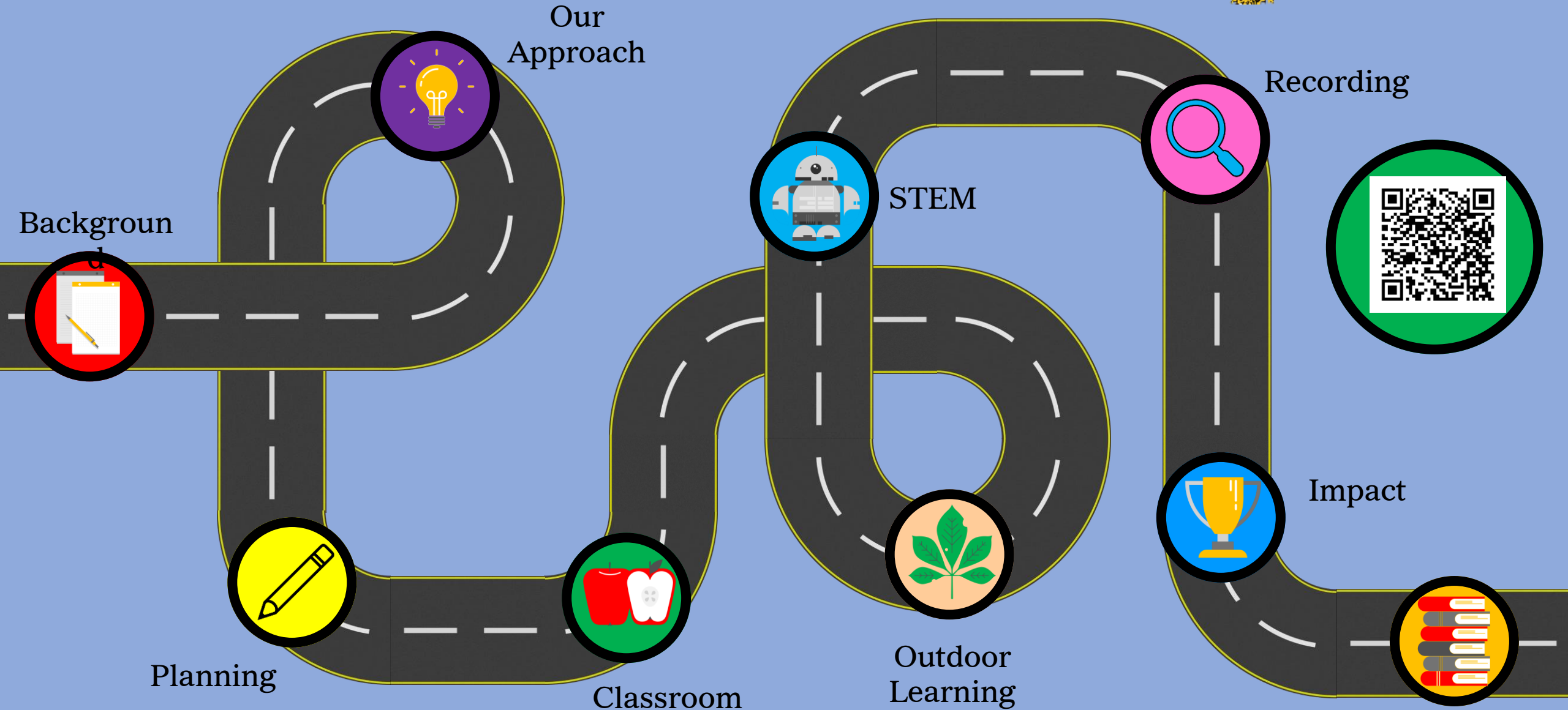


PLAY AT SCOTSTOUN





BACKGROUND

THE IMPORTANCE OF PLAY

- Through play a child develops cognitive, social, emotional and physical capacities.
- Gives children a chance to direct their own learning and also try different roles and responsibilities.
- Play is how children naturally make sense of the world.
- As children develop through play, the skills learned underpin and contribute to formal learning and attentional development.

“Play provides children with a broad range of skills to grow and thrive in an ever changing world”

Lego Foundation



BACKGROUND

OUR SCHOOL

- Most pupils that come to Scotstoun **display a readiness to learn** and are ready to begin formal and teaching and learning.
- However, we recognise that **play is vital component** of early years education.
- Consequently, we are developing a blended model of play within our school.

RATIONALE

“most children start school as competent learners while needing opportunities to discover, to investigate and to be creative learners through play”.

Realising the Ambition, 2020

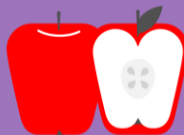


OUR APPROACH

SCOTSTOUN MODEL

- A blended model of play.
- Incorporating high quality teaching and learning while providing open-ended opportunities for play.

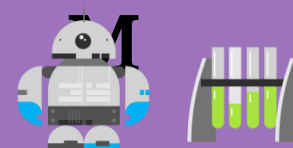
CLASSROOM



Focused and structured learning.

Activities with set outcomes.

STEM



An open-ended STEM based environment.

Provocations with no pre-determined outcomes.

HALL



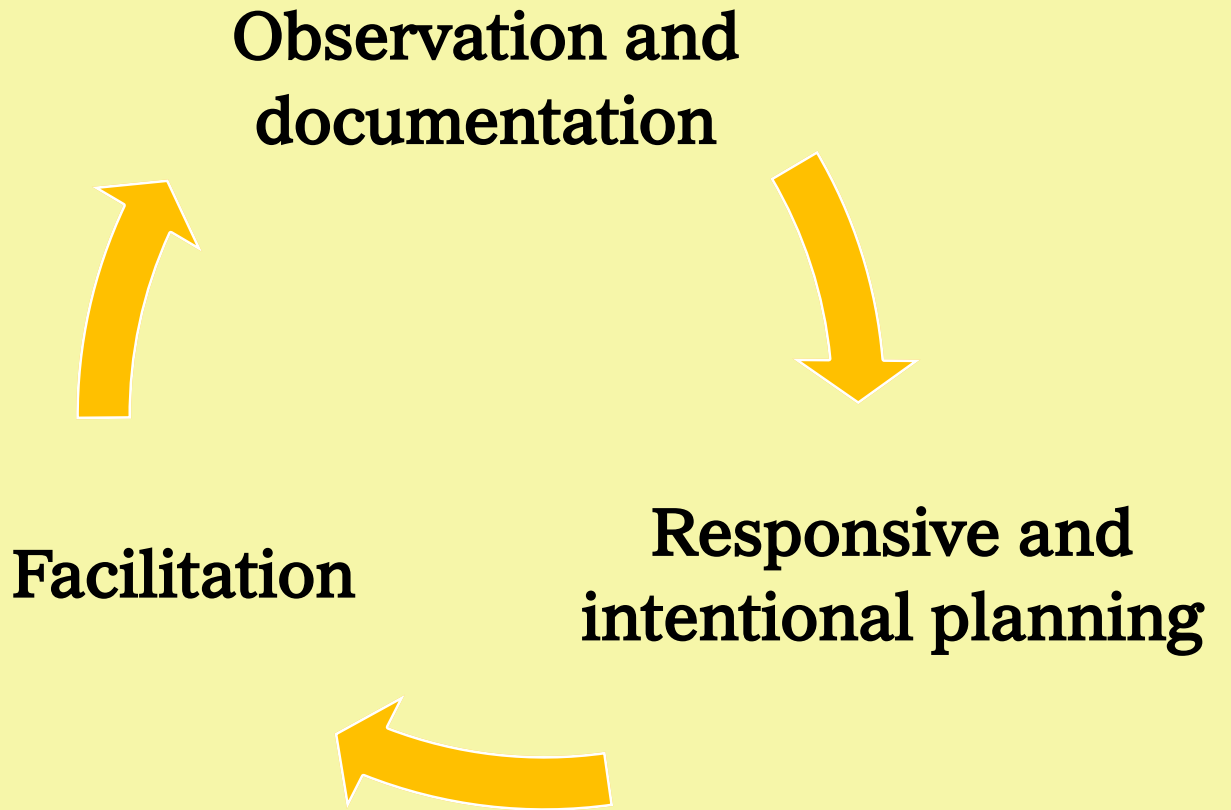
An open-ended environment.

No pre-determined outcomes.



PLANNING

- Planning is **child centred** and focuses around children's interests and needs.
- Provocations: deliberate and thoughtful decisions made by the adult to extend the ideas of the children.
- Adults provide materials, media but the provocations are open-ended.
- Designed to provide a “jumping off point” to **provoke thought, curiosity, exploration and conversation.**

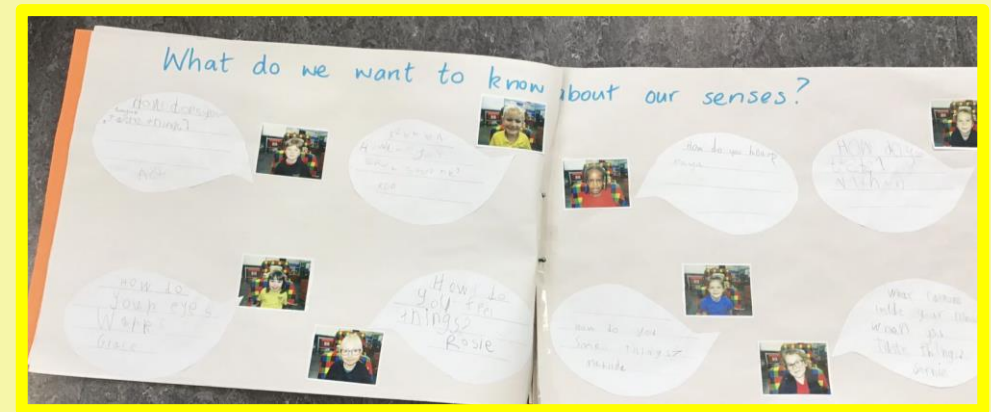
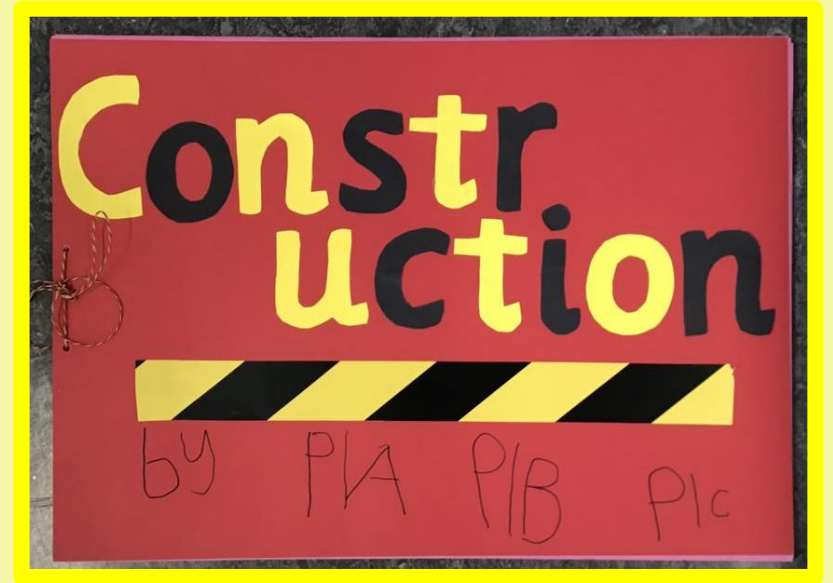


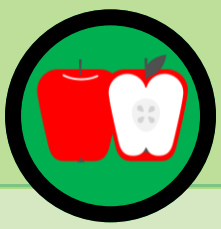


PLANNING

Floorbooks

- ❖ To track the pupils learning journey.
- ❖ Show the **process of learning**.
- ❖ Allow children to experience ownership of their learning.
- ❖ Share challenges and achievements.
- ❖ Follow PLODs and create next steps.

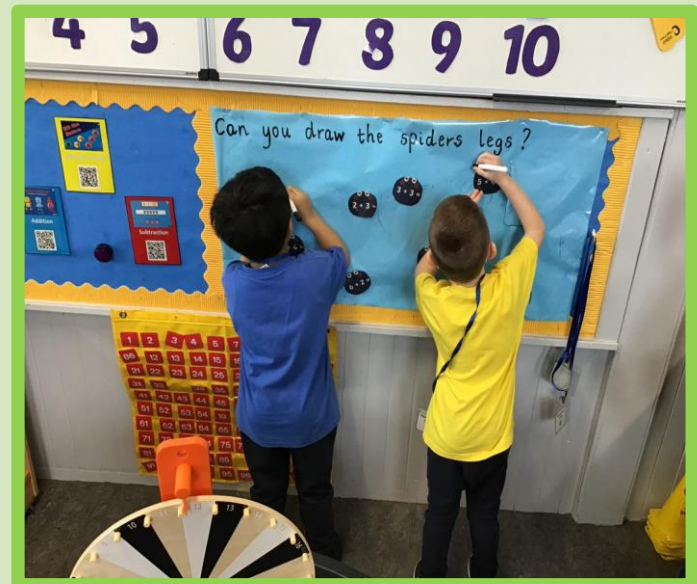




CLASSROOM

ENVIRONMENT

- Literacy and Numeracy Zones
- Teaching Table
- Taskboard
- Quiet Spaces
- Floor Space
- Desks
- Interactive wall displays



S



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SCIENCE





SCIENCE

Materials and Resources

- Sand
- Water
- Pipes
- Guttering
- Magnets
- Beakers
- Magnifying Glasses
- Jugs
- Sieves
- Pipettes
- Goggles, Gloves, Aprons
- Test Tubes
- Curiosity Cuboids
- Measuring Cups
- Books



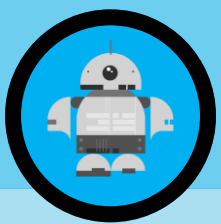


SCIENCE

Through play learners are able to develop important scientific skills:

- Exploring and investigating
- Curiosity
- Questioning
- Experimenting
- Creative thinking
- Making predictions
- Offering suggestions and solutions
- Measurement
- Using senses to acquire information





TECHNOLOGY



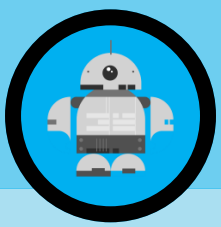


TECHNOLOGY

Materials and Resources

- Computers
- iPads
- QR Codes
- Beebots
- Codeapillars
- Spheroos
- Code N' Go
- Green Screen
- Talking Tins
- Books





TECHNOLOGY

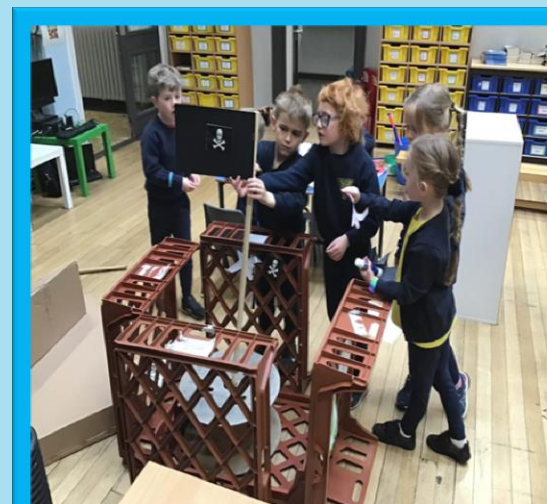
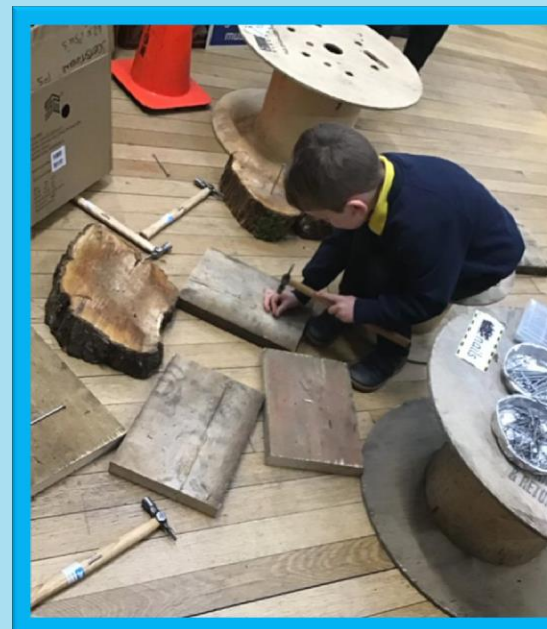


Through play learners develop digital literacy and equip themselves with key skills:

- Creativity
- Understanding
- Analysing
- Problem Solving
- Testing
- Navigating
- Predicting
- Communication
- Designing
- Investigating
- Researching
- Computational thinking



CONSTRUCTION AND LOOSE PARTS





CONSTRUCTION AND LOOSE PARTS

Materials and Resources

- Bread Crates
- Wooden Logs
- Cardboard Boxes
- Blocks
- Bricks
- Cable Reels
- Tools - Real/Pretend
- Poles
- Hi-Vis Vests
- Safety Goggles
- Helmets
- Signs
- Books
- Clipboards
- Planning Sheets
- Laptop, Pencils, Paper





CONSTRUCTION AND LOOSE PARTS

Materials and Resources

- Cups
- Bottle Caps
- Blocks
- Sticks
- Stones
- Wooden Spools
- Bamboo Circles
- Pine Cones
- Coloured Pebbles
- Shells
- Logs
- Wood Chips
- Lollipop Sticks
- Kitchen Roll Holders
- Frames
- Books



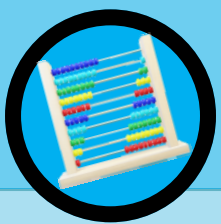


CONSTRUCTION AND LOOSE PARTS

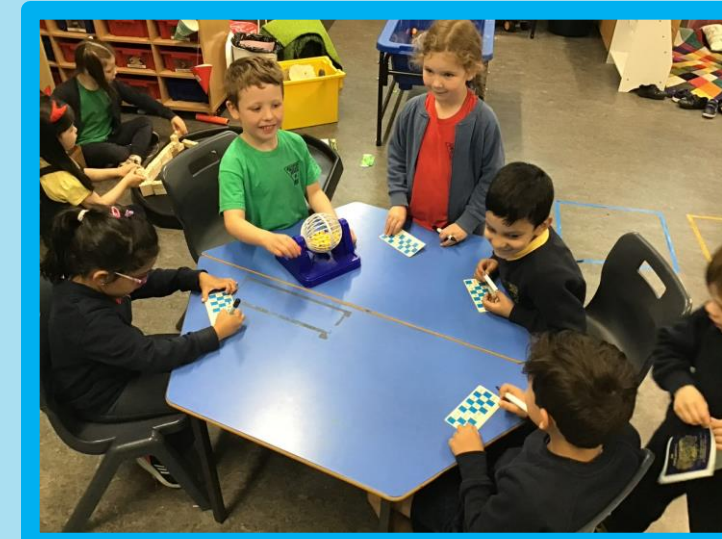
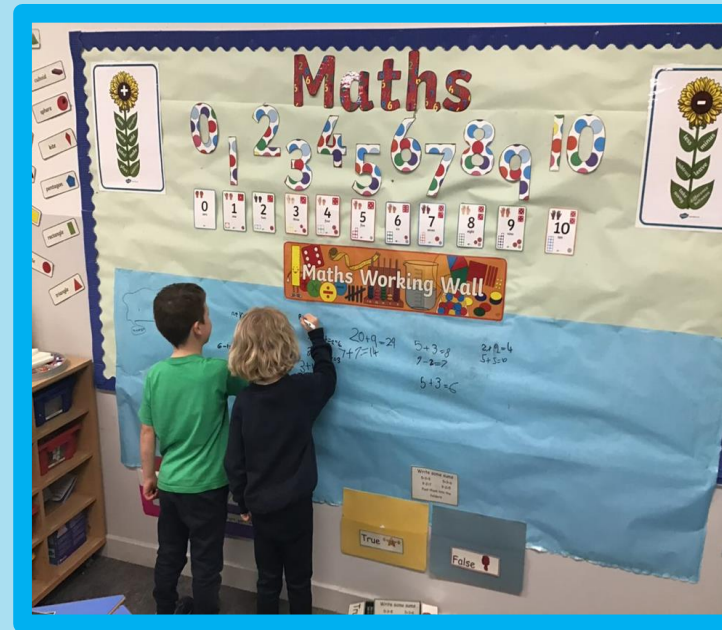
Through using construction materials and loose parts, learners are able to develop a range of skills:

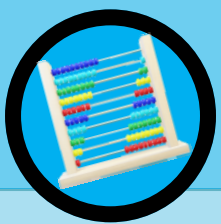
- Planning
- Drawing
- Cutting
- Assembling
- Moulding
- Stacking
- Testing
- Communication
- Collaboration
- Co-operation
- Innovation
- Assembling
- Motor Skills
- Imagination
- Testing
- Adaptability





MATHS

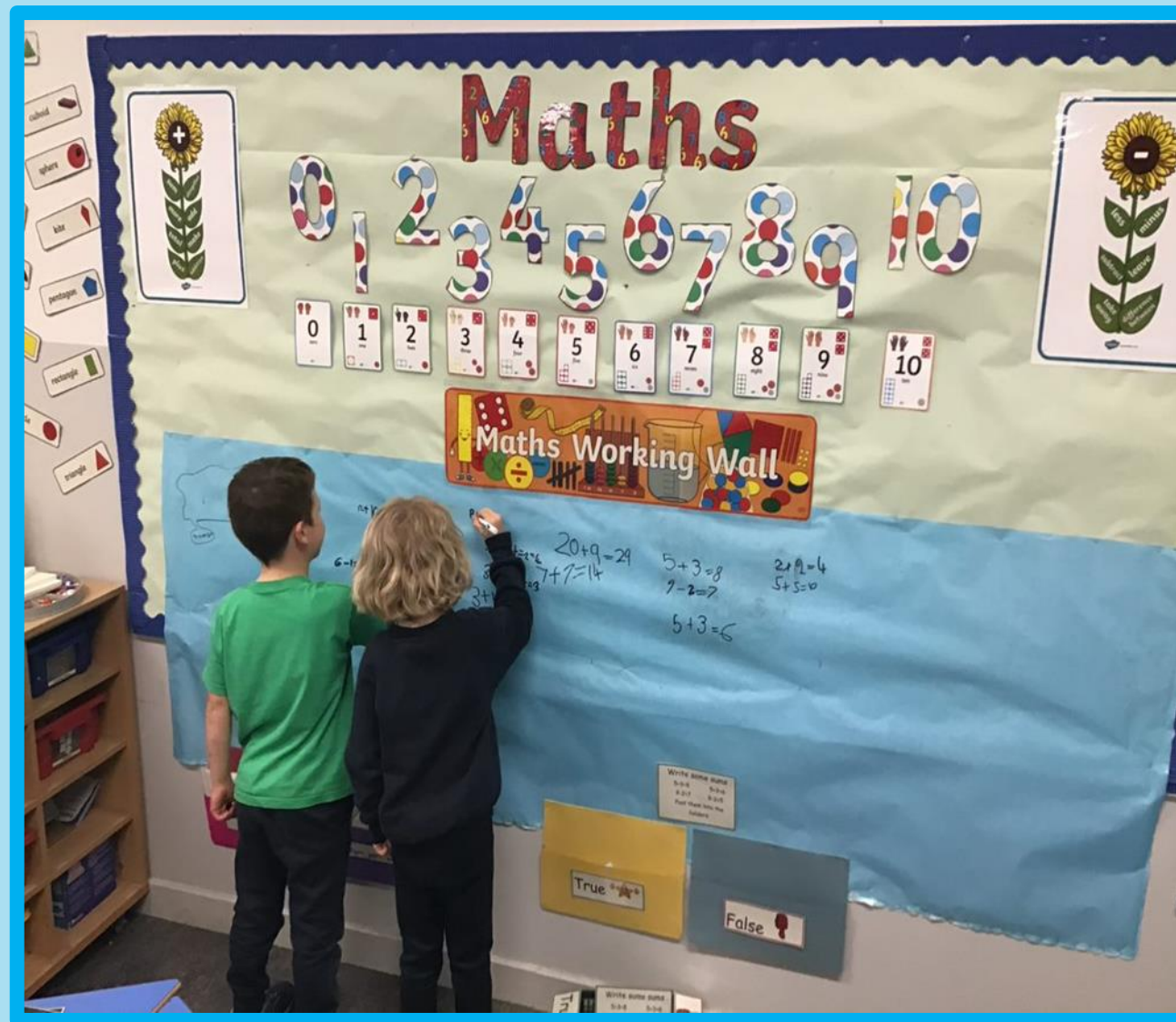


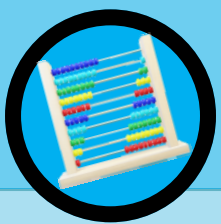


MATHS

Materials and Resources

- Counters
- Dice
- Numicon
- Cubes
- Counting Sticks
- Money
- 2D/3D Shape
- Rulers
- Calculators
- Abacus
- 5/10 Frames
- Spinners
- Peg Boards
- Number Lines
- Whiteboard Paper
- Maths Vocabulary
- Books





MATHS

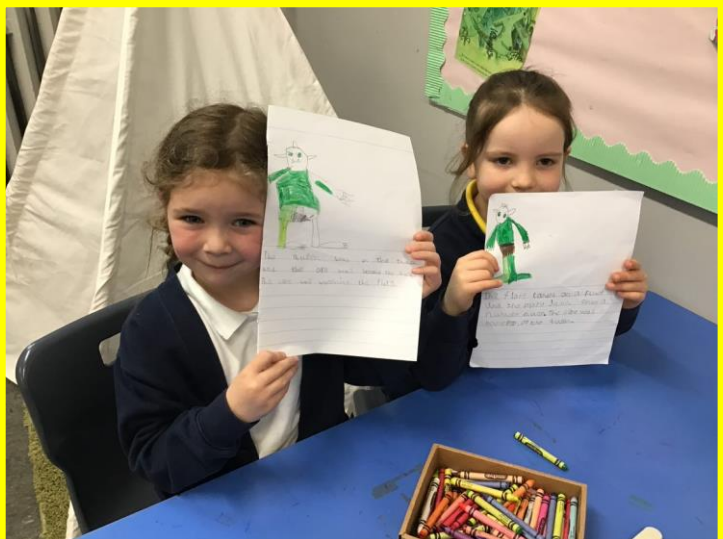
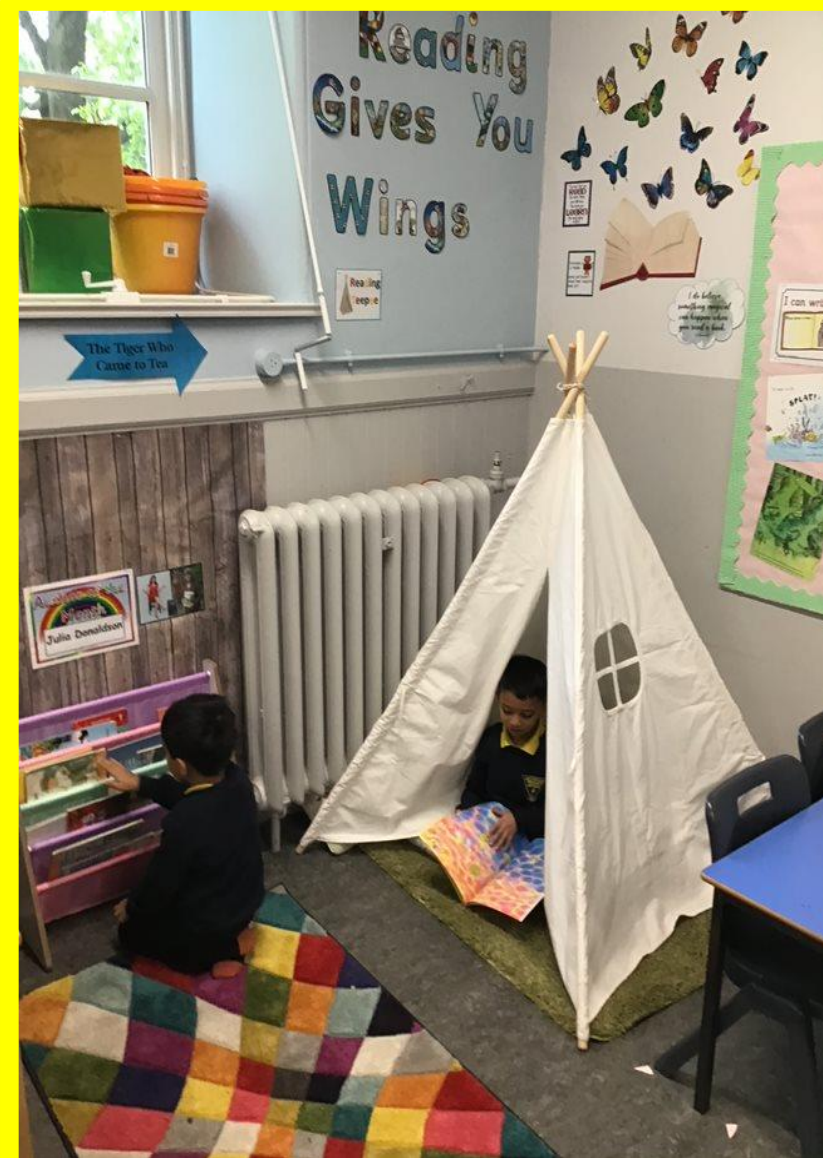
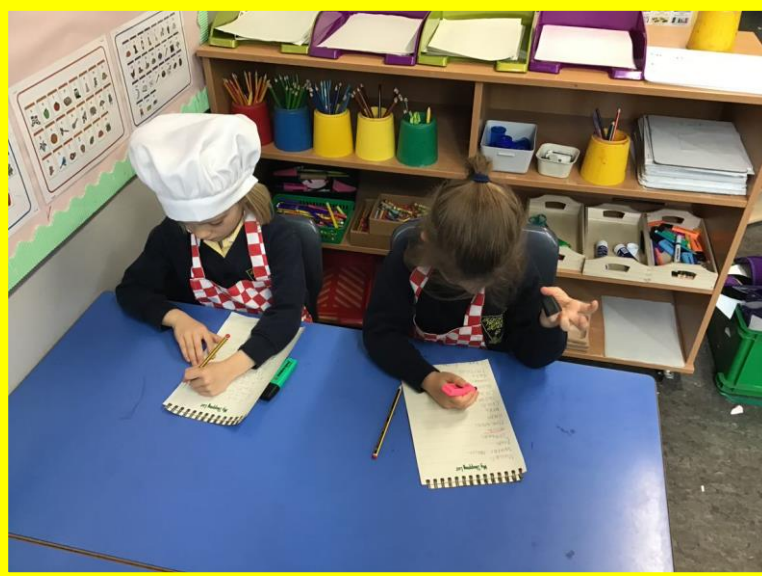
As learners play and explore they develop their knowledge and understanding of:

- Number sense
- Mathematical Language
- Patterns
- Measurement
- Money
- Estimation
- Shape, Position and Movement
- Problem Solving





LITERACY

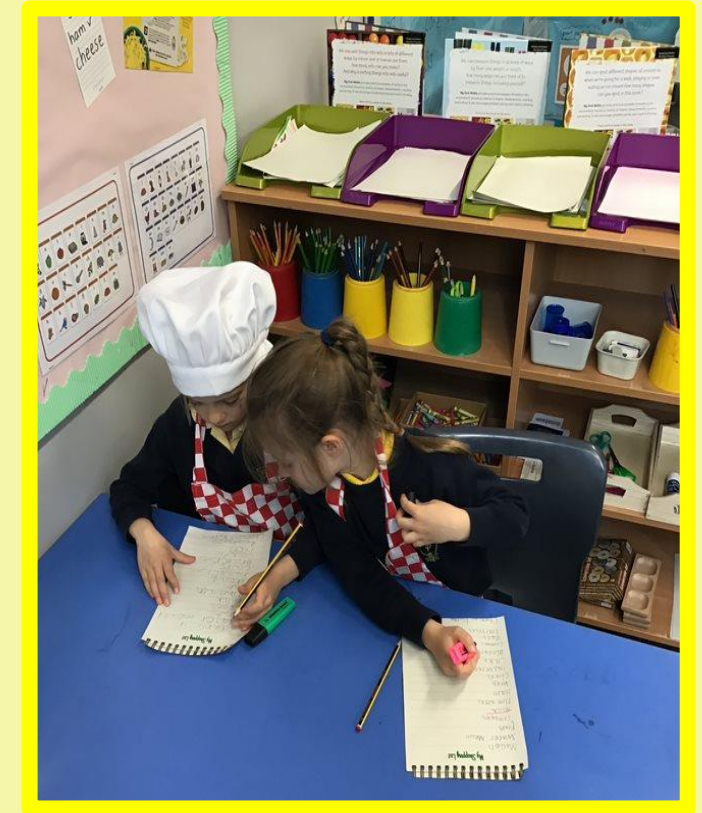
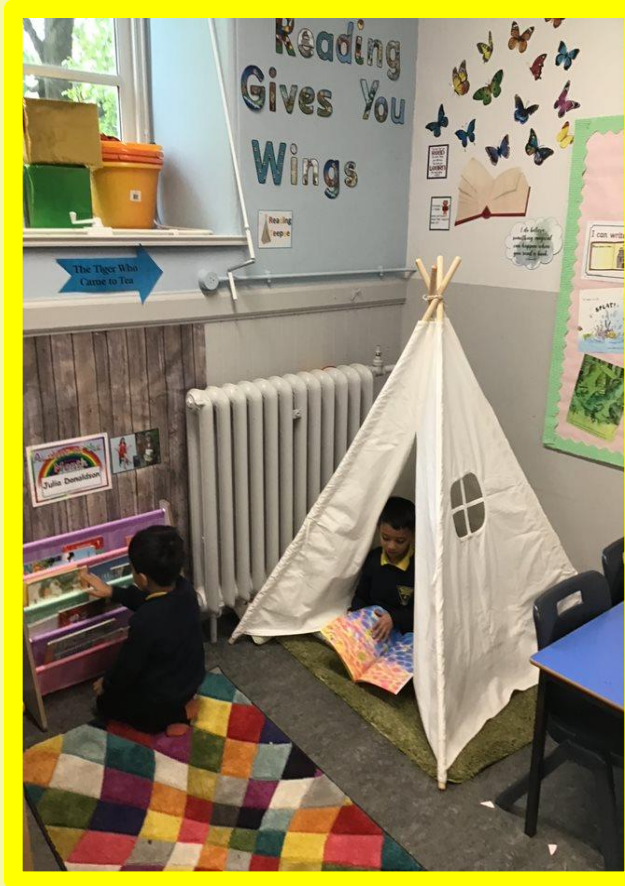


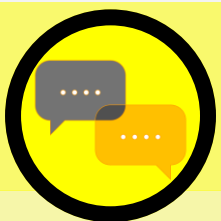


LITERACY

Materials and Resources

- Books
- Rugs
- TeePee Tent
- Pillows
- QR Codes
- Pencils
- Pens
- Paper, Card
- Whiteboards
- Alphabet Mats
- Letter Stones
- Examples of stories, postcards, leaflets, letters, lists, recipes





LITERACY

As learners play and explore they develop their knowledge and understanding of:

- Vocabulary
- Phonological Awareness
- Print Awareness
- Book Handling
- Narrative Skills and Understanding
- Fine Motor Skills
- Pencil Control
- Letter Formation





ROLE PLAY

Role Play contexts are developed from the children's ideas:

- Airport
- Bowling Alley
- Cinema
- Aquarium
- Shipwreck
- Castle
- Vets
- Police Station
- Crime Scene





ROLE PLAY





ROLE PLAY

Through role play learners are able to develop:

- Communication and Language Skills
- Social Skills
- Confidence
- Creativity
- Imagination
- Collaboration
- Express ideas and feelings
- Physical Development
- Problem Solving
- Use Role Play to make sense of real life





OUTDOOR LEARNING





RECORDING

Play Journal



Child A

- Working towards having individualised play journals.
- The play journal captures **‘magic moments’** and documents their learning journey throughout Primary 1.
- Observing children’s actions, emotions and words to track development and learning.
- Observations are **evaluative** and used for focused **support** or **challenge**.



RECORDING

What needs to **STAY** to reinforce learning and development?

What needs to **CHANGE** to inspire new learning and development?

Construction ⚠️



horn



Maths 🎲

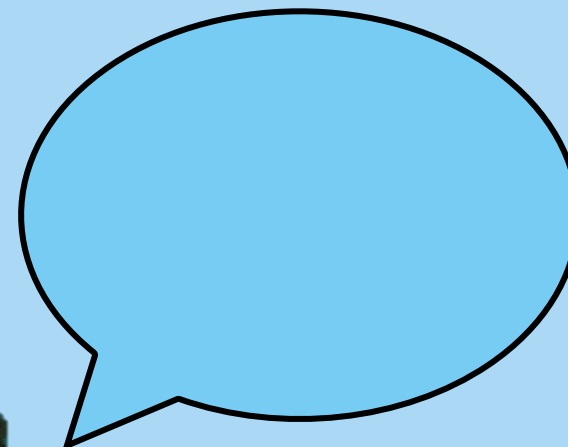
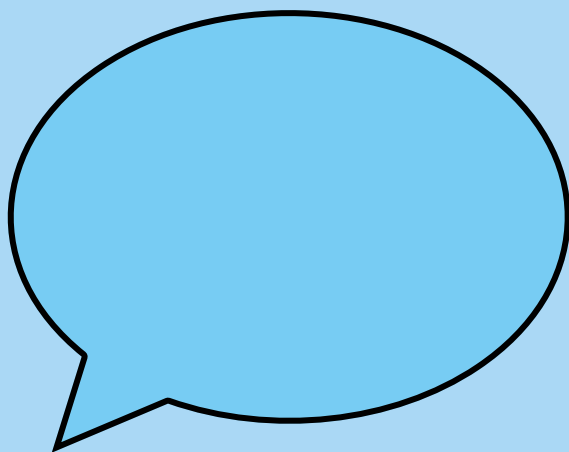
Child A was playing in the maths corner and was using the coins to buy shapes.

D.E (10/3/22)



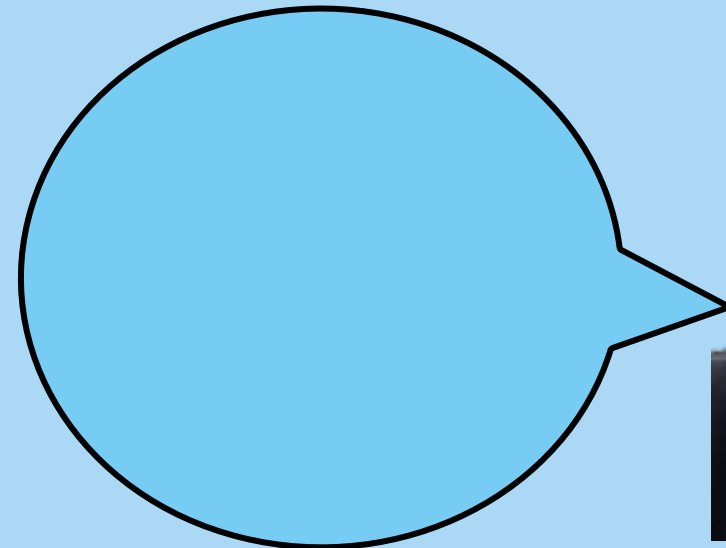
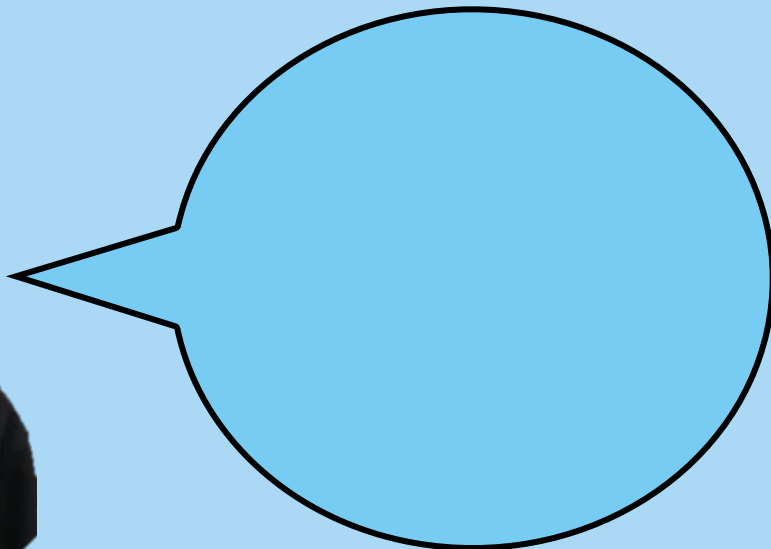
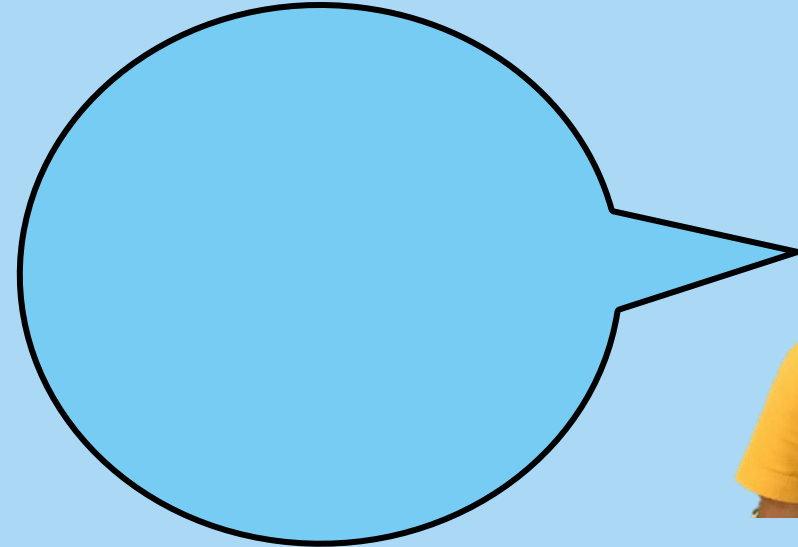
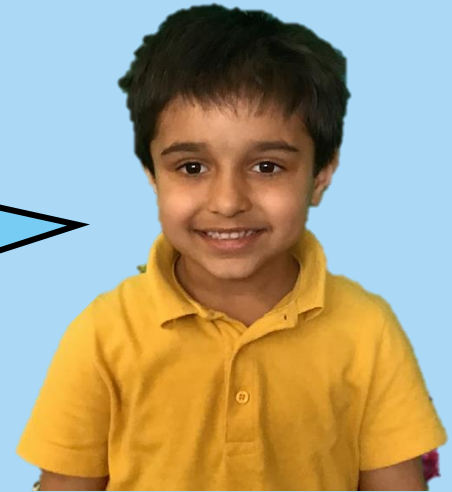
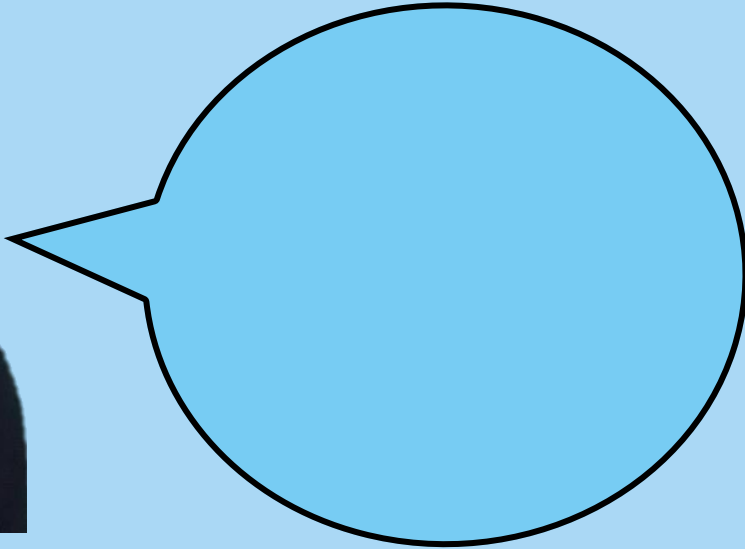


IMPACT





IMPACT





READING LIST