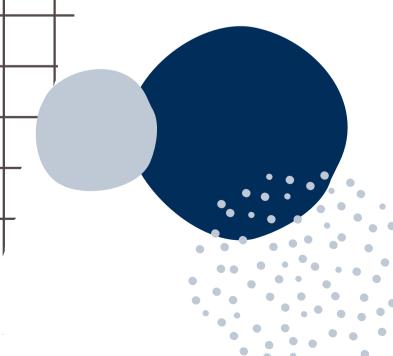
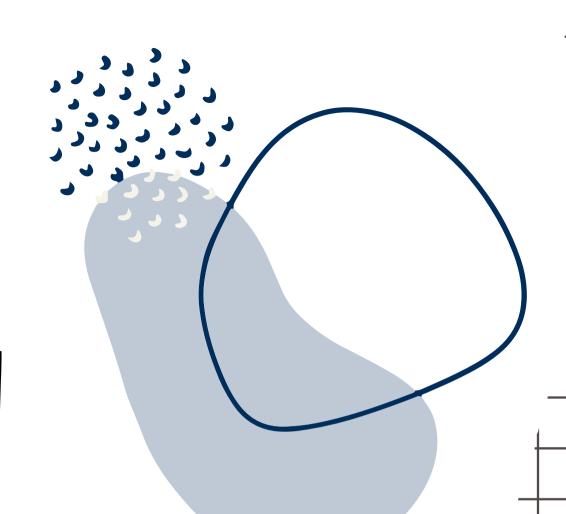


Play Pedagogy









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.

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

Creative















Sand & Water



Loose parts





DISCOVERY Playdoh/Bread Making

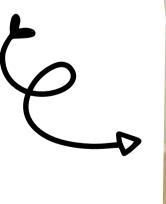






Numeracy







Role Play
SOCIA

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

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



We provide wellies and all in one wet suits



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

Planting





Sand & Water



Literacy & Numeracy



Large & Small Loose Parts





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

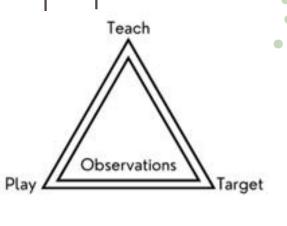


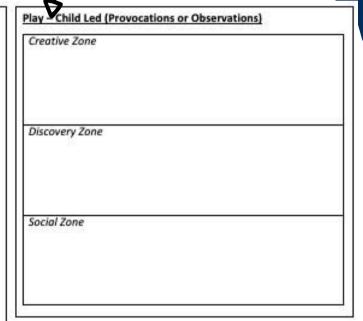


- 6	Pink	Orange	Yellow		
Phonics	o_e	h w			
	Tray 1	Tray 2	Tray 3		
Books	Silly Jack and the Beanstalk	Tim's Din			
	What Makes you Laugh?	Kit's Kip			
Literacy Lls	Summary	Sequencing	Read/write 2 letter words		
Writing	Cold Piece	Cold Piece	Drying Hair		

rget – Adult In	itiated (Lit)	- Adult Support	- Teaching Input
	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

ch – Adult	Led (Num/M	aths & N	umber Talks)	Target - Adult	Initiated (Num & Maths)	- Adult Support	- Teaching Input
	Yellow		Green & Purple		Tray 1	Tray 2	Tray 3
Number Talks umeracy & Maths	Re-orderir	ng R	ek-en-rek (to 15)	Monday	A5.6 - Addition bonds to 10	A3.8 – Ordering Numbers	Reading/Writing numbers - partner
Talks	Yellow	Gree	n Purple	Tuesday	IA5.4 – Make five concentration	Giants Footprints	A3.2/A3.4 - Numbers before/after
umeracy				Wednesday	-	Mrs Coull – Other Maths	
Maths				Thursday	IA5.5 – Five and ten frame flashes	IA3.2 – Numbers on the line	IA3.11 – The numeral roll
servations		<u> </u>		Friday	Textbook page	Record book page 8	A3.8 – Ordering numbers (to 20)

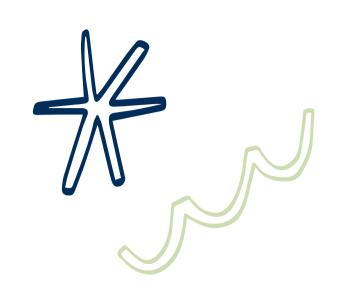




PE Gymnastics – Jumping and landing	Health & Wellbeing Healthy schools – The start of our nurturing journey with food
ICT/Technology	IDL Intro to farm to fork
Speedy Skills	E-



- 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

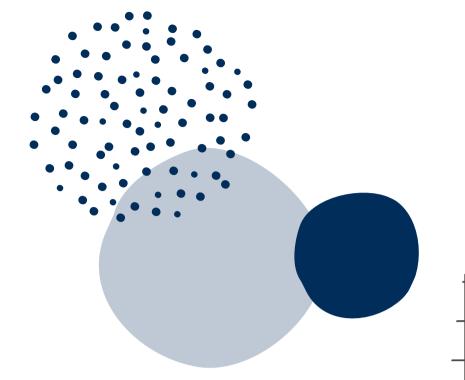
11:00 - 12:05 - Numeracy Group teaching, Target Tasks and Play

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

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

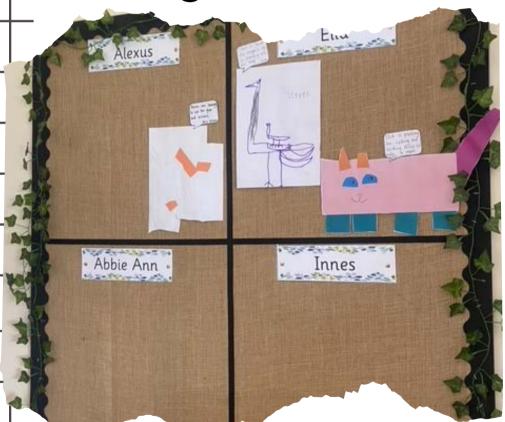
13:20 - 14:30 - Optional IDL Target Task and Play

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



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.

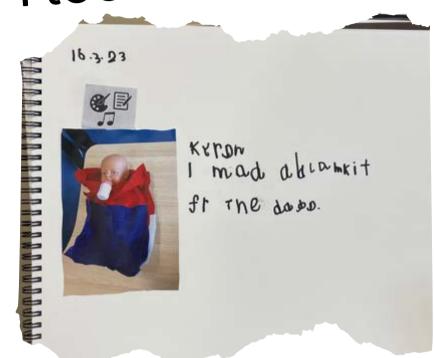
Being Me Boards



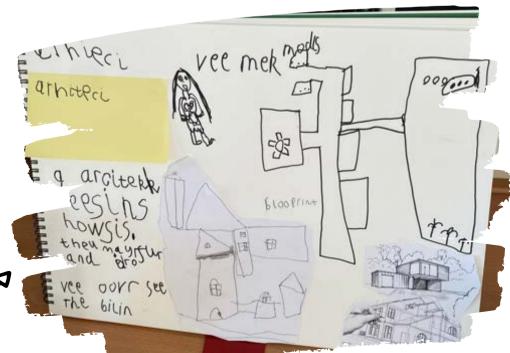
IDL planning comes from learners, teacher matches to Es & Os.

Documentation

Floorbooks



Floorbooks are used to record IDL and learning through play.



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

1.01	Perm	HWS	Science	Sec Stud	Inh	Lisp Arts	RHE
I	Observ	nellim.		Teaching		.00	dome
1							
_							
2							
3							
4							
4							
5							
6							

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

Observations

Experiences & Outcomes

-		-	1000-00a	100+Hz	1000-04	200 t-010	mark-the .	market .		The same of the sa	-	-	-		markets.	MP146
Lam aware of and able to express ray feelings and are developing the ability to talk about them.	I know that we all experience a surricty of thoughts and emotions that affect how we	I understand that there are people I can talk to and that there are a number of ways in which I	lunderstand that my feelings and reactions can change depending upon what is happening within	I losser that friendship, caring, shoring, fairness, equality and less are important in	I understand the impertance of mental wellbeing and that this can be footered and strengthened	I am learning delik- and strategies which will support me in challenging times, particularly in relation to	Act explains Christian stories, Images, excels and postes, I am becoming familiar with some beliefs	Act play and lears, I am developing try understanding of what is fair and until a pair the	I are becoming every of the importance of colebrations, feativals and customs in	At I explains stories, images, music and poems, I am becoming familiar with the beliefs of the	I am developing a nome of size and amount by observing, exploring, using and	I have explored numbers, understanding that they represent quantities, and	I use practical materials and case 'ownst see' and back' to belp me to understand addition and	I can share out a group of thome by making smaller groups and can split a whole object into smaller	I am developing my assurances of how recesty to used and can recognise and use a range of coins.	I am pectar of tops resident stal expets in any earth lash sattle tities and account, and have explained unys to record and display these using chole, salessiers and other
	feel and behave and I are learning ways of managing them.	cas goin access to practical and creational appent in help me and others in a range of christma lancos.	and around rec. This helps rus to understand ray understand ray uses behaviour and the way ethers behaviour.	building positive milationships. As I develop and value milationships, I can and show respect for morell and others.	through personal coping skills and positive relationships. I show that it is not always possible to onjoy good meantal health and that if this happens there is support available.	charge and lass.	Orientan prople have about fied and Jesus.	importance of caring for, sharing and cooperating with others.	Christian people's lives.	world religions i ansimprolog about.	communicating terth others shout things in the world around nic.	tim use them to count, create sequences and describe order.	subtraction, recording my ideas and solutions in sufficient ways.	parts.		methods.
17879 D-00e	ENTER D-Mile	HIED D-Me	IIIP-0-the	HIRD-Die	HIRD O-EDW	STREET, STREET	100 0 To	mere-Ne	1000 0-07%	234E 0-09s	1010 0-00 hr	MITT 6-13e	MITTO-16s	MTR 0-12%	MITT 0 - 174	-
I enderstand that people can feel alone and can be missenderstand and the missenderstand and left out by others. I am learning how to give appropriate support.	As I capture the rights to which it and others are estitled. I are able to exercise these rights appropriately and except for responsibilities that go with them. I show respect for the rights of others.	Integrate that such individual has a unique thind of a littles and nevels. I centribute to staking my school community and which values included and it a welfoothing place for all.	I make full use of and value the apportunities I am given to large years and manage my bearing and it is not county learn. I can bely to encourage learning and candidence in others.	Representing my clam, otherd and for wider community encourages my salf-ecorth and contifered seed allows me to contribute to and participate in seciety.	Through countries my views, time and talents. I play a part in bringing about positive change in my school and wider community.	I water the opportunities I am given to make friends and be part of a greep in a mage of altustices.	As I play and learn, I am shoveleping my undermanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.	I are becoming aware of the importance of cel steadors, feetivals and customs in religious people's lives.	I am developing rouped for others and my understanding of their beliefs and values.	As I play and learn, I am developing to understanding of what is fair and why contains and why corting and sharing are important.		I have oposted and explored patterns in my own and the wider and con- copy and continue these and create my own patterns.	I exjep investigating objects and shapes and can sort, describe and be creative with them.	In novement, games and using technology I can not steple directions and describe positions.	I have had but crowting a range of symmetrical pictures and patterns using a range of media.	I san sollen ritgen and sollen per sollen pe
HW9 0-15a	END 0-164	MO+th	IIID bills	HIR Pile	HIND hale	Life bette	Life beth	Life 64th	LEL-PAIN	LGL-411a	1017 0-100	3000 0-36e	SCHOOL STATE	CO NO.	STANK .	STEEL STATE OF THE
I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	I am learning to asserts and manage risk, to protect rayself and others and to rediscrete potential far harm when possible.	I knew and can demonstrate how to loop report and others safe and how to respond in a range of enwryers; ultrations.	how to travel selely.	In everyday activity and play, I sopkers and make cholous to derector to derector and interests. I am escenaged to use and share my experiences.	I can describe some of the kinds of work that people da- and lars finding not about the widor world of work.	ILLE 0.6%, LELD . 12%) Through instanting to sted (ninting in with story-tailing, games, thymes: and stegs). I have explored and experimented with seend performs, words and phrases: as Gaette.	I have explored and experimented with the patterns and assets of the language and con use what I have learned.	Through daily experiences and play I can Eden or watch for interesting or work! information.	I can listen, watch, and use glay to explore appears of Caselic culture.	(LEL 0-12s, LEL 0- 13s) I have soplored and experimented with Garle seeds and phrases.	I can match objects and sert, saring my own and others' criteria, sharing my ideas with others.	I can use the sigms and thark around may for information, beining me plan and make thoices and de cisions in my daily life.	I have observed living things in the continuous or over time and are becoming aware of how they depend on each other.	I have belond to grow plants and can make their basic parts. I can talk abent how they grow and what I need to dis- to look after them.	I have experienced, used and described as side range of topic and common applaness. I can say what ranker they do when they twent,	Ry asserting high level was a region of the water too phase private over from the analysis of the region of the re
STREE S-21A	打探 小芸物	EWE + 30s	FME 0-34s	200E 0-25a	BW8 0-37k	Control on No.	landon dely Le	d Overview	2.50b.2011.000		9CH 0-000	802 S-679	872 (G-70)s	SEN D-134	SCHOOLS	Through aroutine play.
I am learning to more my body well, exploring bow to manage and control it and finding out how to use and share space.	I am developing try insections, skills through practice and emergetic play.	Lam aware of my news and others' needs and feelings especially when laiding farms and sharing resourcess. I recognise the need to fallow rules.	By emploring and observing movement, I can describe what I have instruct about it.	I am enjoying duity opportunities to participate in different hinds of energetic play, both endoors and indoors.	I know that being active is a healthy way to be.	Turn 1: Turn 2:	G		Teachers		I have caperioned the experienced the wonder of looking at the vastees of the sky, and can recapping the rea, recon and stars and lish them to dailly patterns of life.	Through everyday experiences and play with a variety of tays and other objects. I rate recognise simple types of forces and describe their effects.	Il know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily leven.	Through play. I have explored a variety of ways of making sounds.	It can identify my sensors and use them to suplore the world around the.	transprintence per la grant dell'annie mannisti and cun districtiva anniesi for estoring mineriale for estoring mineriale for dell'annie pur puene.
Con describe	THE PARK	FM 4-30s	Chapter that	Fred 4-30s	PHI 6-16s	Turn is					10 4 th	CUT 0-10a CUT 0-	CLET S-1100	LITERIA	CENCO-COL GALO-	Chica scincillates
tion occurred to the taking part in neargetic activities and I are becoming aware of scene of the changes that take place in my body.	I enjoy nating a diversity of foods in a range of social situations.	Together see enjoy harding, testing, talking and learning, about different froch, discovering ways is which earing and drinking, may help us to grow and keep healthy.	people need different lands of food to long them healthy.	I am becoming aware of how cleaniness, and such years and such years and well-being and it apply the knewledge in my everyday rotations each as taiting care of my teeth.	I explore and discover where foods come from an I choose, prepare and taste different foods.	Tem 4					I can talk about artenion stories to showing my tanderstanding of actions and the world around me.	I cajoy exploring and playing with the patterns and sounds of language and con ture what I learn.	I enjoy exploring and choosing stories and other tests to watch, rend or loten to, and can share my likes and diskles.	I cappy explaning events and characters in stories and other tests, sharing my thoughts in all flamest ways.	Act listes and talk is different situation. I are inserting to take turns and ass developing are awareness of when to talk and when to listes.	casid or between a color patient and I now Take to state of this color Take to state of this color Take 2 now divides
I understand	Interestate	ERRO 0-44a Lamanuare of	I androted	I know that there	I am aware of the	8					S.ET 0-076 (S.ET 0-06a, 530); 3-	Within real and	(UT 9-31a)	As I listen and	CUT 0-01a, LUT 0-	AFF SATIS
I understand there are things i should not touch or call and how to keep repeal? ask, and I am learning what is meant by medicines and harmful substances.	t can show ways of gesting help in sunsale situations and emergencies.	I am aware of heav friendships are formed and that lifes, didline, special qualities and teeds can influence relationships.	I enforcement positive things about friendships and relationships but when something secretary secritary who I should talk to.	I know that there are people in our been who care for and look after as sun! I am aware that people may be cared for by parents, career or other adults.	I am awarr of the need to respect percotal space and boundaries and can recognize and respond appropriately to verbal and non- merbal communication.						To help me tankentand storing and other tests, I am to said unit tests to said unit what I am forming with what I almostly know.	With real out inspirary shutties, I share experiences and feelings, ideas and feelings, ideas and search is a way that communicates my duestage.	leajoy exploring twents and characters in stories and ether tories and less what I learn to larent ray own, sharing these with others in imagination ways.	As I faces and take part is conversations and discussions. I discover new words and phreses which I use to belp me express my titless, thoughts and freitings.	2012 I enjoy exploring and ploying with the patterns and sounds of language and can tase within I loars.	Lender registering and chosming shorters and other many-law works, non- not finder to, and can other my likes and challent.

- 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

Skills Development



- 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

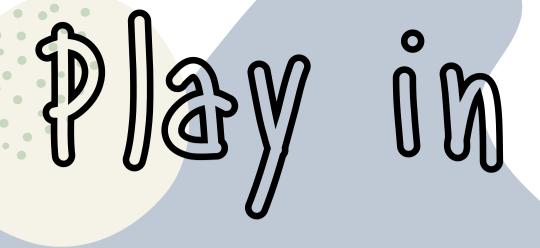












ACTION



