

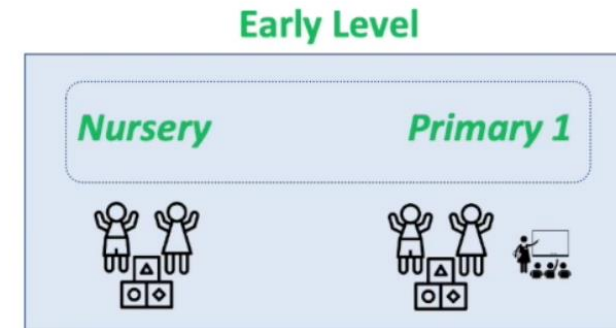
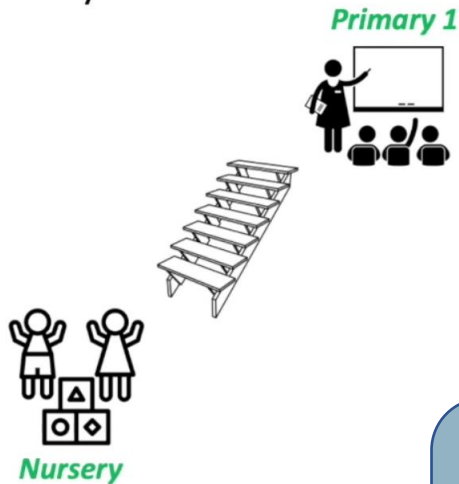
Play in Primary 1



Curriculum for Excellence



Traditionally ...



We have adopted a more creative way of teaching through play. We aim to build confidence in learners and help them to develop a positive attitude to learning.

Scottish Government guidance

“The learning environment in the early stages of primary school should not look or feel starkly different from a motivating early learning & childcare environment”

[Realising the Ambition](#), p.46

Children are not started where we think they should start, we start with where the child is ready! We are building on the skills that they have developed in Nursery.

Children are partners in the learning process; they are actively involved in the planning, shaping and directing of their own learning.

Throughout the day there is a mix of child free-play and adult initiated play. Children are taught in small groups for short periods of time to develop skills or new learning.

Some of the Zones in our classrooms: -

Social zone:

- Small world
- Role play
- Puppets

Creative zone:

- Writing
- Art area

Investigative zone:

- Water
- Sand
- Loose parts
- Construction

Opportunities to develop Literacy, Numeracy and Health and Wellbeing permeates throughout these zones.

Some of the skills we are learning:

Skills and knowledge we can develop and learn at the

DRY SAND

Explore shape and form, capacity, create environments, role play, discuss rules, share space, listen, maths, calming, compare, early concepts of forces and energy, measure, weight, discuss experiences, imagination, name, properties, plan, predict, most and least, patterns, height, full, empty, instruct, find, capacity, responds, share tools, describe process, develop independence, create narratives, responsibility, adapt ideas and revisit, explore, size of tools, develop vocabulary, time, manipulative skills, one-to-one correspondence.

directionality tone fine motor skills blurb authors page numbers illustrator reading listen spine take turns when sharing a story ask questions patterns alliteration scan cooperate form syllables prediction information cover characters sounds responds setting plot retell and re-enact stories sequencing events choice share likes and dislikes sentences sharing a story enjoyment decoding story making and story telling share ideas

Skills and knowledge we can develop and learn at the

STORY CORNER

name writing numbers respond postcards
 tone fine motor skills collaborate draw shape
 book making extend ideas and logical thinking symmetry
 form cooperate line communicate patience texture
 embellishing designs space letters
 pattern models imagine
 estimation measure
 write area express and communicate ideas colour
 design material exploration recipes reviewing work and
 sentences developing pencil hold list making revisiting to make
 story making and story telling word and letter writing changes

Skills and knowledge we can
 develop and learn at the
WORKBENCH

exploring weather and capacity sinking floating
 temperature discuss rules
 share space listen maths enjoyment
 compare early concepts of forces and energy measure
 weight fine motor skills patterns water states
 properties plan concentration
 most and least environments manipulate
 fill and pour instruct
 volume responds share tools describe groupings
 create scenarios responsibility adapt ideas and revisit observe and participate
 explore predict scientific language time
 investigate absorbency share ideas

Skills and knowledge we can
 develop and learn at the
WATER

build
 write position rolling solve problems describe materials act
 take turns environments enjoyment model
 sequence sing and make music coordination count
 create events role exploration imagination compare
 plan length
 group work sharing share models
 creativity community
 setting plants and animals characters the world around us
 create narratives plots improvise with materials
 people fine motor skills make choices read time
 express ideas and feeling organise ideas and experiences
 work collaboratively

Skills and knowledge we can
develop and learn at the

SMALL WORLD

explore shape and form rolling aesthetic awareness describe materials shape
 imprint flatten enjoyment model
 compare imaginative play measure
 weight follow recipes imagination
 properties plan compare
 most and least sharing length
 creativity calming
 instructions
 self expression
 squeeze responds share tools describe process sensory experience
 create narratives responsibility share and collaborate
 explore dough properties motor skills read time
 manipulative skills one-to-one correspondence
 cooperate

Skills and knowledge we can
develop and learn at the

PLAY DOUGH

Through play, children can: -

- Work in partnership with others
- Express themselves
- Build their independence
- Make sense of their experiences
- Manipulate materials
- Test out new knowledge
- Develop new skills
- Make choices and decisions
- Solve problems
- Reduce stress - play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress.

Play is the
highest form
of research.
- Albert Einstein





Ratray Primary School



Play from Early to First Level
Curriculum Design Guide for
Parents/Carers
"What we do and why?"
S. Russell, updated June 2020

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As part of the
Transition process we
will be handing out a
leaflet explaining
play.

Thanks for listening.