



newsletter

October 2016



"Together we make a family!"

Follow us on Twitter and like us on Facebook!

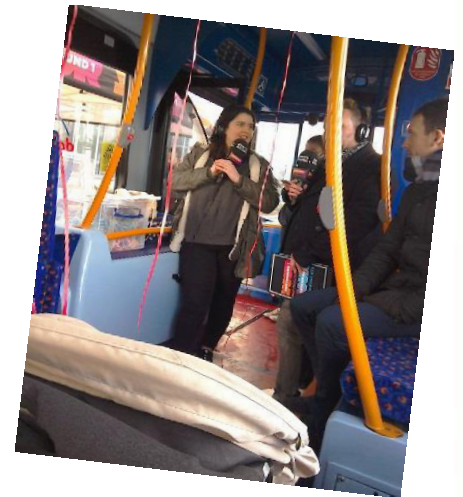


Two great ways for you to keep up to date with all the latest news from the KingsWellies gang!

What have the Wellies Gang been up to this month?

Northsound Breakfast Show Live and Stagecoach Visit

Did you hear us LIVE on the Northsound Radio Breakfast Show last week? We were singing "The wheels on the bus" at the top of our voices and introducing ourselves live on the airwaves! We also really enjoyed visiting the Stagecoach bus and having a turn in the driver's seat!



Loose Parts Play

A huge thank you to everyone who has handed in materials for our loose parts play. We are still building up our collection. A special thank you goes to Craig Danahar and his mum Angela who donated their trampoline. The children will have lots of fun building and designing with the 100 springs, the poles and the legs! We will also be using the tarpaulin and the nets to build very exciting dens! Thanks Craig!



Macmillan Bake Sale and Pink Week

Many thanks to everyone who recently supported our Macmillan bake sale where we raised a fantastic £65.29 for Macmillan Cancer Support. We received a lovely letter saying that our donation could pay for a Macmillan Grant that enables a person with cancer to purchase a microwave oven. This will make the preparation of food easier when they are experiencing fatigue and tiredness due to their gruelling treatment. Well done everyone!

We will also be holding a "PINK WEEK" during week beginning 31st October. Please donate £1 and wear pink. Please also contribute to our Bake Sale. All proceeds will go directly to Cancer Research in memory of one of our parents who lost her battle with cancer on 7th November last year. Many thanks for your ongoing support.

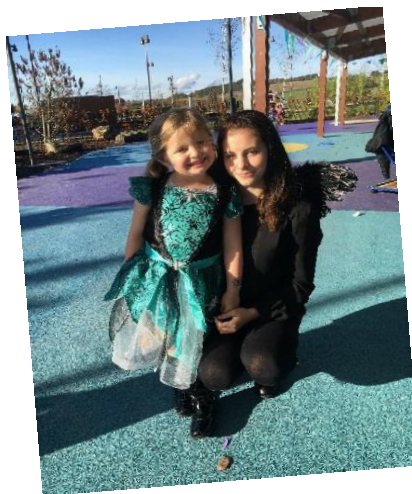


Countryside Ranger Visit, Celebrating Halloween, Pyjama Drama, Winter Planting, Grow Well Choices, PE with Birgi, Jo Jingles, Kids Rock, Pet Visits and lots more.....

WOW! Look at our pumpkins and our outfits! Harriet even carved out a neep lantern – VERY hard work Harriet! We LOVED celebrating Halloween and really enjoyed all of our Halloween craft and delicious baking! It was almost impossible to choose the winners of the pumpkin competition! Aimee wore FIVE different dressing up outfits – one for each day of the week! Well done everyone and thanks for participating.



We are also delighted to welcome Kristine and Pyjama Drama in to our Baby Room. Kristine will be working with our Wellie Babies on a Wednesday afternoon to develop our creative, imaginative and confidence skills.



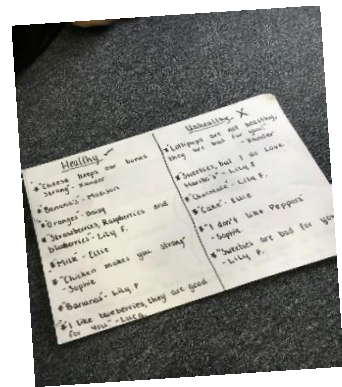
We loved working with the Aberdeenshire Countryside Rangers this week. We went on an Autumn scavenger hunt and learnt how to distinguish between different types of leaves and learnt the names of lots of birds and trees. We gathered some Autumn leaves, branches and bark to make beautiful collages.



We have also really enjoyed constructing with our Autumnal play dough and getting our allotments ready for our Winter planting. We have discovered that poppies, cabbages, cornflowers, onions, garlic, rhubarb, cabbages and asparagus are all good growers at this time of year. If there are any green-fingered grandparents out there who would like to help, please let us know!



We have also been learning all about our **Grow Well Choices topic**. Lisa and Lucy have been working with each playroom to help us to understand the importance of being healthy and making healthy choices.



Diwali – Festival of Lights

We will be studying Diwali – Festival of Lights, over the next few weeks. If you would like to come in to speak to the children about how you or your family celebrate Diwali, please let us know.



WOW – Look how smart I look!

Nathan looked soooo smart in his kilt when he was a paige boy recently! We are very proud of you Nathan and I know that your mum and dad were too!



Staffing Update

Kate really enjoyed her final day before retirement. We will REALLY miss her but know that she will keep in touch.

Welcome also to Megan and Holly who have joined us at KingsWellies. We are really delighted to be able to keep recruiting high quality staff. With the addition of Megan and Holly, we will be able to ensure that we are always well above staff : child ratio on a daily basis. Congratulations also to Megan who has just graduated with her HNC in Social Care.



ANOTHER NEEP!!!

Sorry – it is the “New Kate!”

Suzanne has unfortunately left us to move on to pastures new. We wish her the very best wishes for her future and her ongoing studies. Marcia will now take on the role of Depute Manager from a Tuesday to Friday. Laura will be our Depute Manager on a Monday. I am very pleased with this new management team – great teamwork so far ladies!



Interactive Learning Diary and Learning Journey Folder

If you would like to sign up to view your child's digital Interactive Learning Diary (ILD), please see Aimee or Marcia who will provide you with your own unique registration code. This excellent tool assists us with the recording and planning of your child's educational development. We have had excellent feedback from parents who are able to access and observe their child's learning whilst at nursery. You can also send in your own observations of your child's activities from home. If you would like to take your child's Individual Learning Journey Folder home, please see playroom staff who will be happy to oblige. We only ask that you return it within a week and that you complete the evaluation form within. We encourage our children to access these folders all of the time and to be proud of their learning and achievements.



What will we be learning about this term?

There is sooooo much going on just now that we can hardly keep up!

- Pyjama Drama – Halloween Special!! 31st October
- W/B 31st October – “Pink Week.” Please wear something pink and contribute to our Bake Sale in memory of Suzanne Skinner. All proceeds going to Cancer Research
- Guy Fawkes, Fire Works, Songs Around the Bonfire and Fire Safety – visit from Grampian Fire Brigade
- Diwali – 11th November.
- Kindness Day – 13th November. We will ALL do a good deed for someone else!
- Poppies and Remembrance
- Children In Need – 18th November. All Things Spotty! Please wear something spotty during the week of 14th November and pay £1 towards Children In Need! We may even have a visit from Pudsey!
- Universal Children’s Day – 20th November. We will be learning all about children’s rights and how we can help children in other countries.
- Book Week Scotland – 21st-27th November. We will all be focusing on and voting for our favourite of three Scottish books. I wonder who will win?
 - Shark in the Park on a Windy Day by Nick Sharratt
 - Hare and Tortoise retold by Alison Murray
 - There’s a Bear on My Chair by Ross Collins
- Road Safety Week – 21st-27th November. Wear something BRIGHT and donate £1 to Brake to help them to run their road safety campaigns. Visits from Police Scotland and our local lolly pop person too.
- Thanksgiving Day – 24th November. Please come in to tell us how you and your family celebrate Thanksgiving Day.
- St Andrew’s Day – all things Scottish! Please wear something tartan during the week of 28th November to celebrate Scotland’s National Day on 30th November.

Aberdeen Council Pre-School Funding

If your child’s DOB lands between 1/9/13 and 31/12/13, they will be entitled to receive pre-school funding from Aberdeen City Council as of January 2017. If you haven’t already done so, please complete these funding forms asap in order to ensure that you receive this funding.

Staff Training

Already this new session, our staff have been embarking on lots of training as part of their continual professional development. Training has included:

- Floorbooks and talking tubs
- Getting It Right For Every Child
- Roles and Responsibilities of the Lead Professional
- Thinking about risk to get it right
- Management and Leadership – Counselling, Leading and Managing
- Literacy Skills
- Assessment and Planning
- Multi-agency working
- Pre-Birth to Three Curriculum
- Curriculum for Excellence
- Child Protection
- Quality Interaction with our children
- Child Development

KingsWellies Polices of the month

Please find attached our **Listening and Talking Policy** and our **Fire Safety Policy** for your consideration this month. Listening and Talking is a huge part of our Literacy curriculum. We regularly hold Fire Drills for all of our children and staff. Three of our staff are also trained Fire Marshalls.

All of our policies can be found on our website, in reception and also outside each room. Please give us your feedback. It is very important to us. How else can we improve?

Comments, Compliments and Concerns

PLEASE give us your feedback, good and bad! If you have any concerns, you MUST let us know. We are always here to listen and we take your comments extremely seriously. We are a very reflective nursery and genuinely want only the very best for all of our children, families and staff! Please make us your first port of call if you have any comments, compliments or concerns!

If you would like this newsletter or any other documentation translated in to another language or an alternative reading format, lease do not hesitate to contact us.

Listening and Talking Policy

Published	October 2014 (V1)
Revised	Session 2017/18



Rationale

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talking and listening underpins learning and thinking. It is vital that the significance of talking and listening is recognised by children, parents and nursery staff. Children need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of listening.

The Four Capacities

Through listening and talking activities at KingsWellies Nursery we aim to:

Develop Successful Learners who can:

- Develop listening and talking skills that enable them to gain access to all areas of learning
- Develop and communicate thoughts and opinions effectively
- Challenge thinking, encourage openness to alternative approaches and ideas
- Apply literacy skills through technology
- Express themselves using different media
- Communicate with those from other cultures and backgrounds and explore ethical questions
- Meet challenges positively

Develop Confident Individuals who can:

- Relate positively to others and interact successfully
- Have competence and confidence in Listening and Talking skills, leading to self respect and positive relationships
- Explore other people's experiences, emotions and relationships through discussion
- Develop their own sense of creativity in relation to Scottish culture
- Develop confidence and help others to cope in new situations

Develop Effective Contributors who can:

- Contribute to life of the Nursery and community through the sharing of stories and poems
- Contribute to developing creative and enterprising ideas and communities
- Communicate successfully in ways which are appropriate for different situations
- Show initiative, dependability, leadership and enterprise

Develop Responsible Citizens who can:

- Reflect, develop and convey their own opinions to a range of issues
- Communicate and consider their own thoughts and feelings and consider those of others
- Participate in discussions, resolve conflicts and play a part in influencing decisions
- Challenge preconceptions and stereotypes

Listening and Talking for Learning

In order to promote high quality talking and listening, KingsWellies Nursery staff will demonstrate skills for listening and talking and provide a range of contexts to promote and develop these skills.

These contexts could include:

- Modelling dialogue e.g. taking turns, offering opinions and inviting responses
- Modelling listening e.g. the use of non-verbal communication and respecting (even if disagreeing with) the views of others
- Modelling values e.g. encouraging the participation of all
- Modelling participation e.g. nursery staff being seen as learners alongside the children
- Supporting the children by providing clear structures for tasks which require the children to deliver and learn through talk

KingsWellies Nursery children will have a variety of opportunities to use talking and listening for learning such as:

- Playing an active role in directing their own learning e.g. making decisions about how to approach a task, selecting appropriate resources and making choices
- Engaging in speaking and listening in a variety of groupings and settings e.g. working collaboratively on an investigation, telling their own personal news, during group work, reporting findings of a task, interviewing people as part of a project, acting as a guide for visitors to the nursery
- Using language creatively and imaginatively e.g. through role-play, storytelling
- Demonstrating what they know and evaluating their understanding e.g. self and peer assessment

Contexts for listening and talking will be found across the curriculum and should always be meaningful and relevant to the children.

Progression in talking and listening is broadly established through the increasing complexity of activities and through the level of independence with which the KingsWellies children participate.

Listening and Talking Aims

At KingsWellies Nursery, the aim of teaching Listening and Talking is to enable learners to:

- Communicate, collaborate and build relationships
- Reflect on and explain literacy and thinking skills, using feedback to help determine next steps, help improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantages of the opportunities offered by ICT
- Develop understanding of what is special, vibrant and valuable about their own and other cultures and languages
- Explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, watching and reading

In developing Literacy skills learners will:

- Engage with a wide range of texts
- Develop an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage
- Enjoy exploring and discussing word patterns and text structures

Learning and Teaching of Listening and Talking at KingsWellies Nursery

Throughout their education at KingsWellies Nursery, the children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.

Children need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. KingsWellies Nursery staff will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- The use of relevant, real life and enjoyable contexts which build upon children's own experiences
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children's personal interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for children across different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the places of learning
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT and new Technologies to enhance listening and talking skills

The Learning Environment

For effective learning and teaching in Listening and Talking, the learning environment should:

- Stimulate and promote discovery, experimentation and enquiry
- Promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- Encourage practical activities which are stimulating, challenging and safe
- Provide appropriate differentiation, giving every child opportunities to succeed
- Provide children with appropriate materials and equipment
- Promote a nursery ethos which is supportive of all children
- Create opportunities to place Listening and Talking in the wider context of the community

Planning

KingsWellies Nursery staffs' planning takes account of:

- Long term (yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessment criteria, learning intentions and success criteria which specify what the children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work to the home and family
- Cross curricular links
- Both interdisciplinary and disciplinary learning opportunities
- AIFL strategies

Assessment in Listening and Talking

Approaches to assessment should identify the extent to which children can apply their literacy skills across learning. For Example:

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to comprehend key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

Progress in Listening and Talking can be assessed through the children's interactions in social and learning contexts and through using individual talks, presentations and group discussions. The range of sources will provide evidence about their confidence, their increasing awareness of others, their clarity of ideas and expressions and their skills in listening to others and taking turns.

Involving Children in the Assessment of the Listening and Talking

Children should be aware that their listening and talking is being assessed. In this, as every other area of the curriculum, they should be made aware of what is required of them and should receive praise for the appropriate use of language. This will enable the children to have aims and targets to work towards. It may, at times, be appropriate to involve the children in assessing their own use of language.

Tools for listening and talking – **to help me when interacting or presenting within and beyond my place of learning**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.
LIT 0-02a/ENG 0-03a

Developing	Consolidating	Secure
<p>I can make eye contact.</p> <p>I can begin to take turns to speak.</p> <p>I can carry out a simple routine with adult guidance e.g. Sit on the hot-spot, tidy up my toys, lay out the snack cups.....</p>	<p>I can keep eye contact.</p> <p>I can wait for my turn to speak.</p> <p>I can follow a simple spoken instruction.</p> <p>I can carry out simple routines with little adult interaction.</p> <p>I can heed non-verbal clues as to when I should/not speak.</p> <p>I can sit appropriately (for short spells) for a discussion.</p>	<p>I can abide by the rules of turn taking.</p> <p>I can follow more than one oral instruction at a time e.g. Get your school bag and put on your coat.</p> <p>I can maintain a sequence when giving or following information, instruction or direction.</p> <p>I can participate as a listener and speaker in a group engaged in a given task.</p>

Finding and using information – **when listening to, watching and talking about texts with increasing complex ideas, structures and specialist vocabulary**

Understanding, analysing and evaluating- **investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes**

I listen or watch for useful or interesting information and I use this to make choices or to learn new things. LIT 0-04a

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
LIT 0-07a/LIT 0-16a ENG 0-17a

Developing	Consolidating	Secure
<p>I can comment on what has been said.</p> <p>I can concentrate for short spells</p> <p>I am beginning to observe rules.</p> <p>I can carry out regular routines e.g. Tidy up time, snack time.</p> <p>I can verbalise a request e.g. To visit the toilet.</p> <p>I can seek help.</p> <p>During play activities, I can talk about what I/others are doing, and experiment with new ideas.</p>	<p>I show an interest in books read to me.</p> <p>I can concentrate for longer spells-undisrupted.</p> <p>I have a drive to understand what I hear- I ask questions.</p> <p>I can give and follow simple oral instructions.</p> <p>I can carry out routines with less adult support.</p> <p>I can seek help from peers and adults.</p>	<p>I can actively listen.</p> <p>I can listen and respond to an item of information, an instruction or a direction.</p> <p>I can convey an item of information, an instruction or a direction.</p> <p>I can ask relevant questions about what I hear to find out new or additional information/clarification.</p> <p>I can maintain sequence when giving or following information, instruction or direction.</p>

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a		
Developing	Consolidating	Secure
<p>I can attend to person speaking and respond appropriately.</p> <p>I can listen with interest to stories / rhymes.</p> <p>I can retell one key fact about story read to me.</p> <p>I can listen for a specific piece of information and recall at a later date.</p> <p>I can copy a sequence of beats that are clapped / played.</p>	<p>I can reproduce rhythm through clapping / beating / stamping out sounds.</p> <p>I can say rhyme with correct word and rhythm.</p> <p>I can clap the number of syllables in a given word.</p> <p>I can match rhyming objects.</p> <p>I can provide final rhyming words.</p> <p>I can recognise incorrect rhyme.</p> <p>I can generate words with same rhyme ending.</p>	<p>I can identify words that alliterate from a given selection.</p> <p>I can isolate the initial phoneme...</p> <p>I can isolate medial phoneme.</p> <p>I can isolate final phoneme...</p> <p>I can segment CVC word into constituent sounds.</p> <p>I can blend constituent sounds into CVC word.</p> <p>I can link phoneme with grapheme</p>

Opportunities for Listening and Talking
Bank of Ideas

Conveying Information	Talking in Groups	Talking about Experiences	Talking about Texts	Audience Awareness	Knowledge about Language
<ul style="list-style-type: none"> • Role play • Dressing up • Feely bag • Planning for display • Making a poster • Activity and Discovery corners • Interviewing • Discussion on gathering resources for assignments • Group experiments • Compiling questionnaire for interview • Board Games • Class visits • Visitors to class • Media • Who am I? question and answer games • What's my line? • Construction toys • Presentation of group activity as a talk • Short talk on hobbies • Debates 	<ul style="list-style-type: none"> • Consequences • Using stimulus e.g. listening to music followed by discussion • Discussing necessities for 'Journey to the Moon' • Newstime • Feely bag • Model making • Drama work • Outings • Discovery activities • Practical maths work • Tape/slide presentation • Collaborative group work • Using the turtle • I-spy • The school bus breaks down • Planning a function • Predict and discuss an experiment • Talk about a 	<ul style="list-style-type: none"> • Physical Education • Predicting • Role play • House play • Sand/water play • Science experiments • Baking • Snack time • Dressing-up • Reports on group work • Own research-talk to group • Present project work to class • Interest talks • Make up an advert • Special visitor • Before and after an outing • Newstime • Strange object • Problem solving • Puppets • Drama sessions • Music making • Composing time 9in 	<ul style="list-style-type: none"> • Why did the character x behave as he did? • Relating story to others • Discussion and oral comprehension of texts • What you liked/disliked about a story • Book flash • Reading corner • Drama • What happens next? • Paired reading followed by discussion • Positive talk • Listening centre • Book reviews • Taping • Project display • Repetition of favourite story • Individual story telling • Talk about 	<ul style="list-style-type: none"> • A play • Puppets • Role play • How I...e.g. made this • 'just a Minute' game speak for one minute without hesitation on a familiar topic • Improvise plays • Assembly • Tape • Reporting back • Concerts • Story telling • Telling a joke • Percussion and musical instruments • Interesting object • Interviewing • Questionnaires • Soapbox • Use of phone • Camcorder • Prepared talk • Impromptu talk • Giving a vote of 	<ul style="list-style-type: none"> • Finger rhymes/poetry • Using different types of voice e.g. soft, loud etc. • Debate • Role play in Doric • Summarising • Favourite TV programme • Cooking or baking • Number rhymes • Poetry • Script writing • Dressing up clothes • Dolls-hospital, house, shop, castle etc. • Measurement activities reporting/predicting • Language work • Computer-working in pairs • Taping • Drama: dialect, slang, tone, interaction

<ul style="list-style-type: none"> • Topic work • Photography • Making collections and discussing them e.g. stamps, pebbles skills 	<p>photograph</p> <ul style="list-style-type: none"> • House play-changing into • Construction material • Table top games • Sand and water play • Context creating 	<p>pairs and groups)</p> <ul style="list-style-type: none"> • Drawing programme • Expressive Arts 	<p>newspaper, comic, magazine advertisement, poem</p> <ul style="list-style-type: none"> • Puppetry • Role play • My favourite TV programme • Media • Reading/talking activities from school situation 	<p>thanks</p> <ul style="list-style-type: none"> • Talking to visitors • Talking about a visit • Birthday spot 	<ul style="list-style-type: none"> • Group story telling • Nursery rules • Science- discuss results • Poetry-rhythm and rhyme • Reading groups • Telephone system • interviewing
---	---	---	---	---	---

Opportunities for Listening and Talking
Bank of Ideas

Conveying Information	Talking in Groups	Talking about Experiences	Talking about Texts	Audience Awareness	Knowledge about Language
<ul style="list-style-type: none"> Nursery garden Working with microscope Baking Planning nursery trip/outing What's wrong Surveys Conveying oral messages Giving news report Talking about instructions for a game, for using a machine Making telephone call Giving directions Find out and tell the class what is on menu for lunch Leave a message on an answering machine Explain how something is made Taking part in assembly Solving problems 	<ul style="list-style-type: none"> Show and tell Problem solving Radio interview Brainstorming at the start of a topic Jigsaws Television in house corner Snack Baking activities from raw materials to finished article- talking through all the process Research in a group Work in pairs or threes at the computer Talk about writing a collaborative book to read to your class Role play Answering to oral questioning 	<ul style="list-style-type: none"> Outdoor walk Observing wormery Work with magnifying glass Clay Finger painting Picture of people's expressions 'My Ideal Day' Vocalising opinions What makes you happy / sad Holidays 	<ul style="list-style-type: none"> Compiling questionnaire for interview Discuss story children have written as a group Fun rhymes Novel – talk about Story time Filmstrips outside nursery 	<ul style="list-style-type: none"> Talk about a poem, book Newspaper headlines Activity corners Posters Media 	

<ul style="list-style-type: none">• Computer work• Pupil 'teaching' other children different activities e.g. hospital					
---	--	--	--	--	--

Activities to Develop listening and Talking at the Early Level

These short activities are suggestions to enable children to experience a wide range of listening and talking skills. These activities will develop the children's awareness that listening and talking skills are important in building shared understanding.

Many activities can be used with children at varied 3 – 18 levels. The level of response expected will, of course, vary with the children's ability.

The following activities are most suitable for children who are developing at the Early Level:

Favourite Party Games e.g.

Musical Chairs
Musical Statues
Pass the Parcel
Simon Says
What's the Time Mr Wolf?

Clapping Games

A five- minute activity for small groups in which the children identify sounds and respond to sound patterns. Children imitate or identify, in turn, claps related to their names, the names of teachers, what they had for breakfast etc. The teacher leads the activity, identifying the target area – animals – foods – names. For example, animals CLAP-CLAP-CLAP-CLAP – rhinoceros: CLAP-CLAP – tiger: CLAP-CLAP-CLAP – gorilla (There is one clap for each syllable of the word]

A listening Walk

A class activity where talking is banned as the children go for a short walk and listen intently for as many sounds as they can. The class then brainstorm all that they heard.

Listening and Remembering

A small group activity using a tape recorder and tape, or similar recording equipment 'sound tape' of classroom noise. (A tape can previously have been left 'on record' in the classroom.) Children discuss with each other how many sounds they heard, whose voice they recognised, etc.

Selective Listening

Before the children enter the classroom create a 'hidden sound' e.g. a loudly ticking clock, quietly playing radio. When they come into the classroom the children listen quietly for the sound, they should point in the direction of the sound and identify it.

An activity for a small group or whole class. One pupil sits with his or her back to the class. The teacher indicates which other child is to count to three, the pupil at the front then guesses who it was, the children then change places and the game continues. If need be the speaker can continue to tell a story until they are successfully identified.

Chinese Whispers

Children sit in a circle and the teacher whispers a short message to the first child and this is then passed from child to child round the circle. The message will probably 'evolve' into something quite different as it progresses round the group.

Hiding Objects (Practising Possessives)

One child goes out of the room. An agreed small object e.g. pencil sharpener, is hidden on another child's person. The first child returns and asks questions to locate the object e.g. 'Is it in Senga's sock?'

Remembering Game (recalling a sequence of actions and replying to questions in sentences)

Teacher carries out a sequence of actions.

e.g. Opens book, places it on the table, walks to the door, opens then closes it, returns to table, picks the book up, puts it down, closes it and places it on the floor.

The teacher then elicits from the children whole sentences about her movements.

'You opened the Book'

'You went to the door'

Guessing Games (Practice asking questions)

The teacher hides a picture, e.g. a boy cycling.

Teacher says: 'I am hiding a picture of a boy, now you ask me what he is doing.'

Children ask questions.

e.g. 'Is he walking?'
'Is he playing football?'

Describing Pictures (Practice of tenses)

e.g. Whilst sharing a picture story book ask:

'What is happening?'	(Present tense)
'What has happened?'	(Past)
'What will happen next?'	(Future)
'What might happen if?'	(Conditional)

Silly Sentence (Listening)

Teacher tells a short story, which includes a silly sentence.

e.g. The bird swam high through the air to the nest up at the bottom of the tree.

Children put up their hands to repeat the silly sentence.

Identifying Errors

The teacher reads a familiar story with 'errors', the children listen for mistakes and put up their hands every time they spot one.

e.g. 'Then Jack climbed the ladder'. (beanstalk)
'Then little green riding hood.....'

What did I say? (Listening and vocabulary)

The teacher reads a passage in which occur a number of nouns in the same category e.g. fruit

'Sally went to the greengrocers and bought 2 oranges, a bunch of grapes etc.

The children listen carefully then name items in the same category that he could have bought

Listening to Taped Stories and Rhymes

Instructions Chains (Listening and Memory)

Give a list of commands.

e.g. Stand up
Walk across the room
Turn round
Walk back to your chair
Sit down

Collecting Words and Cluster of Words

e.g. funny words, place names, names of dogs, flowers, cars etc.

My Mother Went to Market (Memory and vocabulary)

First child says 'My Mother went to market and she bought an apple.'

Next child repeats and adds another item and so on.

Mother might be shopping for specific items, e.g. fruits or may have to purchase items in alphabetical order. It may be helpful to have the alphabet on display.

Variations are possible.

e.g. I went to the space station and I saw an astronaut, ball of fire, cosmic gun etc.

Rhymes and Poems

The teacher reads a short poem or riddle etc, to the class, the children listen carefully, then repeat the rhyme

Role Play Activities

Children play act real life situations.

e.g. what we do if someone hurts himself or herself going shopping.

I Spy Pairs

Two children each have an identical collection of objects. The other describes one of the objects to their partner, who selects which one he thinks it is.

I Spy

Colours or initial letters

Descriptions of things

e.g. things we see in the classroom
cartoon characters

Using the senses

Children close their eyes and describe the feel of different textures, smells etc.

Who am I?

Describe a person or animal in the first person.

Ask 'Who am I?'

e.g. 'I have long ears and a fluffy tail, I hop and eat lettuce.

Who am I?'

<p>● <u>red</u> = early experiences at this level ● <u>orange</u> = working towards outcomes at this ● <u>green</u> = establishing and consolidating outcomes and widening experiences</p> <p>Level in a variety of ways. Decreasing level this level. Increasing pupil independence. Text, structure, idea & vocabulary</p> <p>Of support. More complex.</p>					
Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention <small>Introduced (I) Practised (P) or Extended (E)</small>	Assess? E/O/Aspects? How? Success Criteria?	Evaluation/Next steps/ Action?	Home Link?
I enjoy exploring and playing with the patterns & sounds of language and can use what I learn. LIT 0-01a / 0-11a / 0-20a	Nursery rhymes Songs Rhyme & analogy Poems stories Word building Phonic & sound games HLP phonics & spelling games Playground games				
I enjoy exploring & choosing stories & other texts to watch, read or listen to, and can share my likes & dislikes LIT 0-01b / 0-11b	Sharing books, poems, songs, rhymes: - as class - with peers - individually Free choice of a variety of texts Class library Paired Reading Re-telling stories				
I enjoy exploring events & characters in stories & other texts, sharing my thoughts in different ways.	School library / van HLP core reading HLP writer's craft Teacher reading to pupils				

LIT 0-01c	Paired reading Listening centre TV / Film-short stories Cass / group discussions				
As I listen & talk in different situations, I am learning to take turns & am developing my awareness of when to talk & when to listen LIT 0-02a / ENG 0-03a	Collaborative learning Circle time Role play area Puppets / drama Free play Structured play Class / group discussions				

Nursery – CfE Early Level

LISTENING and TALKING

Page 2

Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/ Learning Intention Introduced (I) Practised (P) or Extended (E)	Assess? E/O/Aspects? How? Success Criteria?	Evaluation/Next steps/ Action?	Home Link?
I listen or watch for interesting information & I use this to make choices or learn new things LIT 0-04a	HLP reading for info lessons Circle time Listening for information in class / group lessons Collaborative learning (peer to peer)				
To help me understand stories & other texts, I ask questions and link what I am learning to what I already know. LIT 0-07a / 0-16a / ENG 0-17a	Class story time Peer to peer sharing of texts HLP core reading HLP reading for information HLP writer's craft Questioning peers during show & tell				
Within real & imaginary situations, I share experiences & feelings,	Role play corner Puppets Drama				

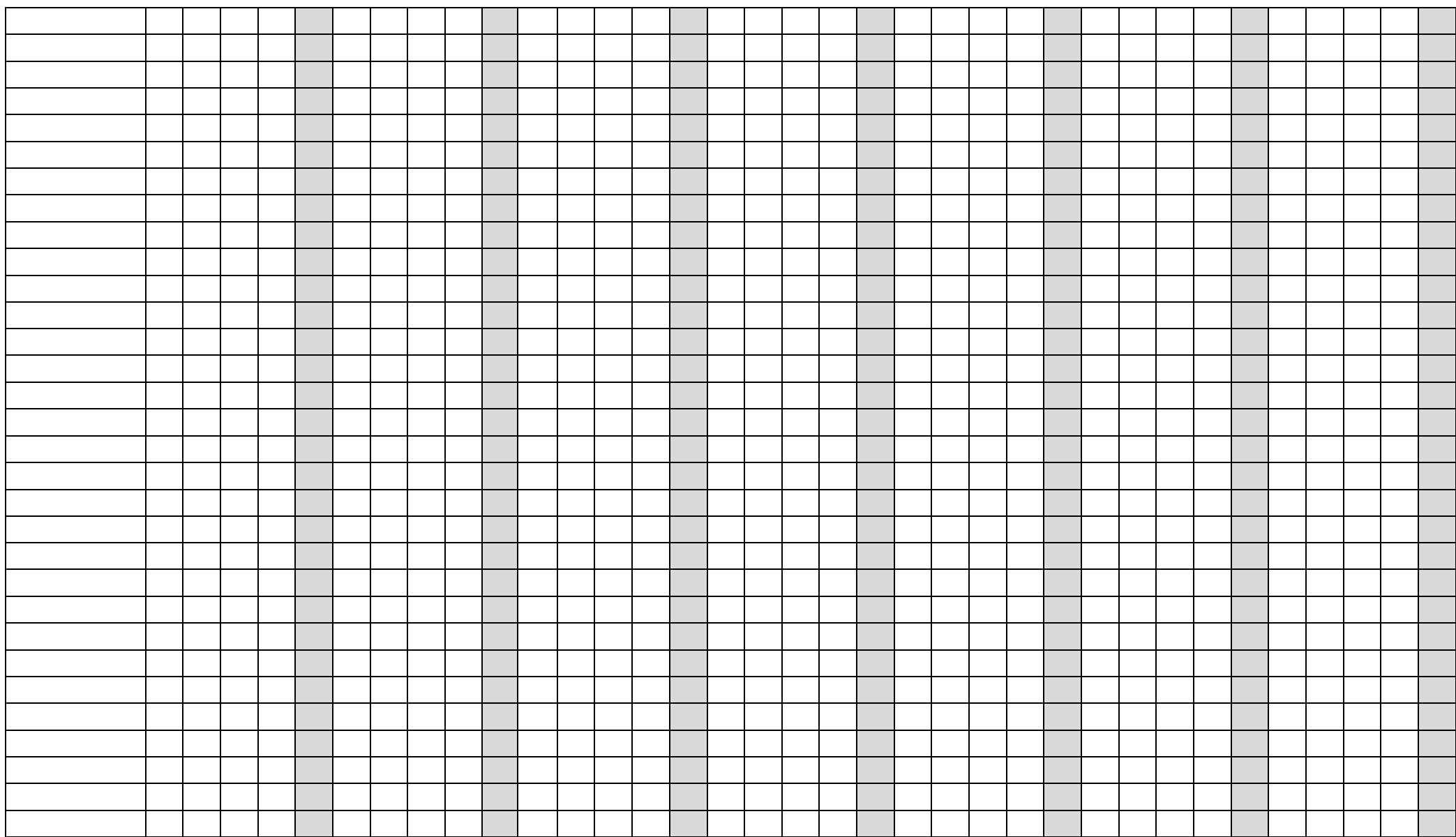
ideas & information in a way that communicates my message. LIT 0-09a	Circle time Class / group lessons Show & tell / news time				
I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginary ways. LIT 0-09a / LIT 0-31a	Free writing table Recording devices Role play Drama Puppets Oral writing plan				
As I listen and take part in conversations & discussions, I discover new words & phrases which I use to help me express my ideas, thoughts & feelings LIT 0-10a	Collaborative learning Circle time Following listening and talking rules Class / group lessons Role play Free play Structured play 'show & tell / news'				

Challenge & enjoyment relevance	breadth	progression	depth	personalisation & choice	coherence
------------------------------------	---------	-------------	-------	--------------------------	-----------

CURRICULAR TRACKING – OVERVIEW

KingsWellies Nursery Group..... SESSION.....

[illegible]



Fire Safety Policy

Published	March 2015 (V1)
Reviewed	March 2016 (V2)
Revised	March 2016



At KingsWellies Nursery we make sure the nursery is a safe environment for children, parents, staff and visitors through our Fire Safety Policy and Procedures.

The Director (Kerry Robertson) and Manager (Emma Fraser) make sure the nursery premises are compliant with fire safety regulations and seek advice from the local fire safety officer as necessary, including following any major changes or alterations to the premises.

The Director / Manager / Fire Wardens have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or new members of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and that all children and staff participate in the rehearsals.

The Director / Manager / Fire Wardens check fire detection and control equipment and fire exits in line with the timescales in the checklist below.

Fire Checklist

	Who checks	How often	Location
Escape route / fire exits (all fire exits must be clearly identifiable)	Nursery Manager Nursery Director	Weekly	Main Door 3 Playroom Doors Bottom end of Corridor Door
Fire extinguishers and blankets	Nursery Manager Nursery Director	Weekly	Front Door Each Playroom Staff Room Each Kitchen area
Evacuation pack	Nursery Manager Nursery Director	Weekly	Main Office
Smoke / heat alarms	Nursery manager Nursery Director	Weekly	Each Room
Fire alarms	Nursery Manager Nursery Director	Weekly	Front <u>oor</u>
Fire doors closed and in good repair Doors free of obstruction and easily opened from the inside	Nursery Manager Nursery Director	Weekly	3 x Playroom Doors 1 x Bottom end of Corridor Door

Registration

An accurate record of all staff and children present in the building must be kept at all times and children / staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book at the reception desk. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No Smoking Policy

The nursery operates a strict No Smoking Policy – please see this separate policy for details. This Policy is contained within our Operational Policies Guidelines.

Fire Drill Procedure

On discovering a fire:

Please see the attached Fire Emergency Evacuation Plan for KingsWellies Nursery for full details of our Fire Drill Procedures

- Calmly raise the alarm by breaking the alarm glass
- Immediately evacuate the building under guidance from the Director/Manager/Fire Wardens
- Using the nearest accessible exit lead the children out, assemble at Muster point location which is clearly signposted and located in the Nursery outside car parking area. If this is unsafe make way to the hotel for emergency evacuation support.
- Evacuate babies by putting them into evacuation cot
- Evacuate children or adults with mobility difficulties by supporting them once everyone else has safely left the building
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service / police immediately

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the Director/Manager of your location and identity of the children and other adults with you.
- Make use of horizontal evacuation principles and move away from the fire

The Director / Manager / will:

- Pick up the children's register, staff register, mobile phone, keys, visitors book and fire bag / evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- Telephone emergency services: dial 999 and ask for fire service
- In the fire assembly point area, check the children against the register
- Account for all adults, staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- If the muster point is deemed unsafe, staff and children must make their way to the Village Urban Resort Hotel for emergency evacuation support.

FIRE EMERGENCY EVACUATION PLAN

KINGSWELLIES NURSERY

PRIME FOUR BUSINESS PARK

KINGSWELLS CAUSEWAY

KINGSWELLS

ABERDEEN

AB15 8PU

**KINGSWELLIES NURSERY
PRIME FOUR BUSINESS PARK
KINGSWELLS CAUSEWAY
KINGSWELLS
ABERDEEN
AB15 8PU**

ALL STAFF

ACTION ON DISCOVERING A FIRE

- ACTIVATE THE FIRE ALARM BY BREAKING THE NEAREST BREAK GLASS POINT

ACTION ON THE SOUNDING OF THE FIRE ALARM

- ASSIST IN THE SAFE EVACUATION OF ALL CHILDREN IN YOUR CARE TO THE FIRE ASSEMBLY POINT
- THE DIRECTION OF TRAVEL TO THE FIRE ASSEMBLY POINT IS DETERMINED BY THE LOCATION OF THE FIRE. EACH INTERNAL PLAY AREA HAS A FINAL FIRE EXIT DOOR ON THE WEST SIDE OF THE ROOM WHICH LEADS TO OPEN AIR
- FOLLOW ALL INSTRUCTIONS GIVEN BY THE SENIOR FIRE WARDEN
- ONCE THE ASSEMBLY POINT IS REACHED AN ACCURATE ROLL CALL SHOULD BE CONDUCTED

**KINGSWELLIES NURSERY
PRIME FOUR BUSINESS PARK
KINGSWELLS CAUSEWAY
KINGSWELLS
ABERDEEN
AB15 8PU**

SENIOR FIRE WARDEN

THE MAIN ROLE OF THE SENIOR FIRE WARDEN WHEN THE FIRE ALARM SOUNDS, IS TO ESTABLISH A LEVEL OF COMMAND AND CONTROL THAT IS APPROPRIATE TO THE SITUATION.

THE SENIOR FIRE WARDEN WILL:

- PROCEED TO THE MAIN ENTRANCE AND CONFIRM, BY CHECKING THE FIRE ALARM PANEL, THE LOCATION OF THE FIRE.
- CONFIRM THAT A CALL HAS BEEN MADE TO THE SCOTTISH FIRE AND RESCUE (ROLE OF RECEPTIONIST)
- DON THE HIGH VISIBILITY JACKET AND SECURE THE FIRE WALLET
- THE SENIOR FIRE WARDEN WITH THE ASSISTANCE OF THE DEPUTY SENIOR FIRE WARDEN WILL TAKE OVERALL CONTROL OF THE FULL EVACUATION OF THE NURSERY
- THE SENIOR FIRE WARDEN WILL BE THE LIAISON WITH THE SCOTTISH FIRE AND RESCUE SERVICE ON THEIR ARRIVAL

**KINGSWELLIES NURSERY
PRIME FOUR BUSINESS PARK
KINGSWELLS CAUSEWAY
KINGSWELLS
ABERDEEN
AB15 8PU**

ROLE OF RECEPTIONIST

WHEN THE FIRE ALARM SOUNDS

- DIAL 999 – PROVIDE THE SCOTTISH FIRE AND RESCUE SERVICE WITH THE FOLLOWING INFORMATION
- KINGSWELLIES NURSERY, PRIME FOUR BUSINESS PARK, KINGSWELLS CAUSWAY, KINGSWELLS, ABERDEEN AB15 8PU
- LOCATION OF ALARM WITHIN NURSERY (SPECIFIC AREA)
- CONFIRM THAT A FULL EVACUATION IS UNDERWAY AND A FIRE WALLET IS HELD ON THE PREMISES
- PROVIDE AS MUCH OTHER INFORMATION AS REQUIRED BY THE FIRE SERVICE
- THE INITIAL INFORMATION PROVIDED WILL RESULT IN THE PRE-DETERMINED ATTENDANCE (NUMBER OF FIRE APPLIANCES THAT RESPOND) TO BE INITIATED
- ALL ADDITIONAL INFORMATION SOUGHT BY THE FIRE CONTROL ROOM IS PASSED TO THE ATTENDING FIRE FIGHTERS EN-ROUTE TO THE NURSERY
- NEVER HANG UP FIRST

**KINGSWELLIES NURSERY
PRIME FOUR BUSINESS PARK
KINGSWELLS CAUSEWAY
KINGSWELLS
ABERDEEN
AB15 8PU**

KINGSWELLIES NURSERY FIRE PLAN

FIRE DRILL



WHEN YOU HERE THE FIRE ALARM

1. STOP TALKING AND STOP WHAT YOU ARE DOING STRAIGHT AWAY
2. LISTEN TO, AND FOLLOW INSTRUCTIONS
3. STAY CALM STAY QUIET AND DON'T PANIC
4. LEAVE YOUR ROOM STRAIGHT AWAY BY THE NEAREST FIRE EXIT
5. DO NOT STOP TO DO ANYTHING OR TO COLLECT ANYTHING
6. WALK QUIETLY AND CALMLY. DO NOT RUN
7. FOLLOW A MEMBER OF STAFF TO A SAFE AREA OUTSIDE THE NURSERY
8. STAND QUIETLY AND SENSIBLY WHILE EVERYONE IS COUNTED
9. IF THE REGISTER IS CALLED, LISTEN FOR YOUR NAME AND ANSWER CLEARLY WHEN YOUR NAME IS CALLED OUT
10. IF YOU ARE OUTSIDE THE NURSERY DO NOT GO BACK INSIDE THE BUILDING UNTIL YOU ARE TOLD IT IS SAFE TO DO SO