

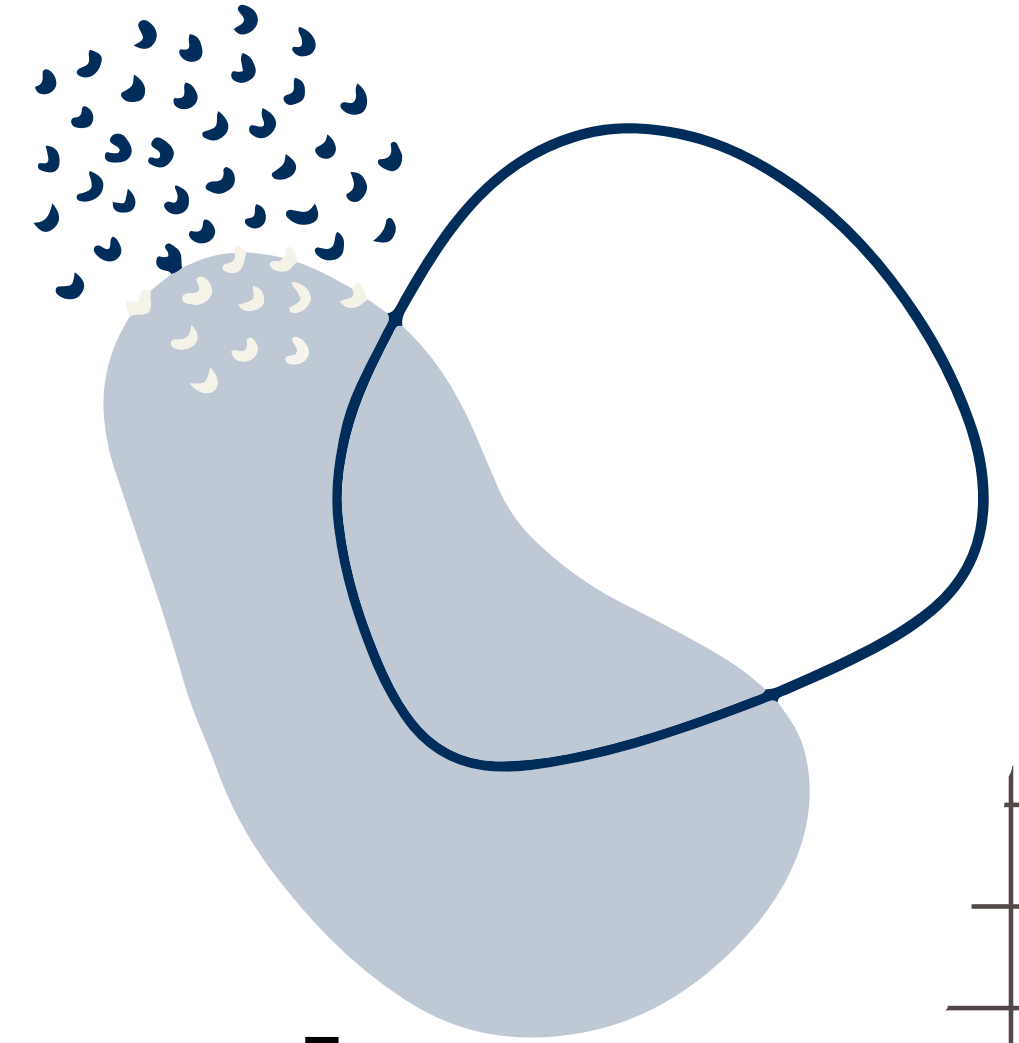
Bent Primary



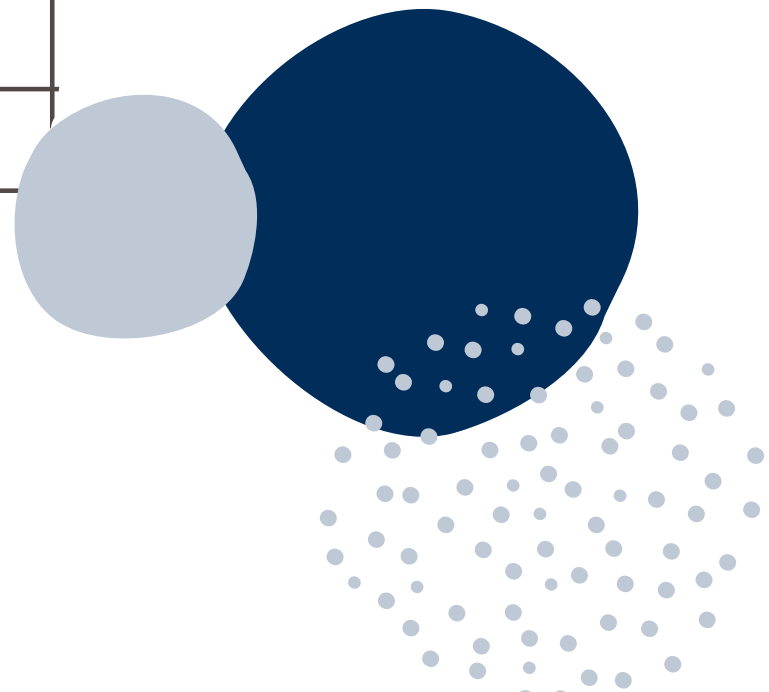
School



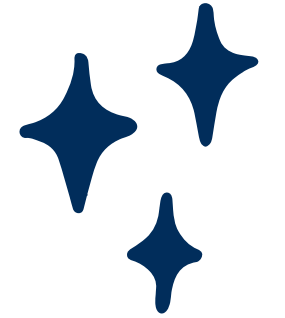
Play Pedagogy



Bent Primary School



Learning Environment



Free Flow Provision

3 learning environments

- Room 1
- Room 2
- Outdoor area

Learners from P1-4 free flow between all 3 learning environments throughout the day.

Why?

- To allow for differentiation across P1-4.
- To maximise space within environments

Three Zones

The indoor learning environment is split into three zones for play across both classrooms

- Creative
- Discovery
- Social

The outdoor learning environment is a fourth learning zone which incorporates aspects of creative, discovery and social.

Creative



All resources are freely accessible to encourage independence in the environment.



Art



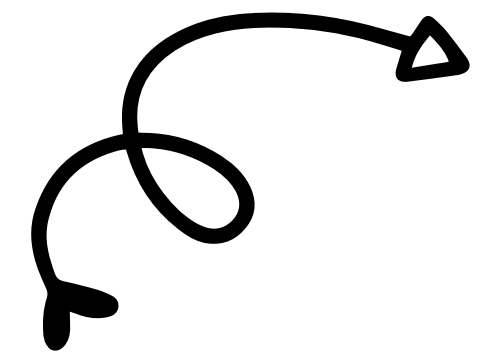
Writing



Sewing



Adult support



Small World



Sand & Water



Discovery



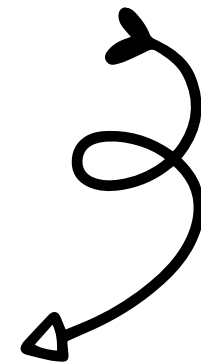
Playdoh/Bread Making



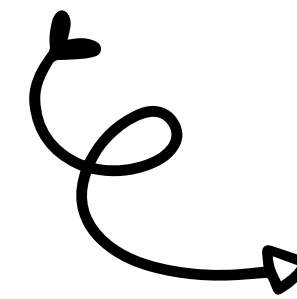
Numeracy



Loose parts



Construction



Role Play



learners have access to role play resources and have opportunities to engage in de-constructed role play.

Social

Both indoor learning environments have their own library to provide a range of appropriate texts across P1-4.

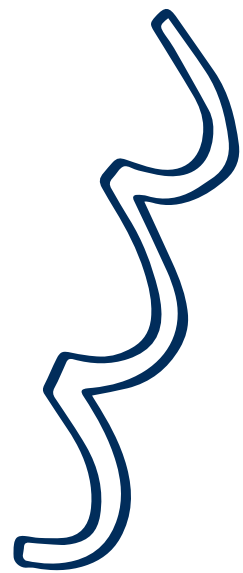
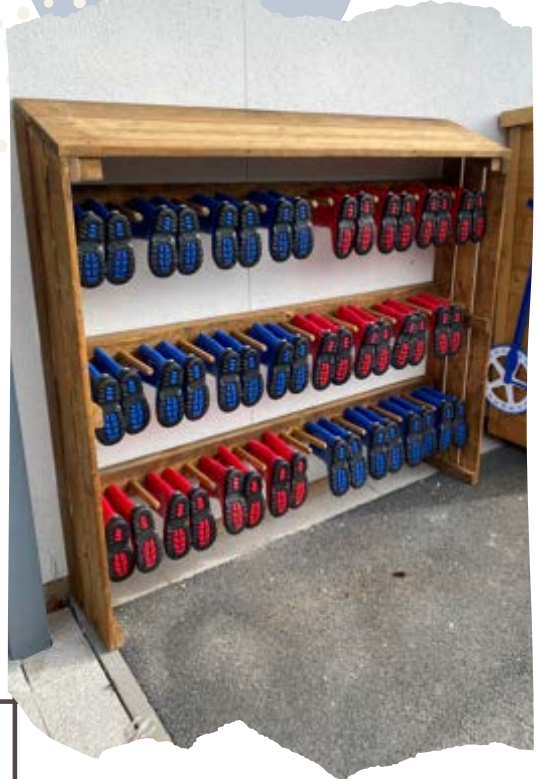
Library



Outdoor

Our outdoor environment has aspects of all 3 zones - Creative, Discovery and Social.

We provide wellies and all in one wet suits



Sand & Water



Literacy & Numeracy



Planting

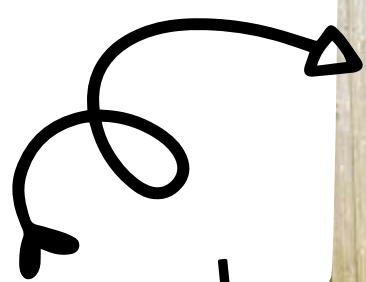


Large & Small Loose Parts

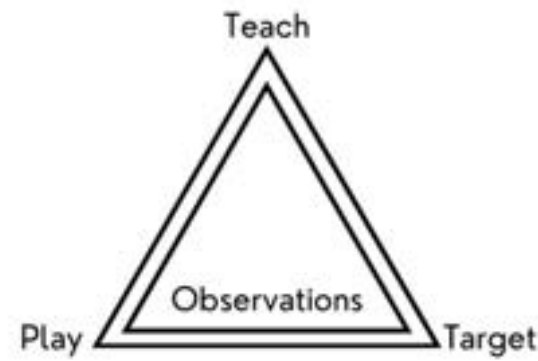
Seated Area



Chalkboards



Planning for learning and teaching is completed on a weekly basis and is adapted as a result of observations throughout the week.



Planning

Literacy & Numeracy

Weekly Planner - P1/2

Teach – Adult Led (Phonics, Literacy & Writing)			
	Pink	Orange	Yellow
Phonics	o_e	h w	satpin
	Tray 1	Tray 2	Tray 3
Books	Silly Jack and the Beanstalk What Makes you Laugh?	Tim's Din Kit's Kip	
Literacy Lis	Summary Comp	Sequencing	Read/write 2 letter words
Writing	Cold Piece	Cold Piece	Drying Hair
Observations/Notes			

Target – Adult Initiated (Lit)			
	Tray 1	Tray 2	Tray 3
Monday	FPT	FPT	2 letter words
Tuesday	New Book – BME	Writing	Writing
Wednesday	FPT	New Book – Scrambled Sentence	
Thursday	Writing	FPT	Doorway Online
Friday	New Book – Missing Word	New Book – Missing Word	Roll and Read
Observations/Notes			

Play – Child Led (Provocations or Observations)
Creative Zone
Discovery Zone
Social Zone

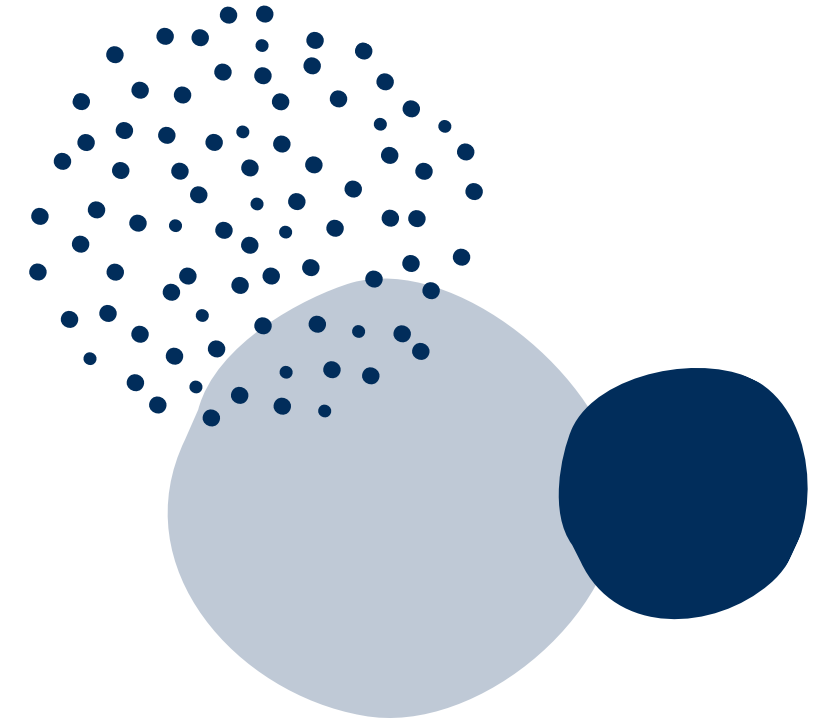
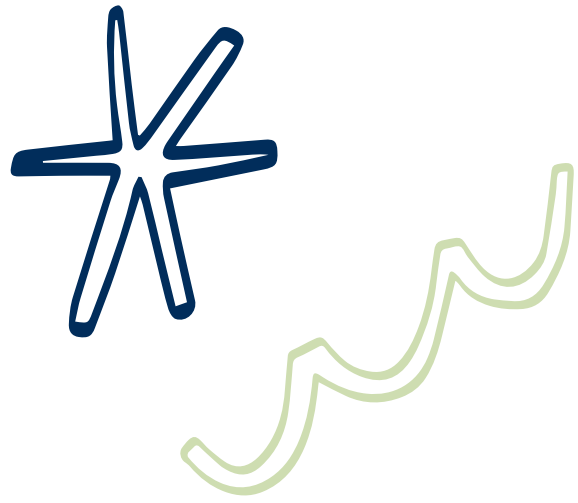
Teach – Adult Led (Num/Maths & Number Talks)			
	Yellow		Green & Purple
Number Talks	Re-ordering		Rek-en-rek (to 15)
	Yellow	Green	Purple
Numeracy & Maths Lis			
Observations/Notes			

Target – Adult Initiated (Num & Maths)			
	Tray 1	Tray 2	Tray 3
Monday	A5.6 - Addition bonds to 10	A3.8 – Ordering Numbers	Reading/Writing numbers - partner
Tuesday	IA5.4 – Make five concentration	Giants Footprints	A3.2/A3.4 - Numbers before/after
Wednesday	Mrs Coull – Other Maths		
Thursday	IA5.5 – Five and ten frame flashes	IA3.2 – Numbers on the line	IA3.11 – The numeral roll
Friday	Textbook page	Record book page 8	A3.8 – Ordering numbers (to 20)
Observations/Notes			

Learning Across the Curriculum		This Week
PE Gymnastics – Jumping and landing	Health & Wellbeing Healthy schools – The start of our nurturing journey with food	
ICT/Technology	IDL Intro to farm to fork	
Speedy Skills		
Observations/Notes		

- Numeracy is planned for using Maths Recovery pedagogy
- Literacy is planned for using Active Literacy and PM Writing
- All lessons differentiated - 3 working groups
- Forward planning is completed for Literacy, Numeracy & HWB
- Teach, Target, Play model - teach 1 group for Literacy and Numeracy per day, teacher is then involved in play, observing or supporting target tasks.

Example Day



8:45 - 9:00 - Self Register, Speedy Skills

9:00 - 9:20 - Group Phonics

9:20 - 10:30 - Literacy Group teaching, Target Tasks and Play

10:45 - 11:00 - Whole class Number Talk

11:00 - 12:05 - Numeracy Group teaching, Target Tasks and Play

12:00 - 12:10 - 3 Children feedback on learning

13:00 - 13:20 - Whole class IDL input

13:20 - 14:30 - Optional IDL Target Task and Play

14:30 - 14:40 - End of day tidy up, get ready and home

Documentation

Each learner has their own 'space' on the wall. Learners choose what items go on their wall and write a speech bubble about skills developed/what they have made.

Being Me Boards

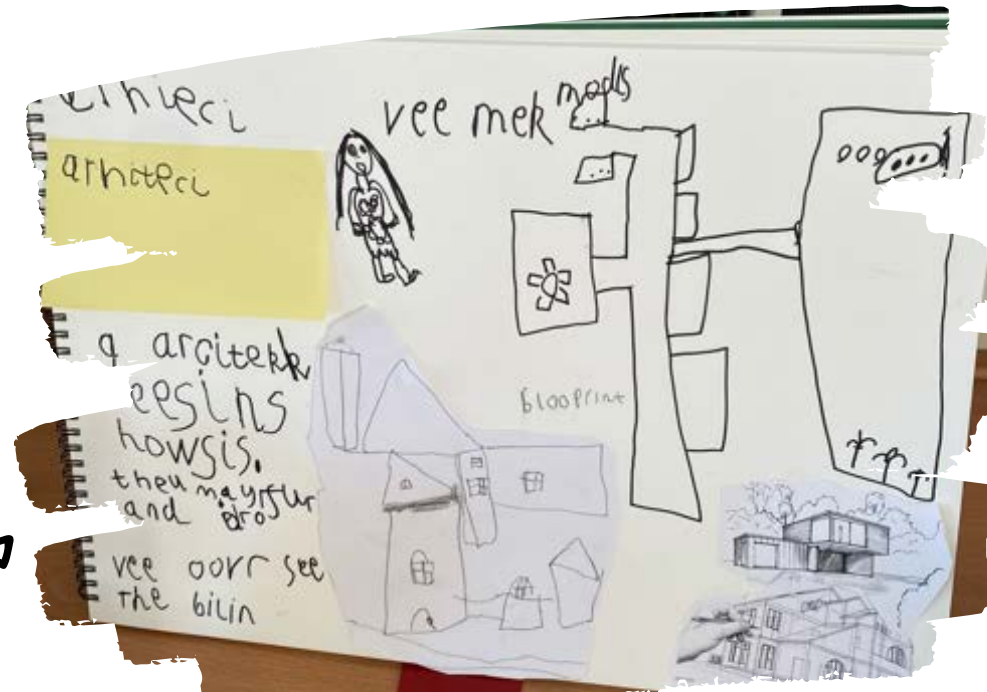


✦ ✦ ✦ IDL planning comes from learners, teacher matches to Es & Os.

Floorbooks



Floorbooks are used to record IDL and learning through play.



Observations

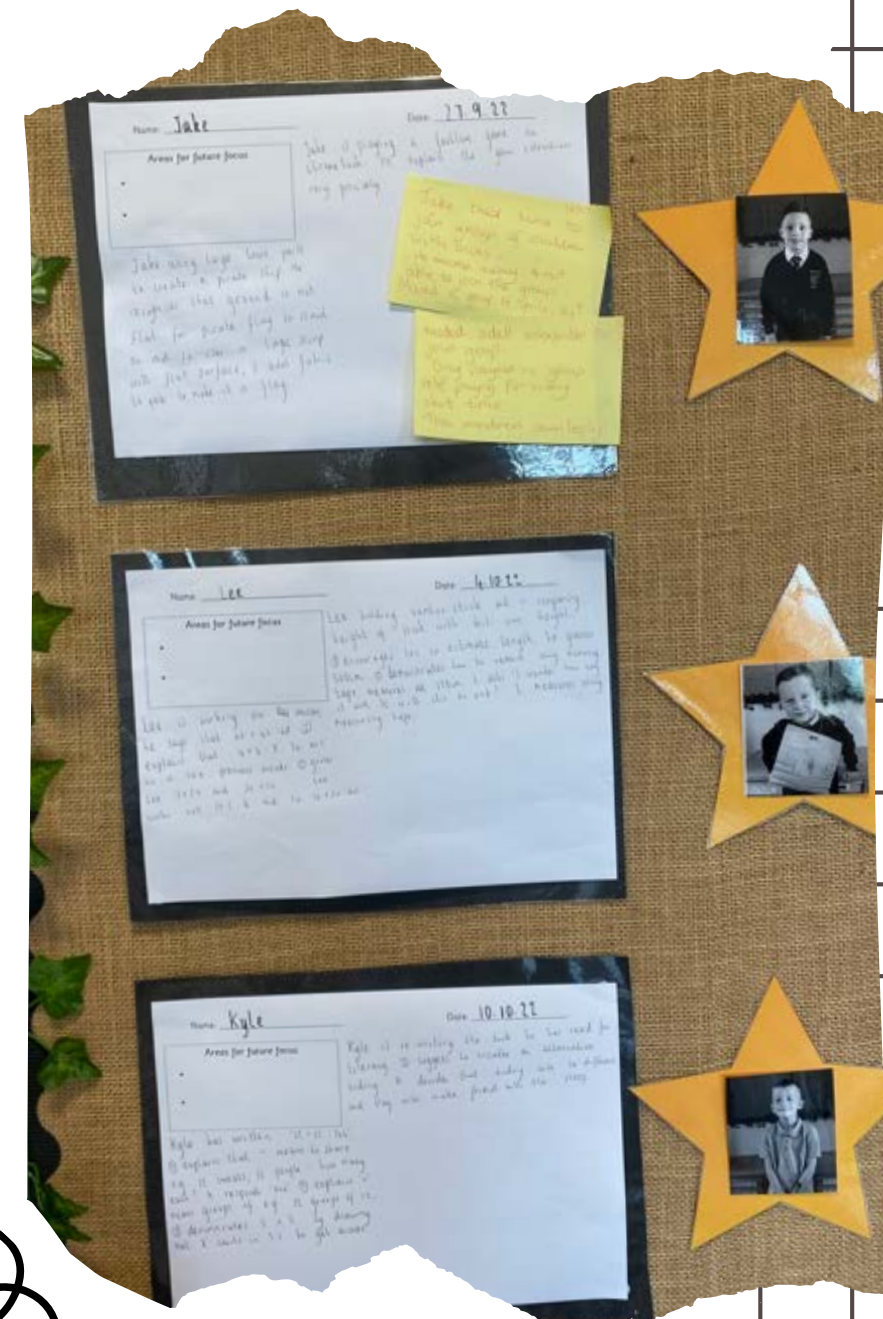
3 focus children are chosen weekly, adults in room observe and take notes during play. Adult interacts when appropriate to enhance play.

Planning in the Moment

Week Beginning _____

Curricular Area Covered							
Lit	Num	SWB	Science	Soc Stud	Tech	Exp Arts	PE

	Observation	Teaching	Outcome
1			
2			
3			
4			
5			
6			



Adults planning with with learners during play - 'teachable moment'.

Tracking

Experiences & Outcomes

Skills Development

MS1-0-01a I am aware of and able to express my feelings and am developing the ability to talk about them.	MS1-0-01b 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.	MS1-0-01c I understand that there are people whose feelings and reactions can change depending upon what is happening to them 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.	MS1-0-01d I understand that my feelings and reactions can change depending upon what is happening to them 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.	MS1-0-01e I know that friendships, coming, sharing, fairness, equality and how are important in building positive relationships. As I develop and value relationships, I can and show respect for myself and others.	MS1-0-01f 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 enter good mental health and that if this happens there is support available.	MS1-0-01g I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	MS1-0-01h As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs and practices in Christian people's lives.	MS1-0-01i As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.	MS1-0-01j I am becoming aware of the importance of confidence, feedback and criticism in Christian people's lives.	MS1-0-01k As I explore stories, images, music and poems, I am becoming familiar with some beliefs and practices in Christian people's lives.	MS1-0-01l I am developing a sense of awe and wonder by observing, exploring, using, questioning, and using them to count, create sequences and describe order.	MS1-0-01m I use practical materials and can 'build up' and 'break down' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.	MS1-0-01n I can share out a group of items by making smaller groups and can split a whole into two smaller parts.	MS1-0-01o I am developing my awareness of how money is used and can recognise and use a range of coins.	MS1-0-01p I am aware of how money and coins are used and can recognise and use a range of coins.	
MS1-0-02a I understand that people can feel alone and can be understood and left out by others. I am becoming aware of appropriate support.	MS1-0-02b As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and give appropriate support.	MS1-0-02c I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuality equally and as a welcoming place for all.	MS1-0-02d 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.	MS1-0-02e Representing my class, school and I for wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.	MS1-0-02f Through team-building my skills, time and talents, I play a part in bringing about positive change in my school and wider community.	MS1-0-02g I value the opportunities I am given to make friends and be part of a group in a range of situations.	MS1-0-02h As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.	MS1-0-02i I am becoming aware of the importance of confidence, feedback and criticism in religious people's lives.	MS1-0-02j I am developing respect for others and my understanding of their beliefs and values.	MS1-0-02k As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.	MS1-0-02l I have experienced and explored how to negotiate and compromise and can copy and continue these and create my own patterns.	MS1-0-02m I have spotted and explored how to negotiate and compromise and can copy and continue these and create my own patterns.	MS1-0-02n I enjoy negotiating subjects and objects and can set, describe and be creative with them.	MS1-0-02o In assessment, games and using technology I can use simple directions and describe positions.	MS1-0-02p I have had fun creating a range of symmetrical pictures and patterns using a range of media.	MS1-0-02q I can make objects and patterns using different materials, recording and describing my findings in different ways.
MS1-0-03a I am developing my understanding of the human body and can use this knowledge to identify and respond to wellbeing and health.	MS1-0-03b I am learning to assess and manage risk to protect myself and others and to reduce the potential for harm when possible.	MS1-0-03c I know and can demonstrate how to keep myself and others safe and healthy in a range of emergency situations.	MS1-0-03d I know and can demonstrate how to travel safely.	MS1-0-03e In everyday situations and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.	MS1-0-03f I can describe some of the kinds of work that people do and I am finding out about the wider world of work.	MS1-0-03g I can describe some of the kinds of work that people do and I am finding out about the wider world of work.	MS1-0-03h I have explored and experimented with the patterns and sounds of the language and can use what I have learned.	MS1-0-03i I can listen, watch and use play to explore aspects of Gaelic culture.	MS1-0-03j I have explored and experimented with Gaelic verbs and phrases.	MS1-0-03k I can watch and experiment with using my own and others' criteria, sharing my ideas with others.	MS1-0-03l I can use the signs and symbols around me for information, helping me plan and make choices in my daily life.	MS1-0-03m I have observed and explored how things in the environment are made and are becoming aware of how they depend on each other.	MS1-0-03n I have looked to grow plants and can talk about how they grow and what I need to do to look after them.	MS1-0-03o I have experienced, used and described a wide range of types and contain applications. I can 'copy' what makes it go and say what they do when they work.	MS1-0-03p I can identify my needs and use them to explore the world around me.	MS1-0-03q I can identify my needs and use them to explore the world around me.
MS1-0-04a I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.	MS1-0-04b I am developing my understanding of the human body and can use this knowledge to identify and respond to wellbeing and health.	MS1-0-04c I am learning to assess and manage risk to protect myself and others and to reduce the potential for harm when possible.	MS1-0-04d I know and can demonstrate how to keep myself and others safe and healthy in a range of emergency situations.	MS1-0-04e I know and can demonstrate how to travel safely.	MS1-0-04f In everyday situations and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.	MS1-0-04g I can describe some of the kinds of work that people do and I am finding out about the wider world of work.	MS1-0-04h I have explored and experimented with the patterns and sounds of the language and can use what I have learned.	MS1-0-04i I can listen, watch and use play to explore aspects of Gaelic culture.	MS1-0-04j I have explored and experimented with Gaelic verbs and phrases.	MS1-0-04k I can watch and experiment with using my own and others' criteria, sharing my ideas with others.	MS1-0-04l I can use the signs and symbols around me for information, helping me plan and make choices in my daily life.	MS1-0-04m I have observed and explored how things in the environment are made and are becoming aware of how they depend on each other.	MS1-0-04n I have looked to grow plants and can talk about how they grow and what I need to do to look after them.	MS1-0-04o I have experienced, used and described a wide range of types and contain applications. I can 'copy' what makes it go and say what they do when they work.	MS1-0-04p I can identify my needs and use them to explore the world around me.	MS1-0-04q I can identify my needs and use them to explore the world around me.
MS1-0-05a 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.	MS1-0-05b I enjoy eating a variety of foods in a range of food situations.	MS1-0-05c Together we enjoy handling, tasting, talking and learning about different foods, discussing ways in which eating and drinking may help us to grow and keep healthy.	MS1-0-05d I know that people need different kinds of food to keep them healthy.	MS1-0-05e I know that people need different kinds of food to keep them healthy.	MS1-0-05f I know that people need different kinds of food to keep them healthy.	MS1-0-05g I know that people need different kinds of food to keep them healthy.	MS1-0-05h I know that people need different kinds of food to keep them healthy.	MS1-0-05i I know that people need different kinds of food to keep them healthy.	MS1-0-05j I know that people need different kinds of food to keep them healthy.	MS1-0-05k I know that people need different kinds of food to keep them healthy.	MS1-0-05l I know that people need different kinds of food to keep them healthy.	MS1-0-05m I know that people need different kinds of food to keep them healthy.	MS1-0-05n I know that people need different kinds of food to keep them healthy.	MS1-0-05o I know that people need different kinds of food to keep them healthy.	MS1-0-05p I know that people need different kinds of food to keep them healthy.	MS1-0-05q I know that people need different kinds of food to keep them healthy.
MS1-0-06a I understand that there are things I should not touch or eat and how to keep myself safe, and I am learning what to do if I am hurt or in danger.	MS1-0-06b 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.	MS1-0-06c I enjoy eating a variety of foods in a range of food situations.	MS1-0-06d Together we enjoy handling, tasting, talking and learning about different foods, discussing ways in which eating and drinking may help us to grow and keep healthy.	MS1-0-06e I know that people need different kinds of food to keep them healthy.	MS1-0-06f I know that people need different kinds of food to keep them healthy.	MS1-0-06g I know that people need different kinds of food to keep them healthy.	MS1-0-06h I know that people need different kinds of food to keep them healthy.	MS1-0-06i I know that people need different kinds of food to keep them healthy.	MS1-0-06j I know that people need different kinds of food to keep them healthy.	MS1-0-06k I know that people need different kinds of food to keep them healthy.	MS1-0-06l I know that people need different kinds of food to keep them healthy.	MS1-0-06m I know that people need different kinds of food to keep them healthy.	MS1-0-06n I know that people need different kinds of food to keep them healthy.	MS1-0-06o I know that people need different kinds of food to keep them healthy.	MS1-0-06p I know that people need different kinds of food to keep them healthy.	MS1-0-06q I know that people need different kinds of food to keep them healthy.

SLC Skills Framework:
Supporting Skills Development

This interactive document details cross curricular key skills for pupils within South Lanarkshire Council.

SOUTH LANARKSHIRE
COUNCIL

- Used to consider potential learning in all three zones - Creative, Discovery and Social.
- Not used to track learning on a whole class basis
- Documented in observations

- Play offers opportunities for development of skills for LLW across the 4 capacities
- Observation comments focus on skill development
- Staff and learners using skills language



Play in Action



Thank you!

