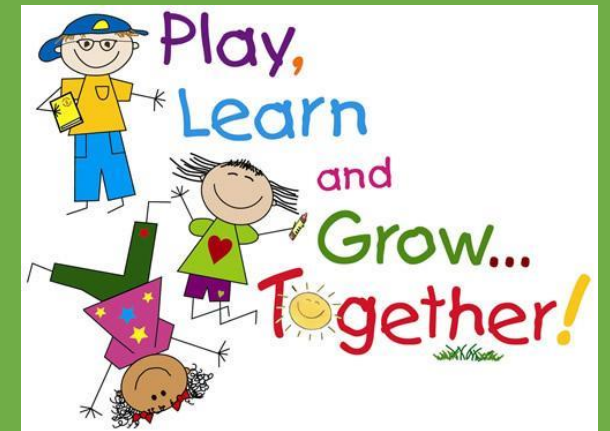


Nursery Curriculum



Welcome to Newport Nursery
Early Learning and Childcare



September 2026

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



Upcoming Dates ...

- Forest - Wednesday 30th September 2026
- Family Learning - morning in school huts
- Keyworker Meeting - wb 5th October 2026

Family Learning at Newport Nursery (October-December 2026)

Our Family Learning Sessions will take place on the following dates.

Please meet in the Nursery Playroom at 9:00am.

Peep



Friday, 6th November 2026

Friday, 20th November 2026

Friday, 4th December 2026

Bookbug

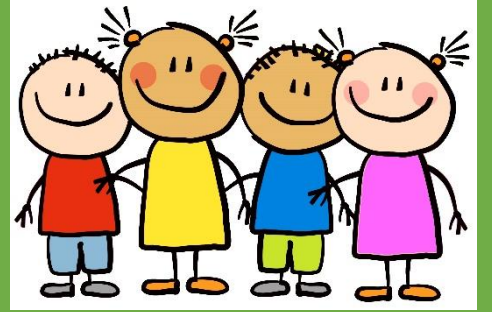


Friday, 30th October 2026

Friday, 27th November 2026

Friday, 11th December 2026

Our Nursery Vision



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

Newport Primary School

Our School Improvement Priorities 2026 - 2027

Technology

- Using digital tools to deliver high quality learning, teaching and assessment
- Increased differentiation through use of personalised support and feedback
- Increased motivation and engagement
- There will be breadth and progression across all Technology curriculum organisers



Prem Aware School

- Staff will have a raised awareness of the impact of prematurity
- Use data to meet individual needs



Our Cluster Priorities

- Collaborative Working and Moderation



- School and nursery blogs ...
- Updated each Friday
- Can be accessed via Seesaw



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
- Class blogs
- Termly Digital Newsletters
- Parent Chats

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	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. 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.
Senior phase	S4 to S6, and college or other means of study.

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
- 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** COUNT
matters.

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



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](#)



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

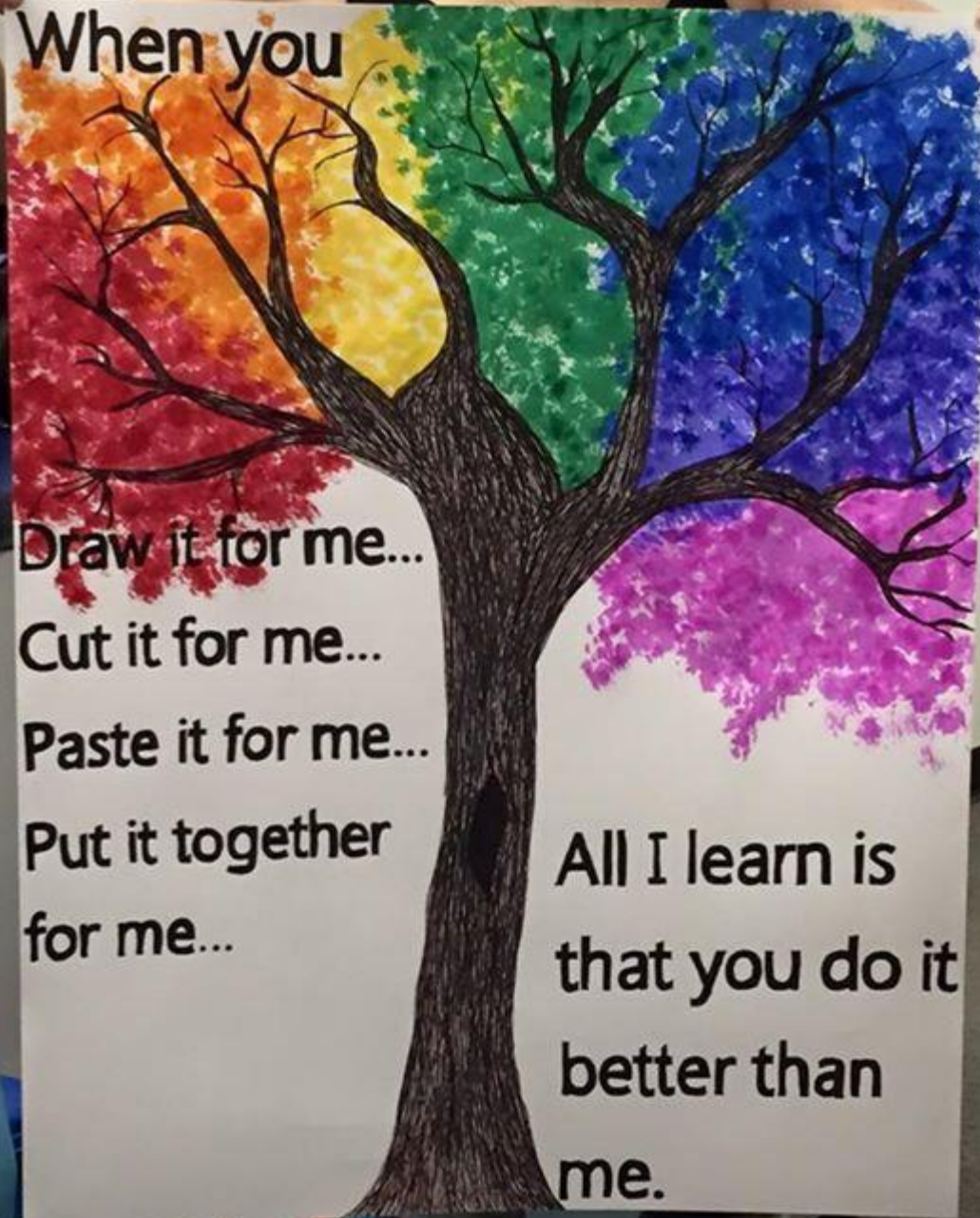
Draw it for me...

Cut it for me...

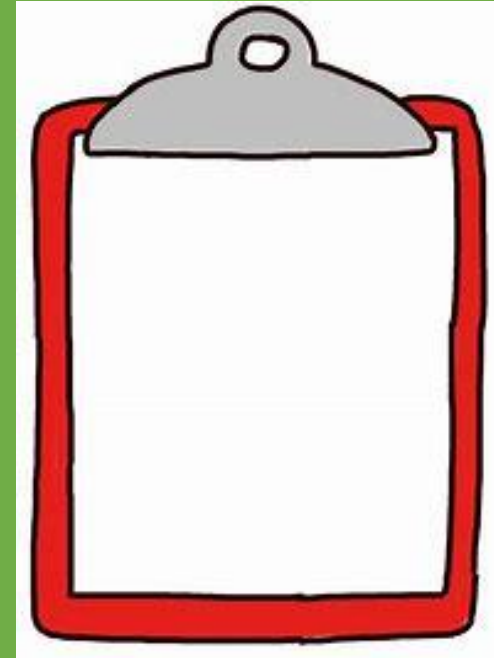
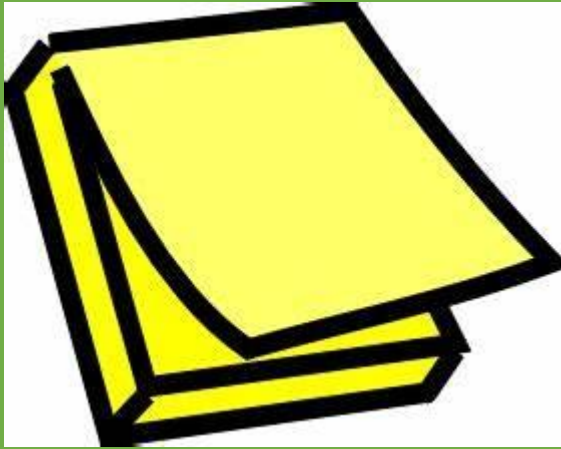
Paste it for me...

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.

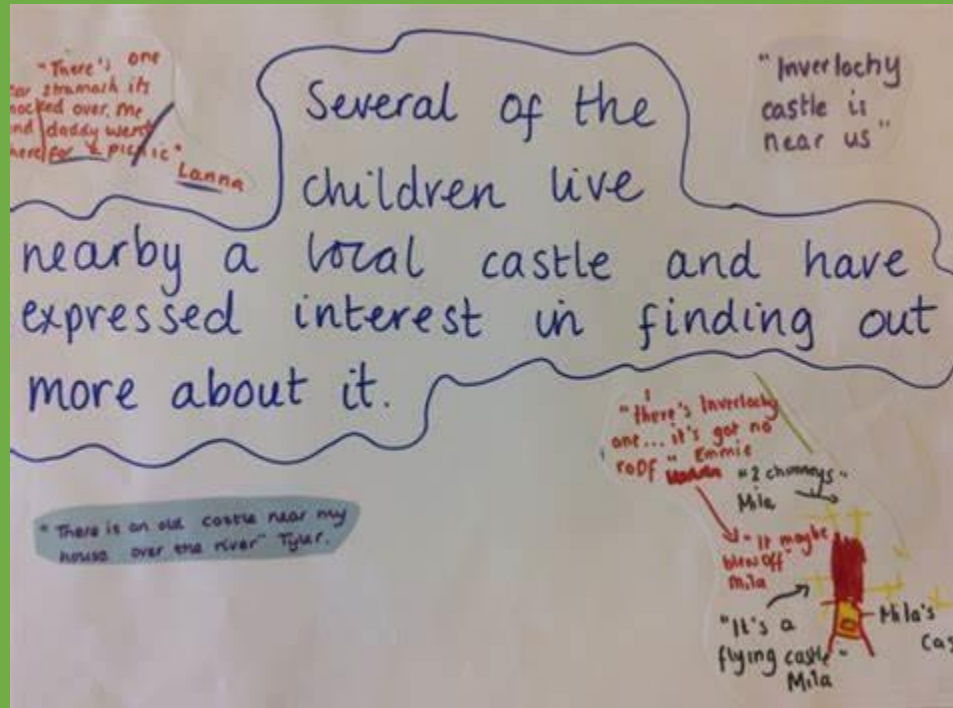
It should be interactive and relevant to the children, encouraging them to revisit their learning.



Learning Walls



Assessment - Floor Books



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.

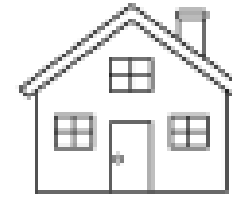
We develop skills for life and learning by:

- 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.

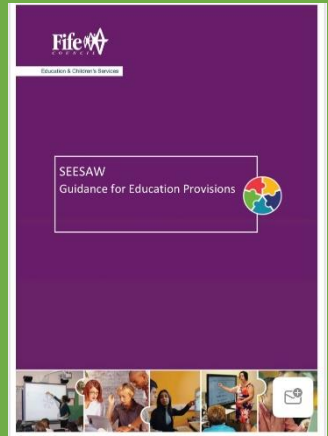
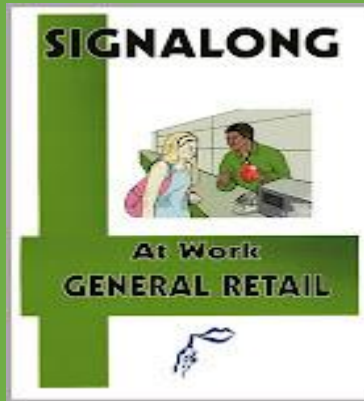


My parent/carer helped me record these in my PLJ.

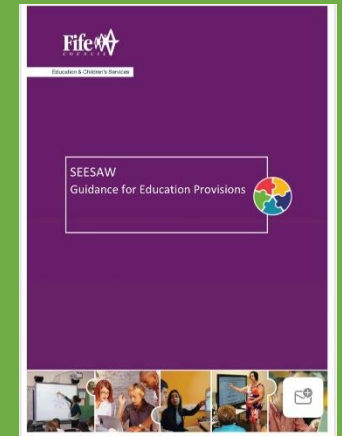
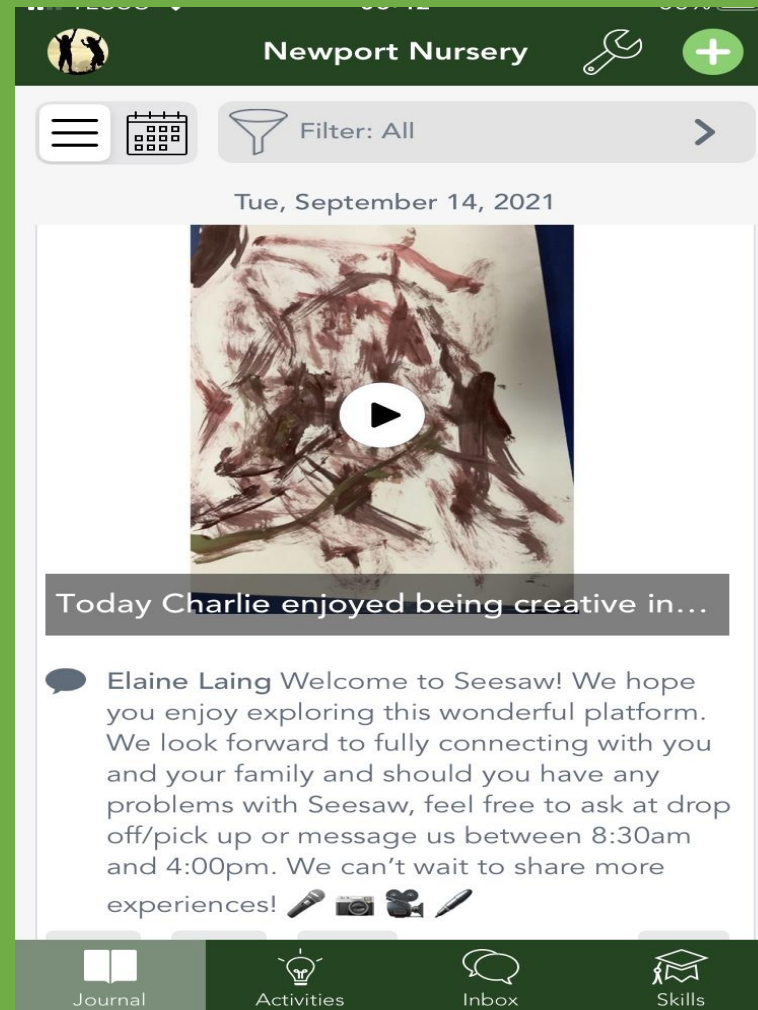
Date:

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

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



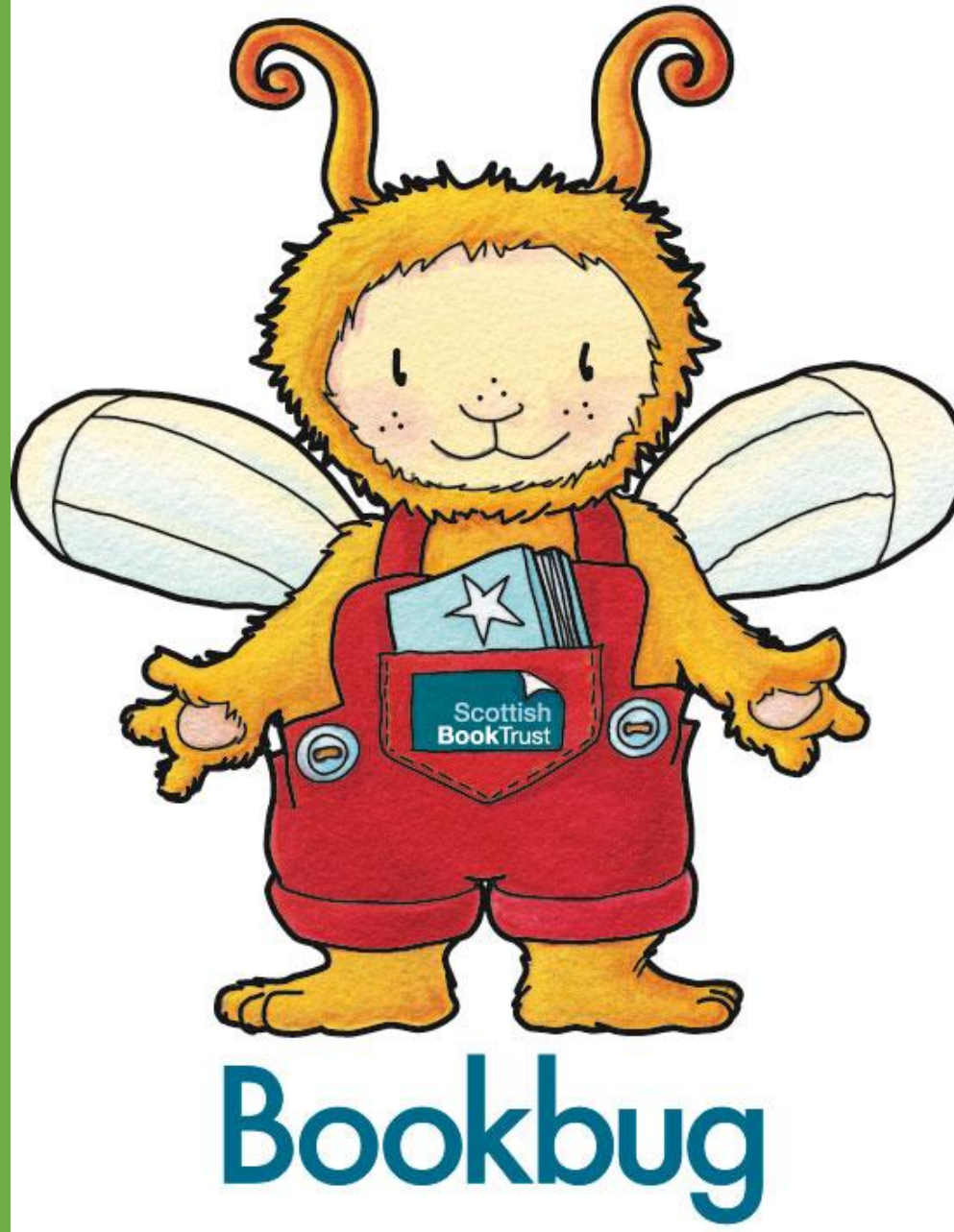
How do we use Seesaw at Newport Nursery?



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.





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
?