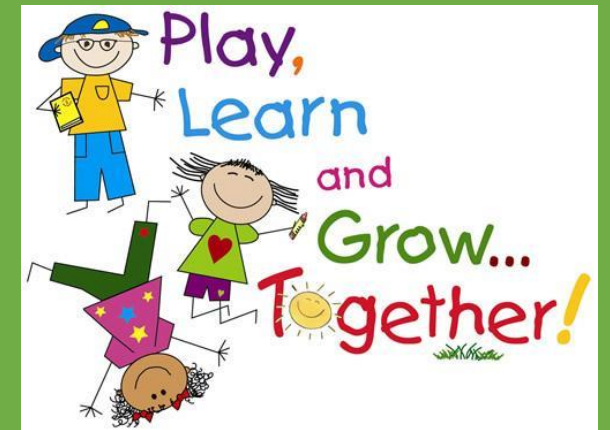


Nursery Curriculum



Welcome to Newport Nursery
Early Learning and Childcare



September 2024

Meet the Team

Headteacher

Miss Louise Donaldson

Principal Teacher

Miss Kathryn Allan

Nursery Teacher

Mrs Elaine Laing- peripatetic team

Early Years Officers

Miss Jessica McKenzie

Miss Natasha Nelson

Mrs Nikky Wilson

Miss Brooke Brougham

Early Years Development Officer

Miss Sonia McPhail

HNC Student

NC Student



Our Nursery Vision



Play together,
Learn with each other,
And be the best that we can be.

Newport Nursery

Our Nursery Improvement Priorities 2024 - 2025

Rights, Equality and Diversity

- Developing knowledge and understanding
 - Developing positive attitudes and exploring prejudices
- Aiming for our Silver Rights Respecting Schools Award



Assessment and Moderation

- Tracking learning across the curriculum
- Using a range of evidence to show progress
- Children to be able to talk about their learning, progress and next steps



Our Cluster Priorities

- Collaborative Working and Moderation



- School and nursery blogs ...
- Updated each Friday
- Can be accessed from slip sent home
- Can be accessed from school website
- Please comment on these



Newport P2
Just another blogs.glowscotland.org.uk - Fife site

Week beginning 20/8/18

Published on August 24, 2018 in Uncategorized. 0 Comments

Another busy and fun week in Primary 2!

Our book of the week was 'Sharing a Shell' by Julia Donaldson. We sequenced the story, had to think about adjectives to describe the main characters in the story, sorted sentences into the correct order and we also wrote a re-tell of the story and drew lovely illustrations.

Our star writers this week were- Charlie R, Jessica, Liam, Miya and Cooper. Well-done!

We conducted a class eye colour survey. We recorded our information using tally marks and displayed our information in a pictograph. This was fun!

We also had to solve a tricky problem called 'Balloon Puzzle'. We got to work with a partner.

We continued to enjoy different games during PE time and also have been doing our

Recent Posts

- [Week beginning 20/8/18](#)
- [Week Beginning 13/8/18](#)
- [Welcome to our blog](#)

Recent Comments

Darcey on [Welcome to our blog](#)

Communication with Parents/Carers

- School Website
- Newsletters
- Text messages
- Emails
- X (formally Twitter)
- Class blogs
- Monthly Sways
- Parent Chats



@newport_primary

Curriculum for Excellence is Scotland's curriculum for children and young people aged 3 to 18. It replaces A Curriculum Framework for Children 3 to 5 and the 5-14 curriculum.



Curriculum for Excellence builds on the solid foundations developed in the critical years of pre-birth to 3 which is supported by the [National Pre-Birth to Three Guidance](#) and the guidance in [Building the Ambition](#) for those working with children aged 0 to 5.

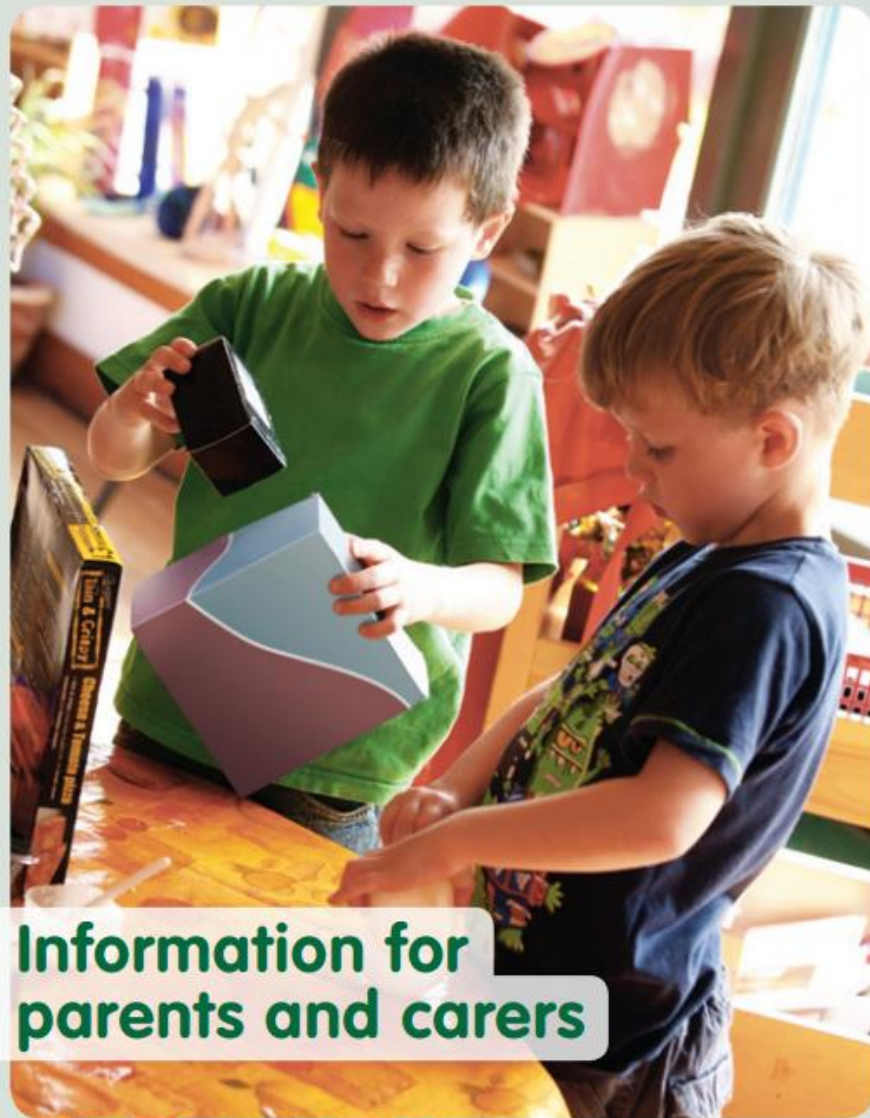
The early level of Curriculum for Excellence spans pre-school and primary as it is designed to meet the needs of most children from 3 years until the end of Primary 1, thus promoting better continuity and progression of learning across the early learning and childcare and primary sectors. Many of the core messages of Curriculum for Excellence will already be familiar to early years learning and childcare practitioners, as they relate to the importance of:

- active, experiential learning
- a holistic approach to learning
- smooth transitions
- learning through play.

Curriculum for Excellence



[www.education
scotland.gov.uk](http://www.education.scotland.gov.uk)



Information for parents and carers

Curriculum for Excellence:
Learning at the early level

www.curriculumforexcellencescotland.gov.uk



The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

Developing skills and attributes

It aims to develop four capacities, helping children to become

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



Principles for curriculum design

The curriculum should be designed on the basis of the following principles:

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

The principles must be taken into account for all children and young people.

They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners.

What are experiences and outcomes?

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The experiences and outcomes are set out in lines of development which describe progress in learning. They are organised into the **eight curriculum areas**:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.</p>
Senior phase	S4 to S6, and college or other means of study.



Research informs us that during our earliest years and even pre-birth, a large part of the pattern for our future adult life is set; therefore we acknowledge that positive early years experiences give children the best start in life.

My Progress Meeting

Looking Back /Looking Forward



Date of meeting:

Looking back

My last focus was

and

I enjoyed trying:

I did not enjoy trying:

At nursery/home I like to:

Next I am going to try:

My parent/carer is happy with me because:

My parent/carer would like me to try:

My keyworker is happy with me because:

My keyworker would like me to try:

My keyworker will complete this:



Name		Date of Meeting	
------	--	-----------------	--

Getting to know your child as a learner ...

Maths and Numeracy	
Benchmarks	Knowledge and Skills
<ul style="list-style-type: none">• identifies number of objects in a group (one-to-one correspondence)• number sequence (rote counting)• recognise and name numeral• counts on and back in ones (+ and -)• sharing/splitting a whole (halves and quarters)• coins up to £1• days of week, months of year, seasons• time• measurement – length, height, weight and capacity• comparison of measurement – longer/shorter/taller heavier/lighter more/less• copies, continues and creates simple patterns (objects, shapes and numbers)• properties of 2D and 3D shapes• position and direction – in front/behind above/below left/right forwards/backwards• symmetry	

Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.

~Fred Rogers



“Children learn
as they play. Most
importantly,
in play children
learn how to
learn.”

O. Fred Donaldson

LearningStationMusic.com

Children need to **PLAY** to
BE ADAPTABLE
CONSTRUCT KNOWLEDGE
PROBLEM LEARN CREATE
SOLVE PROCESS EMOTIONS
INTERNALISE EXPERIENCES
DISCOVER CHALLENGE
BE HEALTHY THEMSELVES
LAUGH & HAVE FUN
LEARN TO WORK IMAGINE
TOGETHER LEARN TO LEAD
EXPRESS EXPLORE SPEAK
IDEAS DEVELOP READ
MANAGE AN INQUIRING
STRESS MIND WRITE
Because **PLAY** COUNTS
matters.

When we talk about play, people naturally think about young children, however all children and young people should have the opportunity to play every day.



Play is important for the early stages of brain development and playing with your child can help build relationships for later life. But no matter what age we are, play helps to develop important skills for learning, life and work.

Encouraging play is one of the best things you can do for your child, whatever their age, and it's free.

Children and young people have a right to play. The UN Convention on the Rights of the Child states (in Article 31) that every child should have:

"... the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

United Nations Convention on the Rights of the Child

What is play?

Free play is what happens when children and young people follow their own ideas and interests in their own way, and for their own reasons. They can do this on their own or with others. It can happen inside or outside. Children and young people should be given the choice of how and when they play. Play is just as important for your teenager as it is for your baby or young child.

There is lots of information available about the health and wellbeing benefits of play. Active play helps to build strong bones and muscles. Children and young people explore their feelings through play, and this can help them build resilience and cope with stress.

Play is how young children make sense of the world. There is also evidence to show that play in early childhood can influence the way your child's brain develops, helping to co-ordinate their mental and physical capabilities. Through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration. Children and young people use play to test their theories about the world and their place in it.

“Play creates a brain that has increased flexibility and improved potential for learning later in life.”

Lester & Russell, 2008

Realising the Ambition: Being Me



Realising the Ambition: Being Me



Key Messages:

.The learning environment is more than the physical space, it also includes interactions and experiences

.It is important for practitioners to understand the stages of child development in order to provide rich developmentally appropriate learning experiences

.Children need daily opportunities for outdoor play to help develop physically, cognitively and emotionally

.Young children learn best through play. The curriculum should be largely play based in Primary 1, which will help to make a smooth transition from early learning and childcare into school

Our Nursery Areas

Newport Nursery consists of 3 main areas; our nursery room, outdoor area with free flow access from the main nursery building and our nursery garden which is situated in the bottom left hand corner of the school grounds.



Forest Kindergarten





When I Play Outside

I am learning about

Absorption Adaption Action Arranging **Animals**
 Autonomy Balance Belonging Calculating Caring
Cause and Effect **Change** *community* *Create Thinking*
 Culture Chemical reaction **CONSTRUCTION** *Color*
Co-operation Creatures **CLASSIFICATION** Conservation
Communication Confidence **Connection** Conversation
 Depth **DISTANCE** Density Experimentation Evaporation
 Friction **Friendship** Force **Gravity** Height Inertia
 Invention **Identification** **INSECTS**
 Light Initiative *Language* Listening Literacy Independence
 Investigation *Map skills* **MYSELF** Measurement Mass
 Movement Matching **NATURE** *Negotiate* **Nurturing**
Numeracy **OBSERVATION** Ordering Patterning
Physics Planning Problem solving
 Plants Questioning *Reaction* Risk *Responsibility*
 Resilience **Regulation** Representation Suspension
Size Shape Seasons *Senses* Scientific Method
 Temperature Teamwork Texture Volume Vibration
 Weight Weather Speed *Space* **Collaboration**

...and much, much more!



Outdoor Learning



Out and About Days



Core Provision

sand
water
clay
junk modelling
painting
drawing space
woodwork bench
computers (ICT)
small world
home corner
writing table
construction (block play)

Health & Wellbeing
Maths & Numeracy
Literacy & English

dough
clay
snack
library
listening centre
quiet space
dolls house
dressing up
role play area
music
rocking horse
outdoor space



Before we ever put a pencil
in a child's hands, those
hands should dig, climb,
press, pull, squish, twist and
pinch in a wide array of
environments and with a
variety of materials.

Amanda Morgan

All Posts People Groups Photos Videos

If we push children to write too soon...it is like us trying to write chinese words with a pencil between our toes... hard to control and little understanding! Writing will come...i promise!
[#letsplay](#) [#toomuchtoosoon](#) [#doneright](#)
[#childrenenjoywriting](#)



14

2 shares

Open Ended Resources



Open-ended Materials & Loose Parts



This can be a cucumber, a tomato slice, a burger, a bun, a pancake, a cookie or cracker, a piece of cheese, money, a coaster, a stool and so much more! It is limited only by a child's imagination.

This can be a cucumber.

World's Best Toys

1. Sticks
2. Rocks
3. Water
4. Dirt
5. Buckets





It's not about what it is. It's about what it can become. - Dr Seuss



This is not a stick...

It's a wand

It's a guitar

It's a shovel

It's a horse

It's a baton

It's a telescope

It's a sword

It's a microphone

It's a ski pole

It's a spoon

It's a fishing pole

It's a treasure finder

It's a paddle.

and anything else a child can imagine!







When you

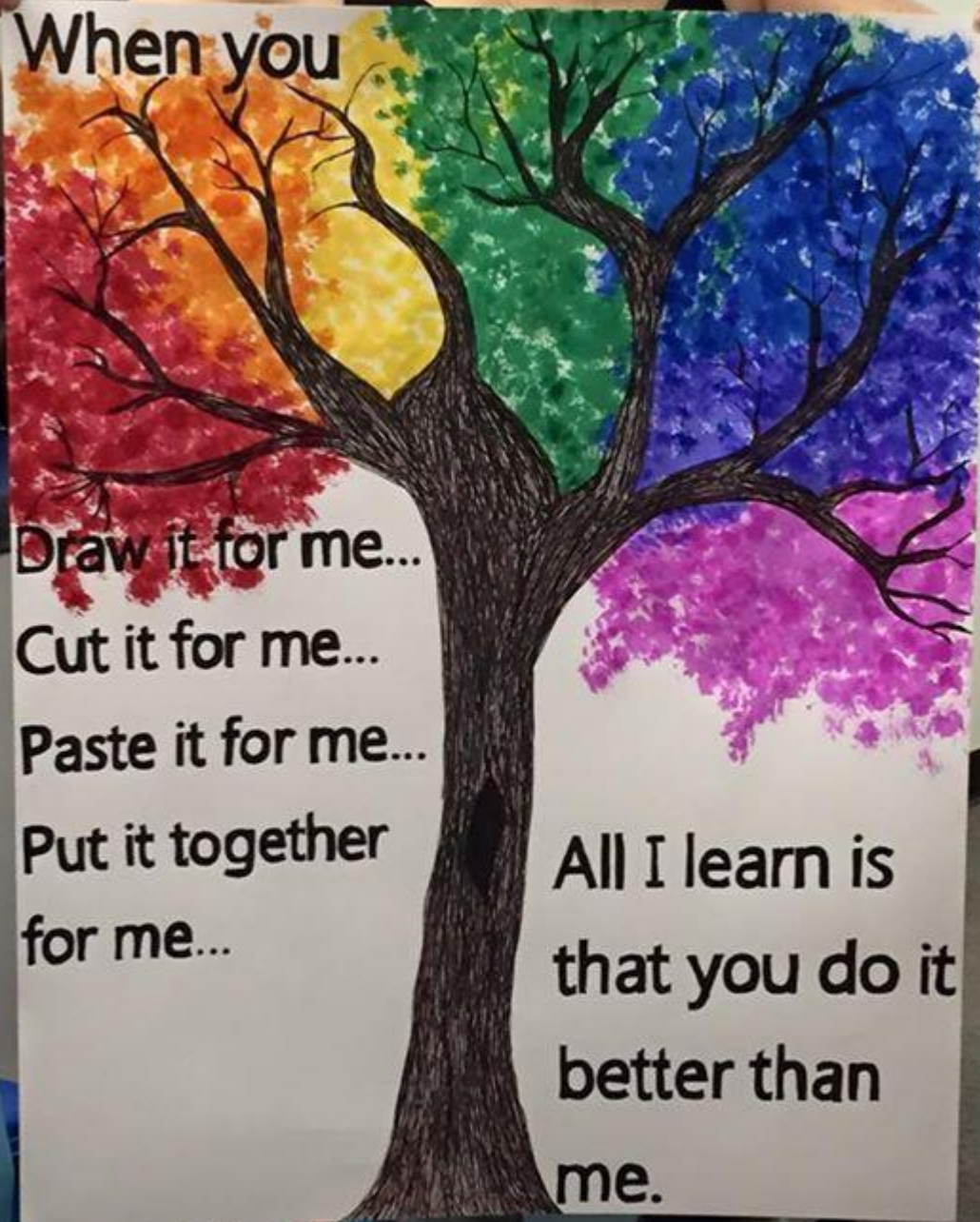
Draw it for me...

Cut it for me...

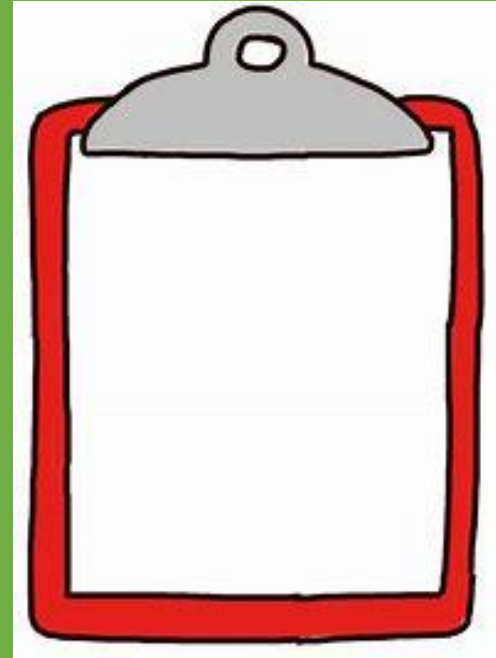
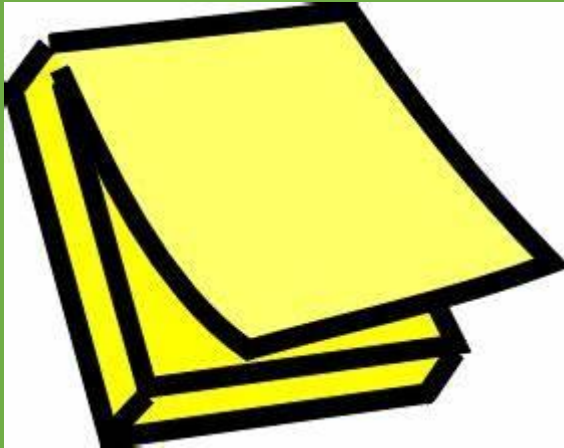
Paste it for me...

Put it together
for me...

All I learn is
that you do it
better than
me.



Assessment - observations



Assessment - Learning Walls

Documentation of Learning: Learning Walls

Visual representation of children's learning around a current area of interest. A record of the learning journey.

Aims to support children in planning and talking about learning.

It should be interactive and relevant to the children, encouraging them to revisit their learning.



Learning Walls



Assessment - Floor Books

"There's one car stramark its nocked over, the nd daddy went here for a picnic" Lanna

Several of the children live nearby a local castle and have expressed interest in finding out more about it.

"Inverlochty castle is near us"

"There is an old castle near my house over the river" Tyler.

"there's Inverlochty ont... it's got no roof" Emmie
"2 chimneys" Mia
"It maybe blew off" Mia
"It's a flying castle" Mia
Mia's Cas

Intentional Promotion



Personal Learning Journal



Health and Wellbeing

responsibility of all



Maths and Numeracy

across learning



Literacy and English

across learning



Sharing my Learning across the Curriculum



Personal Learning Journey Aims

High quality Early Learning and Childcare is fundamental in developing skills for life and learning.

These skills are self-management, creativity and enterprise, communication, working with others and leadership.

Your child will develop these skills through access to a rich core provision and interactions with peers and adults.

This Personal Learning Journey document follows your child's achievements of these skills embedding literacy, numeracy, health and wellbeing and digital skills.

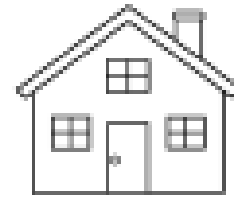
We develop skills for life and learning by:

- Ensuring a rich core provision that engages all learners
- Encouraging involvement in recording our learning
- Planning future learning experiences in response to current interests and needs
- Supporting and extending children's learning through quality interactions
- Providing a wide range of learning opportunities across all areas of the curriculum
- Encouraging participation in planned experiences



Learning at Home

Here are some of the things I enjoy doing at home
to help me learn as I grow up.



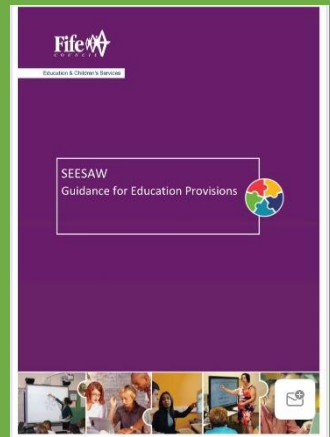
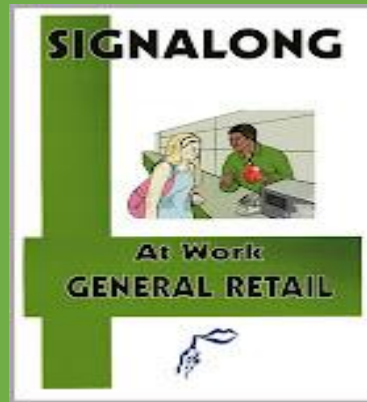
My parent/carer helped me record these in my PLJ.

Date:

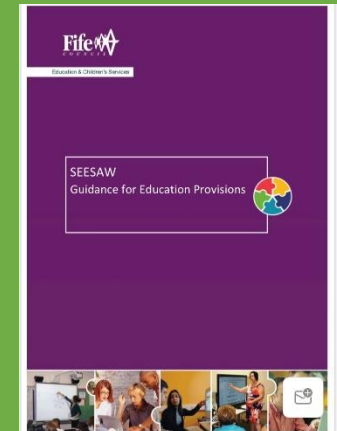
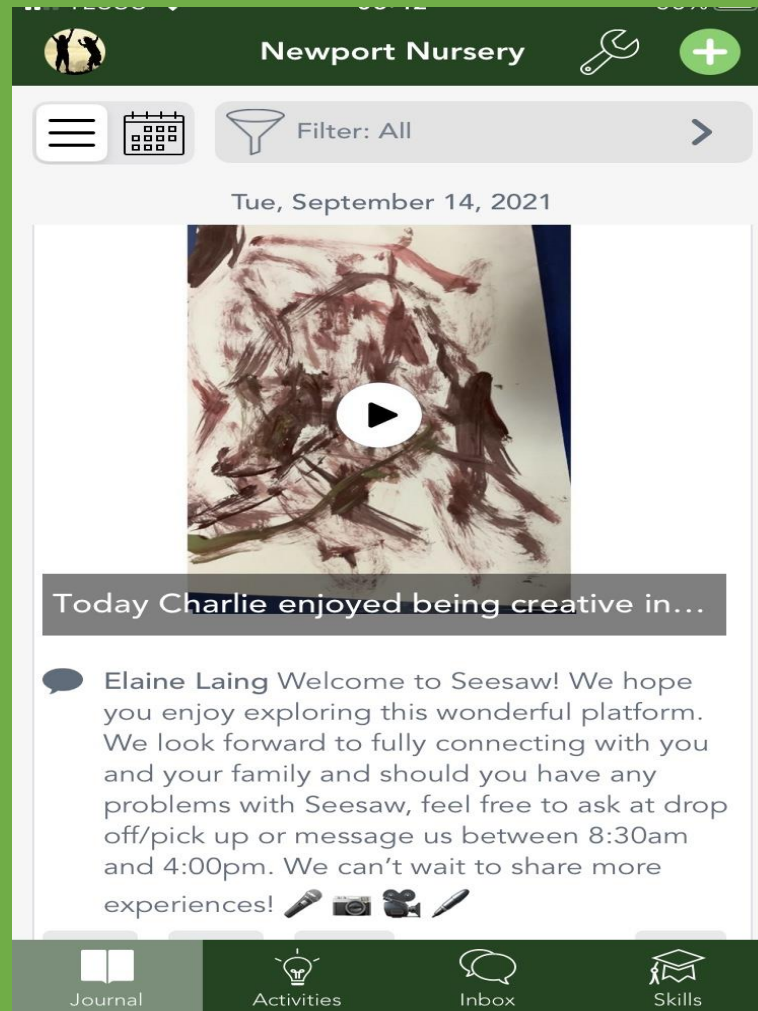
Short description of activity/experience & learning:
(you may want to add a photo or draw a picture to show what you have been learning)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Number and Number Processes (Calculating)</p>	<p>I use practical materials and can 'count on' and 'back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.</p> <p style="text-align: right;">MNU0-03a</p> <ul style="list-style-type: none"> ✓ Counts on and back in ones to add and subtract. ✓ Adds and subtracts mentally to 10. ✓ Uses appropriately the mathematical symbols +, - and =. ✓ Solves simple missing number problems. 	<ul style="list-style-type: none"> • Through play experiences solve simple number stories by acting out, singing, subitising, using concrete materials or by drawing a picture. • Begin to understand the concept of 'one more' or 'one less'. • Informally record addition and subtraction using role-play, singing songs, drawings, marks and possibly numerals and letters to represent answers. • Recognise that by adding two collections together in everyday situations, the collection will increase. • Recognise that by subtracting items from a collection in everyday situations, the collection will decrease. • Use concrete materials to explore counting on and counting back strategies. • Model, enact and informally record simple addition and subtraction of whole numbers to 5. • Understand the link between addition and subtraction with numbers up to 5. 		<ul style="list-style-type: none"> • Through play experiences solve a variety of simple number stories by acting out, singing, subitising, using concrete materials or by drawing a picture. • Can count items in a collection and know that if items are added to a collection or taken away, there will be a change in the size of the set. • Connect the differences they see between collections. • Compare two collections one to one and use this to decide which is bigger and by how much bigger in real life situations. • Solve problems by imagining or role-playing the situation. • Can combine two or more groups of objects to model and solve addition (using appropriate vocabulary; makes, join, altogether). • Count on and back in ones to demonstrate understanding of addition and subtraction. • Model, enact and informally record simple addition and subtraction of whole numbers to 10 using mathematical symbols. • Use 5 as an anchor in making numbers from 6-10. • Understand that collections can be made up of smaller collections. • Understand the link between addition and subtraction with numbers up to 10. • Can count items from two collections with one of the collections screened (hidden). 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fractions, Decimals & Percentages</p>	<p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p style="text-align: right;">MNU 0-07a</p> <ul style="list-style-type: none"> ✓ Splits a whole into smaller parts and explains that equal parts are the same size. ✓ Uses appropriate vocabulary to describe halves. ✓ Shares out a group of items equally into smaller groups. 	<ul style="list-style-type: none"> • In play I can share items in order to 'share' but may not be concerned with fair share. • Introduce the notion of a 'fair share'. • Use simple fraction names in real life situations. 		<ul style="list-style-type: none"> • Use real objects, draw, build or fold to show a whole with equal parts. • Understand the concept that 'fair share' means all shares are equal. • Share by dealing out an equal number of items or portions to each person (cycling round the group one at a time e.g. snack time). • Describe why parts are equal or unequal and relate that to the language of fractions e.g. equal, half. 	

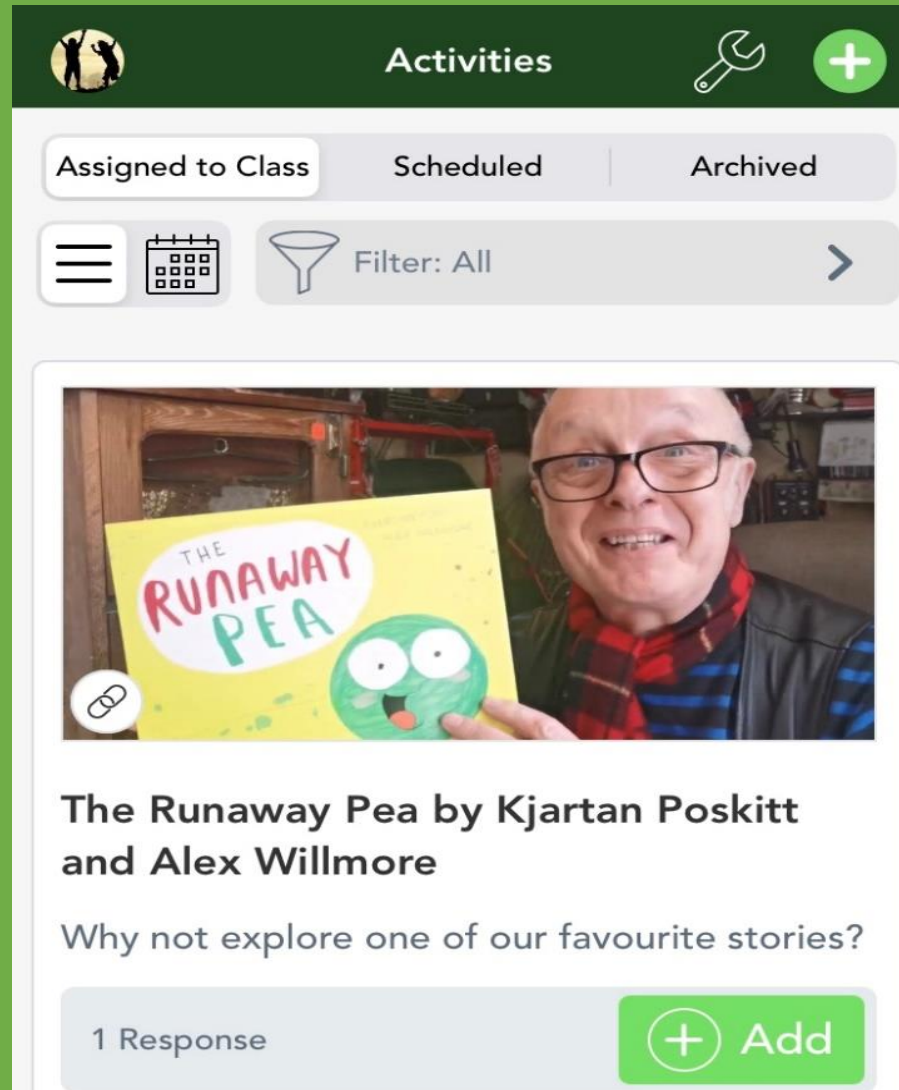
How do we use Seesaw at Newport Nursery? Signposting Services and Information



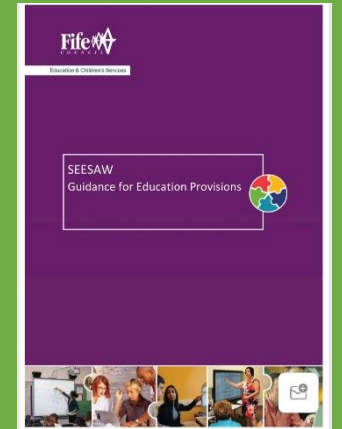
How do we use Seesaw at Newport Nursery?



How do we use Seesaw at Newport Nursery?

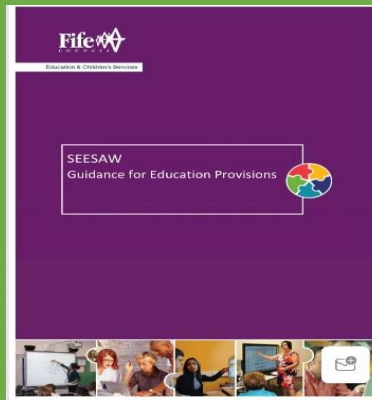


The screenshot displays the Seesaw app's 'Activities' screen. At the top, there is a dark green header with a profile icon, the word 'Activities', a wrench icon, and a plus sign. Below this is a filter bar with three tabs: 'Assigned to Class', 'Scheduled', and 'Archived'. A secondary bar contains a menu icon, a calendar icon, a funnel icon labeled 'Filter: All', and a right-pointing arrow. The main content area features a video thumbnail of a man holding a book titled 'THE RUNAWAY PEA'. Below the video, the text reads 'The Runaway Pea by Kjartan Poskitt and Alex Willmore'. A question follows: 'Why not explore one of our favourite stories?'. At the bottom, there is a grey bar with '1 Response' and a green 'Add' button with a plus sign.



Seesaw Connection

- Should you have any problems with the Seesaw Platform, please feel free to speak with one of the Nursery Team, message using the Inbox facility or comment on your child's Journal.
- Children who have recently joined us or those without permissions, will be connected in the very near future by our Seesaw Administrator.
- We look forward to using the Seesaw Platform with you all.



PEEP

Throughout the year, we run PEEP (Parent Early Education Partnership) groups to support parents/carers with making the most of everyday opportunities to promote learning. The nursery team will make you aware of when these sessions will be happening and you will have the opportunity to sign up to attend along with your child.





Bookbug

Play on Pedals



Wee McWheelie

Useful Websites

www.educationscotland.gov.uk

<http://www.educationscotland.gov.uk/parentzone/>

<http://scottishbooktrust.com/>

<http://www.readwritecount.scot/>

ANY
QUESTIONS
?