



Early Level at South Park

"Every learning environment, in terms of interactions, experiences and spaces - both outside and indoors - tells a story about how play is valued. The learning environment in the early stages of primary school should not look or feel starkly different from a motivating ELC (nursery) environment." Realising the Ambition: Being Me (pg46).

Why Play?



Rights of the Child Article 31: You have the right to rest, have leisure, play and participate in cultural and artistic activities.

A play-based curriculum offers rich opportunities to equip our young learners with the skills, attributes and dispositions necessary for them to thrive in an ever-changing world. Play promotes physical health and mental wellbeing. Through play, children learn to answer their own questions, learn new skills and learn to work collaboratively with other children or adults.

Some theorists emphasise that when playing, the child tries out ideas and comes to a better understanding of thoughts and concepts; others see play as a means of the child coping with reality through using their imagination; and , others see play as a means to practice new skills.

According to Education Scotland's Play Pedagogy Toolkit, play supports the four capacities of the curriculum for excellence as follows:

- **Successful Learners** - through the use of imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.
- **Responsible Citizens** - through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.
- **Confident Individuals** - through succeeding in their activities, having the sense of satisfaction of a task accomplished, learning about bouncing back from setbacks, dealing safely with risks.
- **Effective Contributors** - through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.





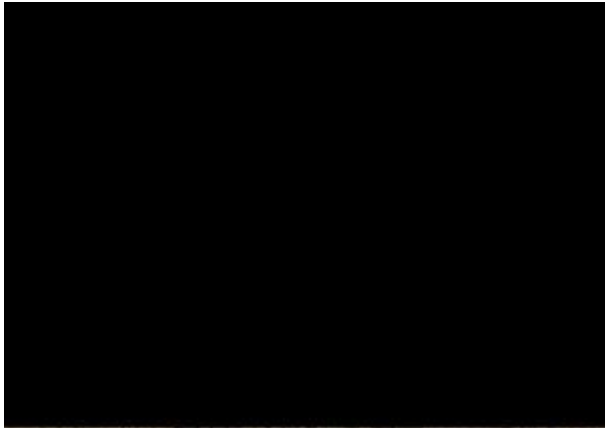


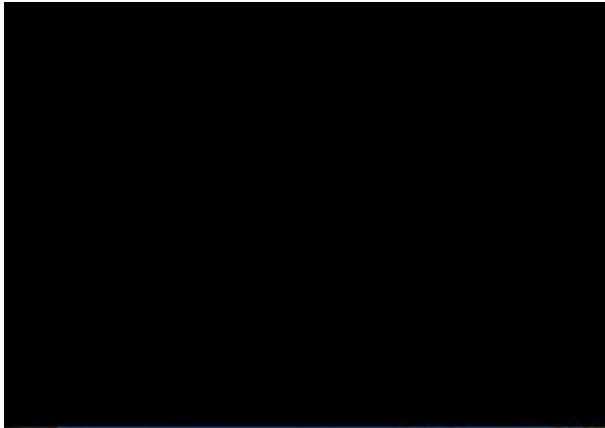






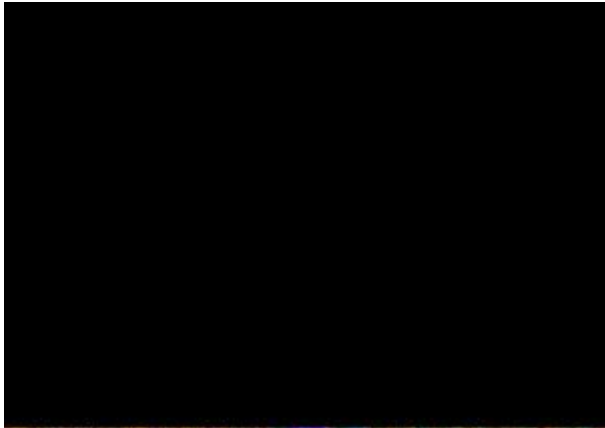






















Our Vision at South Park



Our vision at South Park is to ensure our pupils are safe, respecting, caring and achieving. Our approach to play in early years ensures we are working towards achieving this vision.

Implementing our play based approach



Planning

We provide both intentional and responsive learning for our children. By this we mean that we constantly respond to the needs and interests of children, alongside planning and implementing meaningful experiences matched to their learning needs.

For example, in the nursery, staff would plan experiences that build upon the interests of the child. These experiences will include key learning opportunities taken from the early level curriculum. Staff also intentionally plan learning opportunities which support children achieve their identified next steps. In our nursery there is a balance of child initiated and adult initiated experiences.

In Primary 1, there are opportunities to play throughout the day. Play experiences are built upon the interests of the child. There are planned opportunities, throughout the week, for adults to engage, observe and interact in play. These observations, along with staff knowledge of pupil next steps, are used to provide appropriate experiences that consolidate, enhance and extend learning.

Experiences

All experiences provided are linked to the Curriculum for Excellence. We ensure that meaningful literacy and numeracy opportunities are built into all areas as well as providing opportunities to learn indoors and outdoors regularly. Experiences build on what children already know and can do.

Role of the Adult

We value play and ensure we take time to observe the child's learning through play, in order to deepen to extend learning. We observe actions, emotions and words to help us consider how to best support children's learning.

The role of the adult involves a balance of supporting, enriching and proposing on the one hand, and stepping back to give the children space and time to build on their own ideas on the other hand.

Implementing our Play Based Approach



"The learning environment, in terms of interaction, experiences and spaces, both outside and in, must be carefully considered to support the children's learning." Realising the Ambition - page 54



In summary, at South Park:



- We value play
- Play is at the heart of our approach in early years
- We value opportunities for child and adult led experiences
- Our spaces are created based on our children's interests and experiences
- We make regular use of our outdoor environment and our local environment
- Staff interact meaningfully, showing an awareness of when to step in, and when to step back.

Further Information



To find out more about the curriculum at Early Level, please use the link below.

[cfe_layout_1909_E.pdf \(npfs.org.uk\)](#)¹

¹https://www.npfs.org.uk/wp-content/uploads/edd/2019/09/cfe_layout_1909_E.pdf