

Armadale Primary School Nursery Class

# Learning through Play

*(Getting It Right For Every Child  
to become Life Long Learners)*

'The Getting it Right approach establishes the principle of giving all children and young people the best possible start in life as a priority for all services. It sets out the approach for all services to assess and understand how best to meet individual needs. Getting It Right For Every Child builds from the universal services of health and education and sets out a national programme of transformational change to ensure that each child is: safe, healthy, active, nurtured, achieving, respected, responsible and included.'

<http://www.maternal-and-early-years.org.uk/getting-it-right-for-every-child-principles-and-values>

## Getting it Right for Every Child to develop Life Long Learners



**Active** - Having opportunities to take part in activities, such as play, recreation and sport, which contribute to healthy growth and development at home and in the community.

**Respected** - Having the opportunity, along with carers, to be heard and involved in decisions which affect them.

**Responsible** - Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.

**Included** - Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

**Safe** - Protected from abuse, neglect or harm at home, at school and in the community.

**Healthy** - Having the highest attainable standards of physical and mental health, access to suitable health care, and support in learning to make healthy and safe choices.

**Achieving** - Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

**Nurtured** - Having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in suitable care setting.

‘Supporting learning throughout our lives - Learning begins at birth and continues throughout our lives. The Scottish Government education strategy recognises that learning is lifelong, and aims to help learners develop the skills they need for learning, life and work.’

The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities.

successful learners	confident individuals	responsible citizens	effective contributors
<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>enthusiasm and motivation for learning</li> <li>determination to reach high standards of achievement</li> <li>openness to new thinking and ideas</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>use literacy, communication and numeracy skills</li> <li>use technology for learning</li> <li>think creatively and independently</li> <li>learn independently and as part of a group</li> <li>make reasoned evaluations</li> <li>link and apply different kinds of learning in new situations.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>self-respect</li> <li>a sense of physical, mental and emotional well-being</li> <li>secure values and beliefs</li> <li>ambition</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>relate to others and manage themselves</li> <li>pursue a healthy and active lifestyle</li> <li>be self-aware</li> <li>develop and communicate their own beliefs and view of the world</li> <li>live as independently as they can</li> <li>assess risk and make informed decisions</li> <li>achieve success in different areas of activity.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>respect for others</li> <li>commitment to participate responsibly in political, economic, social and cultural life</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the world and Scotland's place in it</li> <li>understand different beliefs and cultures</li> <li>make informed choices and decisions</li> <li>evaluate environmental, scientific and technological issues</li> <li>develop informed, ethical views of complex issues.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>an enterprising attitude</li> <li>resilience</li> <li>self-reliance</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>communicate in different ways and in different settings</li> <li>work in partnership and in teams</li> <li>take the initiative and lead</li> <li>apply critical thinking in new contexts</li> <li>create and develop</li> <li>solve problems</li> </ul>

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence>



## **In the Construction Area**

**Children have the opportunity to develop life skills as they:**

- **Persevere with difficulties**
- **Share and cooperate with others**
- **Develop confidence and self esteem**
- **Sort by colour and shape**
- **Use mathematical language**
- **Count and measure**
- **Develop control of hand and finger movements**
- **Talk about their experiences**
- **Use language to describe, predict, explain, ask questions and develop ideas**
- **Explore problem solving**
- **Develop Independence**



## **At the Writing Table**

**Children have the opportunity to develop life skills as they:**

- **Recognise the link between the written and spoken word**
- **Use their drawings and written marks to express their ideas and feelings**
- **Experiment with letters, symbols and words**
- **Develop an awareness of letter names and sounds**
- **Recognise some familiar words and letters**
- **Develop increasing control of hand and fine motor movements**
- **Explore letter and number formation**
- **Develop independence and social skills**



## **Playing Table Top Games**

**Children have the opportunity to develop life skills as they:**

- **Listen to and follow instructions**
- **Play co-operatively, take turns and share**
- **Socialise and talk with adults and other children**
- **Learn to respect others feelings and follow rules**
- **Form positive relationships and friendships**
- **Develop confidence and self –esteem**
- **Learn about team work and competition**
- **Develop fine motor control of hands and fingers**
- **Learn skills in: shape, colour, number, counting, matching and sorting**



## **Physical Play in the Gym Hall**

**Children have the opportunity to develop life skills as they:**

- **Develop an awareness of personal safety**
- **Learn about the need to follow rules**
- **Explore different ways to use their bodies**
- **Develop confidence in climbing and balancing**
- **Cooperating with others in play**
- **Developing confidence and self-esteem**
- **Learning to respect others feelings**
- **Learn about team work and competition**
- **Explore apparatus and gym equipment**





## **Taking part in Water Play**

**Children have the opportunity to develop life skills as they:**

- **Problem solve**
- **Develop an understanding of maths concepts (measuring and weight)**
- **Explore coordination through tipping and pouring**
- **Use mathematical language**
- **Experiment with science (floating, sinking, ice)**
- **Discuss aspects of hygiene**
- **Use language to explain, predict, describe, ask questions and develop ideas.**



## **At the Craft Area**

**Children have the opportunity to develop life skills as they:**

- **Experiment with a variety of materials and techniques**
- **Develop technology and problem solving skills**
- **Develop their imagination**
- **Design and Create**
- **Develop awareness of their senses**
- **Explore shape, size, colour and number**
- **Express their thoughts and ideas with others**
- **Follow spoken or written instructions**
- **Play and share cooperatively**



## **In Sand Play**

**Children have the opportunity to develop life skills as they:**

- **Use language to describe, explain, ask questions and problem solve**
- **Use mathematical language**
- **Develop imagination**
- **Design and create models**
- **Mark make to develop writing skills**
- **Develop an awareness of science**
- **Develop awareness of their senses**
- **Play co-operatively, take turns and share**



## **At the Playdough Table**

**Children have the opportunity to develop life skills as they:**

- **Understand the properties of some materials (hard, soft, rough smooth)**
- **Develop their powers of observation using their senses**
- **Follow written and spoken instructions to make playdough**
- **Measure, count, share and divide**
- **Develop fine motor control of their fingers**
- **Develop imagination**
- **Play cooperatively**
- **Explore cause and effect**
- **Develop confidence and self-esteem**



## In the Role Play Area

**Children have the opportunity to develop life skills as they:**

- **Develop an awareness of daily time sequence**
- **Forming relationships and friendships**
- **Using role-play to express themselves**
- **Developing imagination**
- **Developing an understanding of their world**
- **Listening to other children and adults**
- **Talking about personal safety**
- **Exploring print in posters, magazines, phone books etc**
- **Developing number awareness using phones, clocks etc**
- **Playing cooperatively**



## **In the Music Area**

**Children have the opportunity to develop life skills as they:**

- **Explore emotions**
- **Express ideas and feelings through music**
- **Listen and move rhythmically to music**
- **Make music by singing, clapping and playing percussion instruments**
- **Learn about rhythm and beat**
- **Participate in singing and dancing games**
- **Learn about music from different cultures**
- **Play cooperatively and take turns**
- **Develop confidence and self-esteem**



## **In the Snack Area**

**Children have the opportunity to develop life skills as they:**

- **Practice hygiene skills**
- **Gain knowledge of healthy eating**
- **Learn about personal safety**
- **Practice using cutlery**
- **Learn how to make personal choices**
- **Develop independence**
- **Take part in food preparation**
- **Discuss menu planning**
- **Take part in online food purchasing**
- **Socialise with others**
- **Develop table manners**
- **Practice familiar routines**



## **In the Story Corner**

**Children have the opportunity to develop life skills as they:**

- **Learn how to handle books correctly**
- **Develop an understanding of the layout of books**
- **Recognise the link between the written and spoken word**
- **Listen and respond to stories and rhymes**
- **Use books to find information**
- **Develop an awareness of letter sounds/names**
- **Develop listening and talking skills**
- **Safely explore emotions, feelings and new experiences**





## **Using ICT equipment**

**Children have the opportunity to develop life skills as they:**

- **Learn how to use technology**
- **Learn how technology can help us**
- **Develop an understanding of personal safety**
- **Develop hand / eye coordination, navigation and problem solving skills**
- **Develop perseverance**
- **Share ideas and experiences with others**
- **Follow simple directions and describe positions**



## **In the Small World Area**

**Children have the opportunity to develop life skills as they:**

- **Develop an understanding of their world**
- **Learn about people who help us**
- **Share experiences and journeys we make**
- **Develop an awareness of daily time sequences**
- **Talk about life experiences**
- **Play cooperatively with others**
- **Develop imagination**
- **Use language to describe, predict, explain, ask questions and develop ideas.**



## **During Outdoor Play**

**Children have the opportunity to develop life skills as they:**

- **Develop an understanding of their world**
- **Learn about nature, the weather and seasons**
- **Explore recycling and ecological issues**
- **Learn about personal safety**
- **Talk about science stories**
- **Enjoy participating in outdoor energetic play**
- **Learn how to develop gross motor control of the body**
- **Practice using and sharing space**
- **Learn about healthy lifestyles**



## **In the Maths Corner**

**Children have the opportunity to develop life skills as they:**

- **Explore counting, matching, sorting, measuring, shapes and money**
- **Gather information**
- **Develop an awareness of division and fractions through sharing**
- **Learn about daily time sequences**
- **Recognise and form numbers**
- **Use language to describe, predict, explain, ask questions and develop ideas.**
- **Develop an awareness of mathematical language**
- **Explore patterns and sequences**



## **In the Painting Area**

**Children have the opportunities to develop life skills as they:**

- **Develop control of their fingers, hands and arms**
- **Explore colour, colour mixing, shades and tones**
- **Develop imagination**
- **Express their thoughts and feelings**
- **Talk with adults and other children**
- **Develop their powers of observation**
- **Develop an awareness of their environment**
- **Explore letters, numbers and symbols**
- **Develop confidence and self-esteem**