- ✿ At story time you can give the children a choice of two stories and then get them to vote for the favourite one.
- ✿ Carry out responsive planning observations; by doing this you are indirectly involving the children.
- ✿ Consult children to plan an activity, eg How can we make a tree for our nursery?
- ✿ Have a menu at snack time. Maybe each day two children take a turn to choose what is on the menu. So you can have a blank form that says Menu and Helpers where they can write or make marks. Then offer a choice to those two helpers: What would you like for snack today: do you think we should have toast or crackers? With jam or cheese? Apples or tangerines? Then they can write or draw the menu.
- ✿ Get the children involved in deciding nursery rules and why these are important.
- ✿ Use a post-it note to record children's comments and put them beside a particular display.
- ✿ Looking at the PLP with the child, acknowledge what he/she 'can' do and involve the child in thinking of next steps.

You can also create a learning tree on the wall:

- ✿ Each child has a leaf.
- ✿ On each leaf you can write the child's comment about what they want to learn next.
- ✿ Put the leaves on the tree.
- ✿ Take action in the classroom.
- ✿ Keep a record of these experiences in the PLPs.

Examples:

- ✿ Leaf: I would like to learn to use scissors.
- ✿ Activity: set up cutting activities
- ✿ PLP evidence: Next Steps – 'I am learning to use scissors', and an example of a cutting by the child, dated.
  
- ✿ Leaf: I want to be able to write my name.
- ✿ Activity: put name cards on the drawing table for the child to recognise and copy.
- ✿ PLP evidence: Next Steps – 'I'm learning to write my name', and an example of mark making for the name and eventually good letter formation, showing progression.
  
- ✿ Leaf: I want to learn more about cats.
- ✿ Activity: put out an information book about cats, or simply have a group discussion, so that they can learn from each other's experiences.
- ✿ PLP evidence: observations, child comments and a drawing of a cat.

### Planning with children

You can use mindmaps as a tool for encouraging children to think of activities to do in the classroom that explore a particular learning outcome. This map will only display ideas that have come from children, not staff (as we are encouraging independent thinking).

You can create such a mindmap with the children by:

- ✿ Choose a learning outcome, inspired perhaps by observations you have made of children's play (responsive planning).
- ✿ Have a discussion with the children about the concept/theme (eg long and short, pirates).
- ✿ Scribe their ideas, writing their names beside each contribution.
- ✿ Display this mindmap on the wall to acknowledge children's contributions.
- ✿ Carry out the activities described in the mindmap.
- ✿ Display photos and artwork to support the evidence of the activities and what children are doing and learning.
- ✿ Evaluate the learning outcome using words such as: we have explored, discovered, been involved, learnt about, discussed, understood.





# KWL chart

What we know about	What we want to know about	What we have learnt



## Consulting children – evaluation

What are you doing now?

- ✿ Why do you feel consultations are important?
- ✿ What influences your planning?
- ✿ What techniques do you use to encourage your talking and thinking?
- ✿ Who consults children?
- ✿ When are other children consulted?
- ✿ Where do you share the ideas children have?
- ✿ How close a match is there in your centre between your daily plans and the child's interests?
- ✿ How do you enquire about children's existing knowledge and ideas?

Reproduced from *Talking and Thinking Floorbooks* (Mindstretchers 2006), by kind permission of Claire Warden. For more details see [www.mindstretchers.co.uk](http://www.mindstretchers.co.uk) or [www.claire-warden.com](http://www.claire-warden.com)

## CPD and self-evaluation

If you are interested in doing an in-service on health and wellbeing, there is a pack available at [www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk) which is appropriate for both nurseries and schools. There are video clips available from both which show good practice.

- ✿ Go into Resources and CPD
- ✿ Then into Professional development
- ✿ Then go to Health and wellbeing across learning: Responsibilities of all – learning together resource

At the time of writing, the resource can also be found at [http://www.ltscotland.org.uk/Images/Healthandwellbeingacrosslearning\\_tcm4-645063.pdf](http://www.ltscotland.org.uk/Images/Healthandwellbeingacrosslearning_tcm4-645063.pdf)

On pages 46–50 of the resource is a very useful list of organisations dealing with various aspects of health and wellbeing, along with links to their websites.

At the end of this section is a self-evaluation tool which will help your centre to start thinking about learning and teaching within health and wellbeing.

### How to use the Journey to Excellence pack

There are seven sections in the pack for use by practitioners working with children and young people. Here is a brief 'How to use this pack' to help you to be selective to help meet the needs of your school. To use some sections of the pack effectively you need access to the online resource.

Each section has a specific focus. If using the whole pack you would need over seven hours to complete it.

You may also need the Health and Wellbeing across learning: Principles and Practice document and the associated experiences and outcomes that are the responsibility of all.

### Section 1: Beliefs, values and attitudes

What's it about? This section helps individual practitioners consider their views of Health and Wellbeing and then to develop a shared understanding of what this means. It helps develop a greater understanding of Health and Wellbeing across learning.

Who is this for? All practitioners including non-teaching staff and partners.

At what stage should I use this? Recommended to do with Section 2. At the beginning of the school session or when you are revisiting the school's vision, values and aims. Good for self-evaluation of quality indicators 6.1 and 9.1.

How long will it take? Approx 30–45 minutes (if doing with Section 2, you will need 1 hour to 1.5 hours).

Online video clips: There are no video clips with this section.

### Section 2: Taking account of the context and background of your learning community

What's it about? This section builds on Section 1 and aims to get practitioners to consider the impact of the learners' backgrounds in their development.

Who is this for? All practitioners including non-teaching staff and partners.

At what stage should I use this? Recommended to follow on from Section 1. Good to use when deciding on priorities for Health and Wellbeing. Good when leading to improving work with the community, as you need to take account of their plans. Good to use if you are trying to improve or judge your partnership working in line with quality indicators 2.2, 4.1, 4.2, 5.7, 5.9, 6.2 and 8.1. Will help towards achieving Healthy Schools Stage 2. Could be used as evidence of consultation, or as a follow-up exercise from the Implementation Plan.

How long will it take? Approx 30–45 minutes (if doing with Section 1, you will need 1 hour to 1.5 hours).

Online video clips:

- ✿ A Joint Approach to HWB (Hillside School) best links in with CPD activities (including those in Section 3).
- ✿ Moving from P7 to S1 (St Luke's High) is good to look at if thinking about developing transition activities.

### Section 3: Health and wellbeing – the responsibility of all

What's it about? This section helps practitioners to look at the four capacities for Curriculum for Excellence and particularly helps create an atmosphere for developing confident individuals. This section is sub-divided into three parts.

Who is this for? All practitioners including non-teaching staff and partners.

At what stage should I use this? Good to use in preparation for Stage 2 or 3 Healthy Schools accreditation. The first part is useful when reviewing policies related to care and welfare. Good when considering the wider achievement agenda within the school and how to record this. This section contains a very detailed 'Improvement Guide' which outlines what a 'good' or 'excellent' school would look like. The second part is more partnership-based and should be used in this context. The third part is about planning and the curriculum and considers the totality of learners' experiences and the opportunities we give them. The reflective questions in this section are very good (page 18). There is also an 'Improvement Guide' for planning the outcomes of learning, which ties into quality indicators 5.1 and 5.9 (HMIE).

How long will it take? Approx 45 minutes to 1.5 hours.

Online video clips: The best clips to use are:

- ✿ Improving Health and Wellbeing in the Early Years (Honeywell Nursery)
- ✿ Partnership working in PE (Hillside School)

These are both relevant. Partnership Working in PE (Hillside School) could also be used in conjunction with section 4.

### Section 4: Health and wellbeing across learning

What's it about? This section is more related to learning and teaching and the development of skills in children and young people.

Who is this for? Part one is for all teaching staff. Part two for all staff.

At what stage should I use this? This is in two parts. Both could be used at any stage. Could be used as a follow up after the Health and Wellbeing Audit in the CEC Improvement Plan. Could be used firstly by Senior Management Team as part of evaluating current practice in terms of quality indicators 2.1, 5.2, 5.3 and 9.2. Useful for departments or as a whole-school activity with individual teaching staff. The second part, on outdoor learning, explores the importance of using outdoor learning as part of the learning process with learners, and could help develop Health and Wellbeing as part of interdisciplinary learning. The reflective questions 1, 5, 6 and 7 are particularly relevant (see page 26).

How long will it take? Approx 45 minutes to 1 hour for part one. Part two 20–30 minutes. Total 1 hour to 1.5 hours.

Online video clip: The best clip to use is 'Grounds for Learning'.

### Section 5: Involving learners

What's it about? This section focuses on prior learning and the involvement of learners and the school community.

Who is this for? All practitioners including non-teaching staff and partners.

At what stage should I use this? Very good for improving pupil voice. Good for improving courses and transitions using information received from children and young people. The reflective questions (page 29) are very good as they link directly to Mental, Emotional and Social Wellbeing and could help prioritise/develop these areas. The 'Improvement Guide' for giving pupils a voice and enabling them to take responsibility is essential for improving this area within the school, particularly before planning for next session. This section also helps you to consider where you are with leadership for young people in your school. Good to use as self-evaluation on quality indicators 2.1, 5.5, 5.7, 5.9 and 9.2.

How long will it take? Approx 1 hour

Online video clips: The videos for this section are not yet available to watch.

### **Section 6: Partnerships**

What's it about? This section follows on from Section 5 and has useful video clips linking to transition, partnership working and interdisciplinary learning.

Who is this for? All practitioners including non-teaching staff, and particularly with partners. Could be used with Getting it Right for Every Child groups.

At what stage should I use this? Useful for working towards Stage 2 or 3 of Healthy Schools. Useful for addressing HMIE quality indicators 2.2, 4.1, 5.3, 5.8, 5.9 and 8.1. This evaluation will give an idea as to areas to develop in partnership working.

How long will it take? Approx 30–45 minutes.

Online video clips: The best clip to use is Moving from P7 to S1 (St Luke's High), as for Section 2.

### **Section 7: CPD and evaluating impact**

What's it about? This section outlines the importance of continually developing staff so that they feel confident in improving experiences for pupils.

Who is this for? All practitioners including non-teaching staff and partners.

At what stage should I use this? This section is in three parts. The first would be good to use at the beginning of term or before PRD time, when the school can focus on staff development. The CPD 'Improvement Guide' is generic and can be used by CPD coordinators to help establish staff needs. The key question is 'How will you know if the children's and young people's health and wellbeing is improving as a result of your efforts?' (page 41). Reflective Questions are continued on page 42. The second part follows on from the first and explores how CPD and information is acted upon to improve outcomes for learners; this is called 'Continuing and critical enquiry – Improvement Guide'. The third part, 'A collective commitment to improvement', is useful when doing self-evaluation while planning for evaluating the SQIP, and will help in evaluating quality indicators 7.1, 7.2 and 9.2.

The Reflective Questions and Improvements Guides in this section could help generate ideas for discussion about moderation and assessment in Health and Wellbeing.

How long will it take? Approx 30 minutes for each part.

Online video clip: Tracking Achievement (St Luke's High).

## Self-evaluation – effective learning and teaching in health and wellbeing

Questions	Comments
<ul style="list-style-type: none"> <li>✿ How do you engage children and young people and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices?</li> <li>✿ To what extent within the day-to-day routines of the nursery do children have opportunities to express their feelings, and make choices and decisions?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ How does the ethos of your centre promote children's confidence, self-esteem and sense of wellbeing?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ To what extent do the children appear happy, relaxed and settled with adults and peers within the nursery environment?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ How does your centre encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment?</li> <li>✿ To what extent do staff positively promote the benefits of daily fresh air, exercise, sports and physical exercise?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ How does your centre encourage children and young people to act as positive role models for others within the educational community?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ How do you promote health and wellbeing to create a lasting commitment in children and young people to follow a healthy lifestyle, by participation in experiences which are varied, relevant, realistic and enjoyable?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ To what extent does your centre foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship?</li> </ul>	
<ul style="list-style-type: none"> <li>✿ How do you encourage a shared understanding of health and wellbeing; is it reinforced through display and resources?</li> <li>✿ Is health promoted through daily routines, eg tooth brushing, hand washing and snacks/meals?</li> </ul>	

## Reflective questions and planning for change

Take some time to reflect with colleagues on what you have seen, discussed and learnt during the activities up until now.

How does this relate to policy and practice within your own establishment?

You may find it helpful to record your thoughts in the table under each reflective question.

To what extent do your learners, staff, parents and partners have a shared understanding about what Health and Wellbeing means?

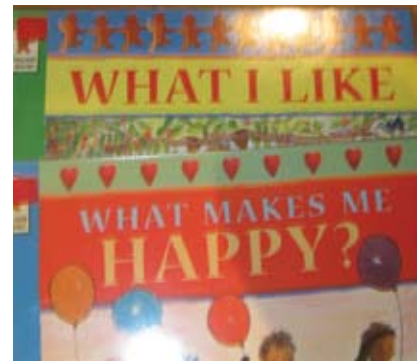
Things to start doing	Things to keep doing	Things to stop doing

# Resources

## Information and Learning Resources

The Information and Learning Resources service has a wide range of early years resources. There are many books, themed boxes, story sacks, toys and games for your centre to borrow. Lists of resources for the ten topics covered in the example long-term plan are included below. The themed resource boxes usually contain 15 items, including approximately four artefacts or games.

For loans or more information please contact ILR on 0131 469 2960, or email [ES-ILR@ea.edin.sch.uk](mailto:ES-ILR@ea.edin.sch.uk)



## Friendships library resources

### Themed resource boxes

- Caring and Sharing
- Equality
- Friendship
- Love and Caring for Others
- Understanding Other People

### Themed fiction boxes

- Family and Friends

### Books

- Growing Up series: Being Helpful, Being Kind, Making Friends, Owning Up, Sharing, Taking Turns
- Cave, Kathryn: Friends
- Humphrey, Paul: My Friends
- Rissman, Rebecca: We Are All Different
- Senker, Cath: Relationships

### Artefacts

- Children of the World Dolls
- Good Manners Posters
- Playground Frieze





## Rules and routines library resources

### Themed resource boxes

Rights and Responsibilities  
Safety

### Books

Citizenship series: Being a Leader, Being Fair, Being Helpful, Being Honest, Being Responsible, Following Rules, Making Friends

## Health library resources

### Themed resource boxes

Food  
Healthy Living  
Keeping Myself Safe  
Movement and Play  
My Health  
Myself and Family  
Teeth

### Themed fiction boxes

All About Me  
Tasty Tales

### Books

Dental Health series: Brushing Well, Food for Healthy Teeth, Going to the Dentist, Your Teeth  
Five Senses series: Hearing, Seeing, Smelling, Tasting, Touching  
Investigate series: Senses, Sound, Teeth  
We Are All Different series: We All Learn, We All Move, We All Play, We All Read  
Guillain, Charlotte: Teeth (Investigate)  
Hughes, Monica: My History (Now and Then)

### Storytelling sacks

Food, Cooking and Baking  
Teddy Takes a Tumble  
Oops Hari

### Artefacts

Fruit Crate  
Dental Care Model  
Veggie Friends

## Food library resources

### Themed resource boxes

Autumn  
Autumn Festivals  
Food and Health  
Gardening and Growing  
Hungry for Success  
Substance Misuse





## Artefacts

Harvest Festival Pack

## Books

Dickmann, Nancy: Harvest Festival  
French, Vivian: Oliver's Fruit Salad, Oliver's Vegetables  
Llewellyn, Claire: Why Should I Eat Well?  
Royston, Angela: What Should We Eat?  
Smallwood, Sally: Cool As a Cucumber, Sweet As a Strawberry  
Tofts, Hannah: I Eat Fruit, I Eat Vegetables  
Healthy Choices series: Healthy Eating, Harmful Substances  
Healthy Eating series: Fruits, Grains and Starchy Food, Meat and Protein, Milk and Cheese, Vegetables  
Spot the Difference series: Leaves, Stems, Fruits, Roots, Flowers, Seeds  
Plants series: Flowers, Leaves, Fruits, Seeds, Plant ABC

## Story sacks

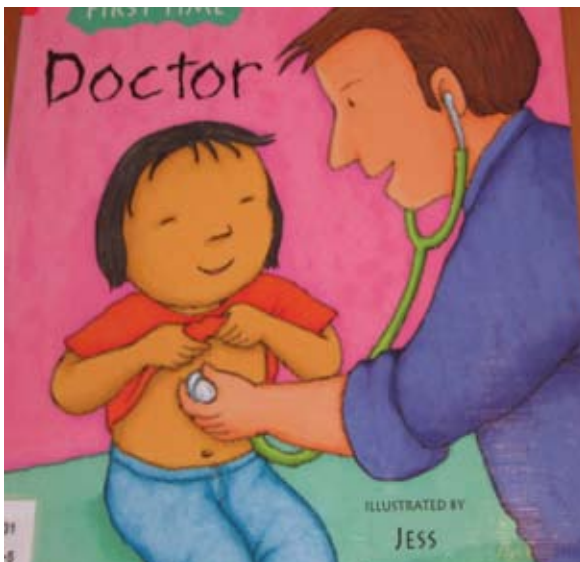
Handa's Surprise



## Safety library resources

### Themed resource boxes

People Who Help Us  
People Who Help Us (Medical)  
Let's Pretend: The Paramedic  
Road Safety



## Books

Barraclough, S: Road Safety  
Caring For Us series: I Am a Doctor, I Am a Nurse, I Am an Optician  
People Who Help Us series: At the Hospital, Firefighters, At the Dentist, Rescue at Sea  
People in the Community series: Dentists, Doctors, Firefighters, Police Officers, Teachers, Vets  
Who Helps Us? series: In a Hospital, At School, In a Supermarket, In the Street

## Artefacts

People Who Help Us Frieze  
Nurse Outfit  
Firefighter Outfit  
Road Safety Bag  
Traffic Lights

## Festivals and events library resources

### Themed resource boxes

Christmas  
Festivals and Celebrations  
Chinese New Year  
Celebrations

### Books

Dickmann, Nancy: Christmas  
Bull, Jane: The Christmas Book  
Pirotta, Saviour: We Love Christmas  
Starek-Corile, J: Marek and Alice's Christmas (Polish/English)  
Holidays and Festivals series: Chinese New Year, Diwali, Hanukkah  
Festivals – Little Nippers series: My Diwali, My Hanukkah, My Chinese New Year  
Rabbie's Rhymes: Robert Burns for Wee Folk

### Artefacts

Angel Cloak, Halo and Wand  
Christmas Decorations  
Holly and Ivy Pack  
Nativity Frieze  
Chinese New Year Clothes  
Diwali Festival Pack

## Feelings library resources

### Themed resource boxes

Feelings  
Love and Caring for Others  
Moods and Feelings  
Moving On  
Reaching Goals

### Books

Read and Learn Feelings series: Angry, Brave, Embarrassed, Happy, Impatient, Jealous, Lonely, Proud, Sad, Shy, Worried  
Your Feelings series: I Feel Bullied, I'm Bored, I'm Happy, I'm Lonely, I'm Shy, I'm Special, I'm Worried, It's Not Fair  
Harper, Anita: It's Not Fair  
Hughes, Monica: Our Feelings

### Big books

Ironside, Virginia: The Huge Bag of Worries

### Artefacts

Moods and Emotions Poster Pack  
Feelings and Emotions Dolls



## Life cycles library resources

### Themed resource boxes

Animal Growth  
Frogs  
Babies and New Life  
Caterpillars and Butterflies  
Farms  
Gardening and Growing  
Introducing Living Things  
Plants

### Storytelling sacks

Farmyard  
The Very Hungry Caterpillar

### Books

Mayer, Cassie: Farming – Our Global Community  
Hughes, Monica: My First Brother or Sister  
Watch It Grow series: A Bean's Life, A Bee's Life, A Butterfly's Life, A Chicken's Life, A Dog's Life, A Frog's Life, A Penguin's Life, A Sunflower's Life, An Apple's Life, An Oak Tree's Life  
Butler, John: Whose Baby Am I?



### Big books

French, Vivian: Growing Frogs  
Royston, Angela: Life Cycle of a Chicken

### Artefacts

Barn With Animals  
Life Cycle Sequencing Kit  
Baby Dolls

## Me and my body library resources

### Themed resource boxes

Myself and Family  
Myself, One of Many  
Our Bodies  
Reaching Goals  
All About Me  
You Can Do It – Courage

### Books

Llewelyn, Claire: How Bodies Work  
Our Bodies series (Acorn): Our Blood, Our Bones, Our Brains, Our Hearts, Our Lungs, Our Muscles, Our Skin, Our Stomachs  
Spot the Difference – Bodies series (Acorn): Eyes, Mouths, Ears, Noses





## Transitions library resources

### Themed resource boxes

Moving On  
Lost and Found  
School  
Reaching Goals

### Books

Anholt, Catherine and Laurence: Going to Playgroup, Billy and the Big New School  
Barber, Nicola: First Day at School  
Barkow, Henriette: Tom and Sofia Start School (available in a wide range of languages including Arabic, Chinese and Polish)  
Stockham, Jess: Nursery (First Time)  
Varley, Susan: Badger's Parting Gifts

## Dual-language books

Dual-language resources in many languages are available from Information and Learning Resources. For advice on using dual-language resources contact the EAL service – further resources are available at [www.ealedinburgh.org.uk](http://www.ealedinburgh.org.uk)

Currently there are dual-language resources in 64 languages, listed below. This will change over time as requirements for new languages arise.

Afrikaans	Farsi	Kurdish	Shona
Albanian	Finnish	Latvian	Slovakian
Arabic	French	Lithuanian	Somali
Armenian	Gaelic	Malay	Spanish
Bengali	German	Malayalam	Swahili
Bulgarian	Greek	Mandarin	Swedish
Cantonese	Gujarati	Nepali	Tagalog
Catalan	Haitian-Creole	Patois	Tamil
Chinese	Hebrew	Panjabi/Punjabi	Telugu
Creole	Hindi	Polish	Thai
Croatian	Hmong	Portuguese	Turkish
Czech	Hungarian	Pushto	Twi
Danish	Irish	Romanian	Urdu
Dutch	Italian	Russian	Vietnamese
Dinka	Japanese	Serbo-Croat	Yoruba
Estonian	Korean	Shilluk	Welsh



## Relevant City of Edinburgh Council publications

### Thinking It, Feeling It, Doing It

This resource is aimed at supporting the development of emotional wellbeing in staff and children in Early Years settings. It aligns research, policy and practice in the area of emotional development and staff and child wellbeing, and includes:

- ✿ ideas for environments
- ✿ ideas for promoting staff wellbeing
- ✿ activities for children
- ✿ information sheets for parents



### Creating Confident Kids

This is a wide-ranging resource for developing pupils' emotional and social competence, helping them manage life and learning more effectively. The materials take a whole-school-community approach, involving parents, and bringing benefits in behaviour, tolerance and increased responsibility as well as academic achievement.

The materials are published in eight themes, each comprising a Teacher's Book and a Resource Book. Supplementary materials include a set of Emotions Cue Cards and an Ideas Bank book.

### Early Moves

*Early Moves* is an integrated and developmentally appropriate physical education and physical activity approach for children aged 3 to 5 years. The aim is to help young children become confident, competent, adaptable and creative movers. The resource has been designed to support adults to:

- ✿ develop children's movement and movement knowledge
- ✿ observe children's movement
- ✿ guide and scaffold children's learning



### Healthy Early Years



A resource for partner-provider nurseries and freestanding nurseries, produced in collaboration with NHS Lothian.

The pack retains coverage of the six key areas of Healthy Schools Plus:

- ✿ curriculum, teaching and learning
- ✿ organisation, ethos and climate
- ✿ physical environment
- ✿ links with family and community
- ✿ role of specialist services
- ✿ health and welfare of staff

This ensures that establishments continue to work within the philosophy of a health promoting school. The pack also retains the levels of accreditation already familiar to nursery schools:

- ✿ stage 1 – engaging
- ✿ stage 2 – embedding
- ✿ stage 3 – sustaining

Key contacts for the resource are Lesley McDowall, QIO Early Years ([lesley.mcdowall@edinburgh.gov.uk](mailto:lesley.mcdowall@edinburgh.gov.uk)) and Luisa Walker, Senior Health Promotion Specialist ([luisa.walker@nhslothian.scot.nhs.uk](mailto:luisa.walker@nhslothian.scot.nhs.uk)).

## Breastfeeding culture story sack

The story sack builds on the health and wellbeing outcomes from the Curriculum for Excellence, in addition to supporting one of the strategic objectives of NHS Lothian's framework document.

It has been developed for use in early years settings to promote a positive attitude towards breastfeeding. This is very important if breastfeeding is to become the norm within our society. Within early years establishments it is important to create an environment which promotes positive images of breastfeeding which can help to impact on the health and wellbeing of future generations.

Individual nurseries will have their own ideas, but the sack could be used as part of an ongoing project, for example on animals, babies or food, or as a follow up to a zoo or farm visit.

A story or poster may provide a useful introduction, followed by a mum/baby animal matching game. Books about mammals and about new babies can encourage children to see how we are similar.

### Themed resource books (some examples)

Supermum

Mick Manning and Brita Granstrom

ISBN 074963863X

Sophie and the New Baby

Catherine and Laurence Anholt

ISBN 1843625822

Tucking In – Just Like Me

Jess Stockham

ISBN 9781846430466

Mammals

Rod Theodorou

ISBN 0431030715

Rosie's Babies

Martin Waddell

ISBN 0744523354

# Clifton Hall School pupil profile

Child (DOB) Pupil Profile A Curriculum for Excellence Early Level

<b>Health and Wellbeing</b>	<b>NY – Context (date)</b>	<b>Home – Context (date)</b>
<b>Mental, emotional, social and physical wellbeing</b>		
<b>Mental and emotional wellbeing</b>		
<i>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0–01a/HWB 1–01a/HWB 2–01a/HWB 3–01a/HWB 4–01a</i>		Chat about how they feel
<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0–02a/HWB 1–02a/HWB 2–02a/HWB 3–02a/HWB 4–02a</i>		Awareness of why they react, eg 'I am grumpy because I'm tired'
<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0–03a/HWB 1–03a/HWB 2–03a/HWB 3–03a/HWB 4–03a</i>		Family chat
<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0–04a/HWB 1–04a/HWB 2–04a/HWB 3–04a/HWB 4–04a</i>		Seeing the world from someone else's point of view
<i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0–05a/HWB 1–05a/HWB 2–05a/HWB 3–05a/HWB 4–05a</i>		Sharing toys, books, etc <i>Helping to care for siblings, older relatives or pets</i>
<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0–06a/HWB 1–06a/HWB 2–06a/HWB 3–06a/HWB 4–06a</i>		<i>Encouraging friendships</i>
<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0–07a/HWB 1–07a/HWB 2–07a/HWB 3–07a/HWB 4–07a</i>		Death of a pet (or relative)
<i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0–08a/HWB 1–08a/HWB 2–08a/HWB 3–08a/HWB 4–08a</i>		Be inclusive when playing
<b>Social wellbeing</b>		
<i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 0–09a/HWB 1–09a/HWB 2–09a/HWB 3–09a/HWB 4–09a</i>		Turn taking
<i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0–10a/HWB 1–10a/HWB 2–10a/HWB 3–10a/HWB 4–10a</i>		Might talk about it over dinner

<b>Social wellbeing</b>	
<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0–11a/HWB 1–11a/HWB 2–11a/HWB 4–11a</i>	Exploring different hobbies
<i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0–12a/HWB 1–12a/HWB 2–12a/HWB 3–12a/HWB 4–12a</i>	Holding gate open for everyone, responsibility for the 'weather peg' and bird feeding peg
<i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0–13a/HWB 1–13a/HWB 2–13a/HWB 3–13a/HWB 4–13a</i>	Recycling, feeding birds, growing vegetables and plants
<i>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0–14a/HWB 1–14a/HWB 2–14a/HWB 3–14a/HWB 4–14a</i>	Playing with neighbours, community groups and classes
<b>Physical wellbeing</b>	
<i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0–15a/HWB 1–15a/HWB 2–15a/HWB 3–15a/HWB 4–15a</i>	Family discussions re diet and fitness
<i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0–16a/HWB 1–16a/HWB 2–16a/HWB 3–16a/HWB 4–16a</i>	Park play and soft play experiences
<i>I know I can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0–17a/HWB 1–17a/HWB 2–17a/HWB 3–17a/HWB 4–17a</i>	Family discussions
<i>I know and can demonstrate how to travel safely. HWB 0–18a/HWB 1–18a/HWB 2–18a/HWB 3–18a/HWB 4–18a</i>	Everyday experiences and family discussions
<b>Planning for choices and changes</b>	
<i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0–19a</i>	Opportunities to make choices re play and activities and time given to conversations
<i>I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0–20a/HWB 1–20a</i>	Outings and family discussions
<b>Physical education, physical activity and sport</b>	
<b>Movement skills, competencies and concepts</b>	
<i>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0–21</i>	Opportunities for walking, running, balancing, jumping, pedalling etc, soft play and play park experiences
<i>I am developing my movement skills through practice and energetic play. HWB 0–22a</i>	Outdoor play opportunities



<b>Cooperation and competition</b>	
I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0–23a	Encouraging friendships, having friends to play with at home. Simple house rules
<b>Evaluating and appreciating</b>	
By exploring and observing movement, I can describe what I have learned about it. HWB 0–24a	Family conversations
<b>Physical activity and sport</b>	
I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0–25a	Opportunities for varied indoor and outdoor play experiences
<b>Physical activity and health</b>	
I know that being active is a healthy way to be. HWB 0–27a	On bike, walking - with family
I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0–28a	Being tired, ready for bed
<b>Food and Health</b>	
<b>Nutrition</b>	
I enjoy eating a diversity of foods in a range of social situations. HWB 0–29a/HWB 1–29a/HWB 2–29a/HWB 3–29a/HWB 4–29a	Cafés, visits for tea
Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0–30a	Shopping, choosing fruit and meals
I know that people need different kinds of food to keep them healthy. HWB 0–32a	Dentist talking about sugar - family discussions
<b>Safe and hygienic practices</b>	
I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 0–33a/HWB 1–33a	Teeth brushing, hand washing
<b>Food and the consumer</b>	
I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0–35a	Picking vegetables and other foods. Family discussions
<b>Substance misuse</b>	
I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0–38a	Picking berries, medicine, electricity
I can show ways of getting help in unsafe situations and emergencies. HWB 0–42a	'Car coming'. Family discussions - who to go to for help, stranger danger, road safety and how to dial 999

<b>Relationships, sexual health and parenthood</b>		
<i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0–44a/HWB 1–44a</i> <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0–44b/HWB 1–44b</i>		Gauging responses, approaching kids, family discussions
<i>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0–45a/HWB 1–45a</i>		<i>Family discussions and outings</i>
<i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0–45b/HWB 1–45b/HWB 2–45b/HWB 3–45b/HWB 4–45b</i>		<i>Family discussions and explanations</i>
<i>I recognise that we have similarities and differences but are all unique. HWB 0–47a/HWB 1–47a</i> <i>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0–47b/HWB 1–47b</i>		<i>Family discussion and looking at books, jigsaws together</i>
<i>I am learning what I can do to look after my body and who can help me. HWB 0–48a/HWB 1–48a</i>		<i>Family discussions, daily routines, visits to doctor, dentist, etc</i>
<i>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0–49a/HWB 1–49a</i>		Ongoing stranger awareness
<i>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0–50a/HWB 1–50a</i>		Farm, park, seeds, younger brothers and sisters
<i>I am able to show an awareness of the tasks required to look after a baby. HWB 0–51a/HWB 1–51a</i>		<i>Playing with teddies/dolls and helping to look after younger siblings</i>

# Physical education

## Athletics forward plan

### Health and wellbeing – Early

School:			Date:	
Teacher:		Activity: Athletics	Term/block:	Prior learning:
Class:		Level: Early		
Experiences and outcomes	Steps to success	Learning experiences	Assessment is for Learning: evidence	Resources
<p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learnt about it.</p>	<p><b>I can ...</b></p> <ul style="list-style-type: none"> <li>✳ find different ways to travel safely in my space</li> <li>✳ show that I can listen, follow instructions, and answer questions</li> <li>✳ skip, gallop and side-step</li> <li>✳ throw and catch (to self) using a variety of different objects</li> <li>✳ use over-arm and under-arm throws</li> <li>✳ run using different pathways</li> <li>✳ show that I can take turns</li> <li>✳ find different ways of jumping and show safe landings</li> <li>✳ cooperate and share space and equipment</li> <li>✳ have fun whilst being active</li> <li>✳ work cooperatively</li> <li>✳ watch and describe what I see</li> </ul>	<p><b>Movement skills, competencies and concepts</b></p> <ul style="list-style-type: none"> <li>✳ Spatial awareness games</li> <li>✳ Run using different pathways</li> <li>✳ Travel in different ways and directions</li> <li>✳ Walk, jog and run, changing speeds</li> <li>✳ Timed distance run</li> <li>✳ Throw a variety of objects with improving technique and accuracy</li> <li>✳ Jump over obstacles</li> <li>✳ Playground games</li> <li>✳ Races</li> <li>✳ Throwing and jumping challenges</li> </ul> <p><b>Cooperation and competition</b></p> <ul style="list-style-type: none"> <li>✳ Decision-making and team-building games</li> <li>✳ Mini Olympics</li> </ul>	<p><b>Self-assessment</b></p> <p>'Thumbs up' Traffic LIGHTS</p> <p><b>Peer assessment</b></p> <p>Three stars and a wish Class competition: self and with others School sports</p> <p><b>Teacher assessment</b></p> <p>PE assessment report form Observation Photographic evidence Discussion with pupil regarding performance</p>	<p>Top Play/Top Sport cards Athletics packs In-service and CPD materials</p> <p><b>Equipment</b></p> <p>Variety of throwing implements Variety of targets Measurement indicators Start/finish indicators Throw-down lines etc Variety of obstacles to jump over Mats</p> <p>Video/playback equipment</p>

**Cross-curricular links:** Maths: timing, measuring, counting, recording. Science: anatomy, forces and other topics as agreed with class teacher

**Links to Literacy, HWB, Numeracy:** LIT 0-02a, LIT 0-026a, ENG 0-03a, MNU 0-02A, MNU 0-11a, MTH 0-17a

Next steps:

Evaluation:

# Dance forward plan

## Health and wellbeing – Early

School:			Date:	
Teacher: Class:		Activity: Dance Level: Early	Term/block:	Prior learning:
Experiences and outcomes	Steps to success	Learning experiences	Assessment is for Learning: evidence	Resources
<p><b>EXA 0-08a</b> I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.</p> <p><b>EXA 0-09a</b> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p><b>EXA 0-10a</b> I have opportunities to enjoy taking part in dance experiences.</p> <p><b>EXA 0-11a</b> I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22b</b> I am developing my movement skills through practice and energetic play.</p>	<p><b>I can ...</b></p> <ul style="list-style-type: none"> <li>✿ identify and show when music starts/stops</li> <li>✿ listen and copy teacher and follow music</li> <li>✿ clap or tap rhythms and patterns</li> <li>✿ copy simple movement patterns</li> <li>✿ show I can move my body in creative ways in my own and in shared space</li> <li>✿ demonstrate movements that reflect the music</li> <li>✿ describe and discuss my feelings about a piece of music and attempt to show those feelings through movement</li> </ul>	<p><b>Movement skills, competencies and concepts</b></p> <ul style="list-style-type: none"> <li>✿ Travelling – walk, run, gallop, slide step, skip, jump, turns</li> <li>✿ Stepping – copy simple teacher movement pattern</li> <li>✿ Gesture – copy or create simple movement to music</li> <li>✿ Stillness</li> <li>✿ Weight – lightness, heaviness</li> <li>✿ Time – sudden, sustained</li> <li>✿ Space – personal, general</li> <li>✿ Flow – movement reflects music flow</li> </ul> <p><b>Cooperation and competition</b></p> <ul style="list-style-type: none"> <li>✿ Working alone and with a partner or small group</li> </ul> <p><b>Evaluating and appreciating</b></p> <ul style="list-style-type: none"> <li>✿ Levels – high, medium, low</li> <li>✿ Spatial distance – near body, far from body</li> <li>✿ Size of body movements – small or large</li> </ul>	<p><b>Self-assessment</b> 'Thumbs up' Traffic lights</p> <p><b>Peer assessment</b> Observe, reflect and comment on performance of classmates Three stars and a wish Video and playback of individual and class performance</p> <p><b>Teacher assessment</b> PE assessment report form Tracking sheet Observation Discussion with teacher regarding performance</p>	<p>CD player iPod and dock Music: own tapes and CDs Rhythm beats Previous 5–14 pack Borders pack Picture/word stimuli Books/stories Poetry Toys Percussion Disney songs and themes Seasonal music and themes</p> <p>Video/playback equipment</p>

**Cross-curricular links:** Maths: shape, time. Science: forces.

**Links to Literacy, HWB, Numeracy:** LIT 0-02a, LIT 0-026a, LIT 0-04a, ENG 0-03a, MNU 0-02a, MNU 0-11a, MTH 0-17a

Next steps:

Evaluation:

# Games forward plan

## Health and wellbeing – Early

School:			Date:	
Teacher: Class:		Activity: Games Level: Early	Term/block:	Prior learning:
Experiences and outcomes	Steps to success	Learning experiences	Assessment is for Learning: evidence	Resources
<p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I can recognise the need to follow rules.</p>	<p><b>I can ...</b></p> <ul style="list-style-type: none"> <li>✿ travel and jump safely in different ways</li> <li>✿ take turns and cooperate by sharing space and equipment</li> <li>✿ play games fairly by listening to instructions and following simple rules</li> <li>✿ enjoy playing with and against my friends</li> <li>✿ solve simple problems within a game</li> <li>✿ be gracious in winning and losing</li> </ul>	<p><b>Movement skills, competencies and concepts</b></p> <ul style="list-style-type: none"> <li>✿ Travelling, jumping and dodging in a competitive environment</li> <li>✿ Activity stations</li> <li>✿ Play various conditioned games</li> </ul> <p><b>Cooperation and competition</b></p> <ul style="list-style-type: none"> <li>✿ Use wide variety of equipment in cooperative and competitive situations</li> <li>✿ Increased competition – self, partner, small groups, teams, class</li> <li>✿ Individual challenges, group competitions and class games</li> </ul> <p><b>Evaluating and appreciating</b></p> <ul style="list-style-type: none"> <li>✿ Problem solving in games through self-refereeing</li> </ul>	<p><b>Self-assessment</b></p> <p>'Thumbs up' Traffic lights</p> <p><b>Peer assessment</b></p> <p>Partner, group and team competitions and games with winners Three STARS and a wish</p> <p><b>Teacher assessment</b></p> <p>PE assessment report form Observation Photographic evidence Discussion with pupil regarding performance</p>	<p>Basic Moves file Playground Games pack Top Play/Top Sport resource cards and equipment Variety of infant catching and throwing implements</p> <p>Video/playback material</p>

**Cross-curricular links:** Maths: timing, counting. Science: anatomy, forces

**Links to Literacy, HWB, Numeracy:** LIT 0-02a, LIT 0-26a, LIT 0-04a ENG 0-03a, MNU 0-02A, MNU 0-11a, MTH 0-17a

Next steps:

Evaluation:



# Gymnastics forward plan

## Health and wellbeing – Early

School:			Date:	
Teacher: Class:		Activity: Gymnastics Level: Early	Term/block:	Prior learning:
Experiences and outcomes	Steps to success	Learning experiences	Assessment is for Learning: evidence	Resources
<p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learnt about it.</p>	<p><b>I can ...</b></p> <ul style="list-style-type: none"> <li>✿ travel on different body parts</li> <li>✿ balance</li> <li>✿ roll</li> <li>✿ jump and land safely</li> <li>✿ use and share the apparatus safely</li> <li>✿ listen well</li> <li>✿ copy movements</li> <li>✿ comment on what I see and do</li> </ul>	<p><b>Movement skills, competencies and concepts</b></p> <ul style="list-style-type: none"> <li>✿ Travelling and balancing on floor and apparatus</li> <li>✿ Jumping, creating shapes from various heights with control</li> <li>✿ Landing safely, bending knees and keeping balance</li> <li>✿ Variety of rolls – sideways, potato, teddy, pencil, forwards, backwards</li> <li>✿ Various balances on different body parts</li> <li>✿ Climbing/ swinging/ hanging</li> </ul> <p><b>Cooperation and competition</b></p> <ul style="list-style-type: none"> <li>✿ Use of different levels/directions</li> <li>✿ Sharing equipment</li> <li>✿ Handling equipment safely</li> </ul>	<p><b>Self-assessment</b></p> <p>Traffic lights 'Thumbs up'</p> <p><b>Peer assessment</b></p> <p>Observe, understand and describe good technique Performance/ demonstrate Three stars and a wish</p> <p><b>Teacher assessment</b></p> <p>Observation/ photographic evidence PE assessment report form Verbal feedback Questioning and answering</p>	<p>Scottish Gymnastics In-service pack 5–14 pack Pictures Skill cards Mats Apparatus</p> <p>Video/playback equipment</p>

### Cross-curricular links:

Links to Literacy, HWB, Numeracy:

Next steps:

Evaluation:

# Swimming forward plan

## Health and wellbeing – Early

School:			Date:	
Teacher: Class:		Activity: Swimming Level: Early	Term/block:	Prior learning:
Experiences and outcomes	Steps to success	Learning experiences	Assessment is for Learning: evidence	Resources
<p><b>HWB 0-21a</b> I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p><b>HWB 0-22a</b> I am developing my movement skills through practice and energetic play.</p> <p><b>HWB 0-23a</b> I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p><b>HWB 0-24a</b> By exploring and observing movement, I can describe what I have learnt about it.</p>	<p><b>I can ...</b></p> <ul style="list-style-type: none"> <li>✿ get myself ready</li> <li>✿ keep myself safe at the swimming pool</li> <li>✿ enter and exit the pool safely</li> <li>✿ move through the water</li> <li>✿ be still and float</li> <li>✿ blow bubbles in the water</li> <li>✿ share and take turns</li> <li>✿ describe what I've learnt</li> </ul>	<p>Learning experiences will be presented through a variety of teaching strategies including direct and indirect teaching, exploration/play, guided discovery and pupil-led activities.</p> <p><b>Movement skills, competencies and concepts</b></p> <ul style="list-style-type: none"> <li>✿ Blowing bubbles</li> <li>✿ Space bubble</li> <li>✿ Travelling</li> <li>✿ Using hands</li> <li>✿ Submerging</li> <li>✿ Floating</li> <li>✿ Jumping in/safe entries</li> <li>✿ See-saws</li> <li>✿ Sky-divers</li> <li>✿ Push and glide</li> </ul> <p><b>Cooperation and competition</b></p> <ul style="list-style-type: none"> <li>✿ Pool rules and safety</li> </ul>	<p><b>Self-assessment</b></p> <p>Self-assessment sheets 'Thumbs up' Traffic lights</p> <p><b>Peer assessment</b></p> <p>Pair AND Share Observe, reflect, respond and comment on performance of classmates</p> <p><b>Teacher assessment</b></p> <p>Certificates Discussions with children Observation</p>	<p>Pool and facilities Poolside equipment Handouts for discussion (teacher led) LA/teacher/parent/peer support Aquamoves booklet Resource cards Pictures/photos</p>

<b>Cross-curricular links:</b>
<b>Links to Literacy, HWB, Numeracy:</b>

Next steps:

Evaluation:

## Physical Education assessment and reporting

### Health and Wellbeing – Early

Although other areas of health and wellbeing will require to be assessed and commented on, only Physical Education (physical coordination and movement skills) will be reported on using the terms *developing*, *consolidating* or *secure*, and a level. The guidance and materials in this section should help all practitioners with this process.

This section includes possible methods of recording the learner's progress in each of five activities – athletics, dance, gymnastics, games and fitness. These grids include the *significant aspects of learning* for each activity. It is these statements which describe what *secure* looks like at early level.

Note that an assessment for swimming is not provided, as this activity should be assessed by specialists.

At the end of the section there is a final assessment overview which, together with the descriptions below, should enable a professional judgement to be made on learners' progress within Early Level.

### Description of learners' progress within levels

Developing	<ul style="list-style-type: none"><li>✿ Has started to engage in the work of the new level</li><li>✿ Is beginning to make progress in an increasing number of outcomes across the experiences and outcomes for the level</li></ul>
Consolidating	<ul style="list-style-type: none"><li>✿ Has achieved a breadth of learning across many of the experiences and outcomes for the level</li><li>✿ Can apply what he/she has learnt in familiar situations</li><li>✿ Is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts</li></ul>
Secure	<ul style="list-style-type: none"><li>✿ Has achieved breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum area</li><li>✿ Has responded consistently well to the level of challenge set out in these experiences and outcomes</li><li>✿ Has moved forward to more challenging learning in some aspects</li><li>✿ Has applied what he/she has learnt in new and unfamiliar situations</li></ul>

















## Significant aspects of learning – overview

These materials can be used for reporting and assessing.

### Cooperation and competition

Activity	
Swimming	✿ I can share and take turns.
Athletics	✿ I can work cooperatively. ✿ I can cooperate and share space and equipment.
Dance/Social Dance	✿ I can listen and copy the teacher and follow the music. ✿ I can copy simple movement patterns.
Gymnastics	✿ I can use and share the apparatus safely. ✿ I can copy movements.
Games (Team and Individual)	✿ I can take turns and cooperate by sharing space and equipment. ✿ I can be gracious in winning and losing.
Fitness	✿ I can listen and follow simple instructions. ✿ I can work on my own, with a partner, or as part of a group. ✿ I can share equipment fairly and safely. ✿ I can help others and accept help from others.

### Evaluating and appreciating

Activity	
Swimming	✿ I can describe what I've learnt.
Athletics	✿ I can comment on what I see and do.
Dance/Social Dance	✿ I can describe and discuss my feelings about a piece of music and attempt to show these feelings through movement.
Gymnastics	✿ I can comment on what I see and do.
Games (Team and Individual)	✿ I can comment on my performance.
Fitness	✿ I can talk about others' work without hurting their feelings. ✿ I can talk about how a task could be improved.

### Movement skills, competencies and concepts

Activity	
Swimming	✿ I can get myself ready. ✿ I can keep myself safe at the swimming pool. ✿ I can enter and exit the pool safely. ✿ I can blow bubbles in the water. ✿ I can move through the water. ✿ I can be still and float.
Athletics	✿ I can find different ways to travel safely in my space. ✿ I can skip, gallop, side-step and hop. ✿ I can run and jump safely in different ways. ✿ I can throw using a variety of different objects. ✿ I can use over-arm and under-arm throws
Dance/Social Dance	✿ I can identify and show when music starts/stops. ✿ I can listen and copy teacher and follow music. ✿ I can clap or tap rhythms or patterns. ✿ I can show I can move my body in creative ways in my own and in shared space.

Gymnastics	<ul style="list-style-type: none"> <li>✿ I can move on, off, over and along apparatus.</li> <li>✿ I can copy simple movement patterns.</li> <li>✿ I can travel on foot in different ways.</li> <li>✿ I can balance on one or more body parts.</li> <li>✿ I can roll with my body in a long or round shape.</li> <li>✿ I can jump and land safely.</li> </ul>
Games (Team and Individual)	<ul style="list-style-type: none"> <li>✿ I can travel and jump safely in different ways.</li> <li>✿ I can work on my own and find my own space.</li> <li>✿ I can use different objects safely.</li> <li>✿ I can throw and catch (to self) using a variety of different objects.</li> <li>✿ I can take turns (with help).</li> <li>✿ I can aim at a target.</li> </ul>
Fitness	<ul style="list-style-type: none"> <li>✿ I can move in different directions and at different speeds.</li> <li>✿ I can move all or part of my body over and over for one minute.</li> <li>✿ I can name and stretch the basic parts of my body.</li> <li>✿ I can recognize some changes in my body when I exercise.</li> <li>✿ I can move slow and fast.</li> <li>✿ I can lift parts of my body off the ground.</li> </ul>

### Physical activity and health

I know that being active is a healthy way to be. (HWB 0-27a)

I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. (HWB 0-28a)

- ✿ I can describe how I feel after doing exercise.
- ✿ I can name one or two of the effects of exercise.

### Physical activity and sport

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. (HWB 0-25a)

- ✿ I enjoy being physically active at nursery/school.
- ✿ I can play different energetic games.
- ✿

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