

FOUNDATIONS PROGRAMME

SILVER AWARD

Nursery / ELC Name	Invergowrie Primary School Nursery		
Please highlight:	Attached to Primary School	Stand-alone LA Provision	Private Partner Provider
Local Authority	Perth & Kinross Council		

Lead Practitioner (main applicant) name, role & email address	Louise McKenzie, ECP [REDACTED]
Extra team member or SLT contact name, role & email address	Linda McGavin, Senior ECP [REDACTED]

Application Form Overview & Notes

SECTION 1: STAFF DEVELOPMENT & PROGRAMME UNDERSTANDING

1.1 Emotion Works Lead Practitioner checks

Please confirm anyone involved in the leading and co-ordinating your Emotion Works Early Learning roll-out is aware of the Bronze and Silver programme content in terms of training and teaching materials and resources

1.2 Staff knowledge, understanding & planning

Please share how you and your staff are developing an increasing awareness of Emotion Works Foundation Language, and what steps you've taken to incorporate it into planning your activities, environment and interactions with children

SECTION 2: WORKING WITH CHILDREN - PRACTICE EVIDENCE

In Section 2 of your application please provide 3 accounts with photo or video evidence showing 3 different examples of using the Emotion Works Foundation Programme in your Early Learning setting. The examples should cover...

2.1 A book, story or other literacy activity

2.2 An area or display you've developed for Emotion Works learning

2.3 Another learning activity or experience of your choice Song, Game Outing, Floorbook Discussion etc.

Guidance notes for your practice evidence:

At Silver level we're looking for evidence of developing foundation language from across all cog concepts being incorporated into your activities and planning, not just the Emotion Word (orange cog) symbols and names. This means we'll be expecting to see visuals, prompts and word use for the language of Emotion Behaviours (green cog), Triggers (yellow cog), Body Sensations (red cog), Regulation Strategies (blue cog) and possibly the size of emotions (grey cog) in evidence too. So long as there is a range of the language from across cog concepts reflected across your 3 practice examples you don't have to demonstrate all concepts being covered in each of your activities.

Don't forget to mention and show how you're using the Symbol Book and individual symbols or other visual prompts to support your Emotion Works interactions, activities and environment.

Please keep your written account (100 – 250 words) and your photo evidence for each example contained within a single page. You can increase or decrease the size of the text box to add more or less text or photos if you prefer less text and more space for an enlarged photo or photos. Please be selective with your photos using 1 or a few to support your statement

Nb Text wrapping helps with photo layout in a word document such as *in front of* or *behind text* then dragging in to place.

Each practice evidence section should include a statement of impact demonstrating emotional language learning or emotional awareness and development in your learners as a result of the learning activity or experience.

SECTION 1. STAFF DEVELOPMENT & PROGRAMME UNDERSTANDING

1.1 Emotion Works Lead Practitioner/s

Has there been a change to the Lead Emotion Works Practitioner since applying for your Bronze award?

Yes / **No**

Please confirm that any senior practitioners / people involved in leading and co-ordinating your EW roll-out have engaged in EW Foundations Introductory Training and worked through the Early Learning Practitioner Checklist

Yes / No

1.2 Staff knowledge, understanding & planning of Emotion Works Foundation Language

Note – this is about staff development, understanding & planning rather than evidencing practice with children

Please provide a statement to explain how you and your staff are developing an increasing awareness of Emotion Works Foundation Language, and what steps you've taken to incorporate it into planning your activities, environment and interactions with children (Such as training, website engagement, guidance documents, word grid, vocabulary planner, staff meetings)

Since gaining our Bronze award we have made lots of changes in our setting as our understanding of the programme & the foundation language has developed. We began our journey with an Emotion works table and tree and have now developed our Calm corner. This area allows the children to relax in the pod chair while making use of our emotion toys and activities or to simply look at our emotion themed books whilst listening to calming music.

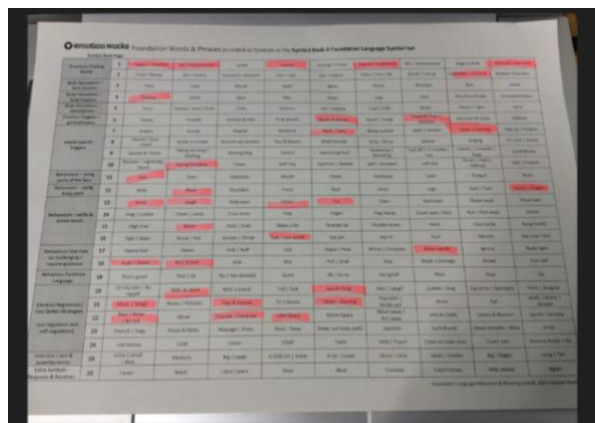
Staff are thinking about the wider range of foundation language that can be used in their emotion discussions and planning of areas and activities - for example, Emotion focus words have been added to our weekly planning sheets in each area, this allows all staff to consider them when making their individual plans. When Emotion words and activities are used throughout the term this is then recorded on our word bank so that we can keep track. An evaluation sheet has also been devised to keep evidence of activities and to evaluate the children's understanding and engagement.

Emotion Works impact monitoring

To help to evidence the impact of using Emotion words techniques we ask that the Emotion works champion completes the evidence sheet regularly.

Setting	Emotion Works Champion				
Week ending	New vocabulary	Children's use of new vocabulary	Activities with the children	Children's understanding and impact	How this was shared with Parents
22/11/24	Happy Scared Frightened	Using words to describe feelings and events	23/11/24 – Used EW symbols to make story boards to describe how the dark makes us feel. 24/11/24 – Using facial expressions to show a range of feelings. 26/11/24 – Playing Emotions game, children have to guess how the people in pictures are feeling.	3	Google classroom Email noticeboard
29/11/24	Happy Scared Frightened Worried	Using words to describe feelings	29/11/24 – using emotions words to talk about how they would feel on certain planets.	3	Google classroom Email noticeboard
02/12/24	Excited <u>Surprised</u>	Using words to describe how we	06/12/24 Children created a gingerbread man display by drawing faces/emotions and decorating each one while discussing feelings	3	Google classroom Email noticeboard

English (United Kingdom) Text Predictions: On Accessibility: Investigate



Invergowie Nursery Class weekly plan					
Week Beginning: 20.01.2025/27.01.2025	Song of the week	Read, About (Dance)	Story of the week: Sharing a Shell	Small Goal: Persistence Success: I can continue with tasks to the end even if they are difficult for me.	Goal of the Week: Change to the environment
Planned Learning	Skills to be developed	Children's Visual Response planning			
Monday What's happening today? PDP celebration on LR out on	LP visiting L606, 3.30pm As I listen and take part in conversations and discussions I discover new words and phrases which I use to help me express my ideas. Thoughts and feelings. LET O-10s	Y606 clearly in different situations. Really experiences stories and events. Uses new vocabulary and phrases as they play	Children are really enjoying talking about the Antifer and how been speaking about the Discovery boat in the center of Dundee		
Tuesday Assembly 2.30pm L606/Dance, BC from Emol	Book Day 9am Eat well Play well L6 out all day Angelo pm L606 out pm	Book Day 9am Eat well Play well L6 out all day Angelo pm L606 out pm	How many people were on the boat CP What did they eat L606 Why can it not go on the waves now L6 What did Captain Durr do on the boat L6		
Wednesday Book Day 9am Eat well Play well L6 out all day Angelo pm L606 out pm	Book Day 9am Eat well Play well L6 out all day Angelo pm L606 out pm	I enjoy investigating objects and shapes and can sort, describe and be creative with them. WITH O-10s	I want to learn about the rooms on the boat AB How did the discovery get to Dundee - TN		
Thursday Angelo pm	Angelo pm	I can measure that different types of evidence can help me to find out about the past. SOO O-10s	Why is it Scotland - TW Can we do experiments - CP Can we have ice and boats and fish in the water AB		
Friday Gym 1.15pm	Gym 1.15pm		Can we have tents and huts for explorers in the sand - CW Can we have white playdough with penguins and seals L6 Can we use the compass		
Challenges and support for individual children	Digital Learning	Story ideas	Word Aware Explorer Compass	Emotion Works about what we've seen	Parental Involvement/Life A Rhos of Nursery School
Challenges - E/W CP properties of 3D objects (Language) 50 - sounds / exploring letters Support - AB, to use visual timetable AB, to share toys	All children - Working with books matching it out off and drawing and writing The big funny Jack Frost	What a wonderful we Sharing a shell Penguins and the weather The big funny Jack Frost			Google Classroom update Join school for assembly (1.15pm) Email updates Twitter Family Learning

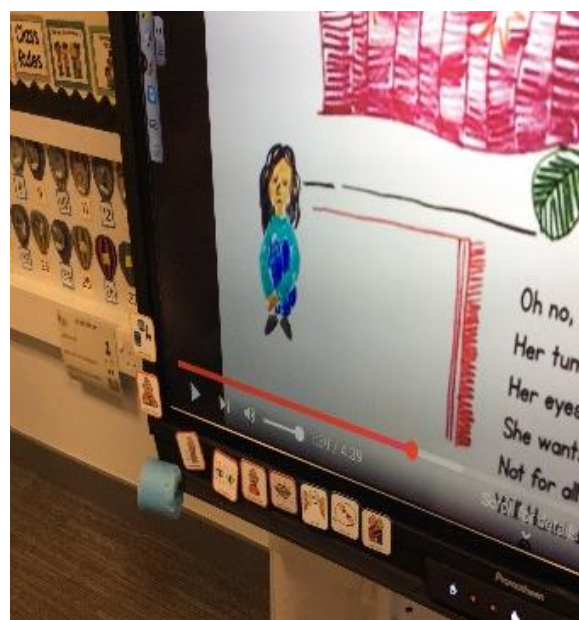
SECTION 2. WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.1 Using a Book, Story or other Literacy Stimulus demonstrating the learning and teaching of foundation language through symbols, adult-child interactions, environment and activities

Emotion Works symbols are used throughout the term to discuss books both fiction and non-fiction as seen below.

As part of our Cogmas activities we used the book *Laura's Star* to discuss the different emotions. We read the story first before going back over the story with our full symbol set. Children identified different **emotion words** and could also talk about the **triggers** and **body sensations**. We used this to make a social story around the book. Children used this information to compare the story to their own emotions around Christmas.

We've also incorporated Emotion Works with our digital learning and played the story *Hanni and the Magic Window* for the children to listen to/watch. The story bases itself around internet safety and how Hanni feels when she sees something inappropriate. We played the story once and then asked the children to try to spot some of our Emotion Works words and feelings when we replayed the story. Children then selected the appropriate symbols and made a symbol story to follow on.



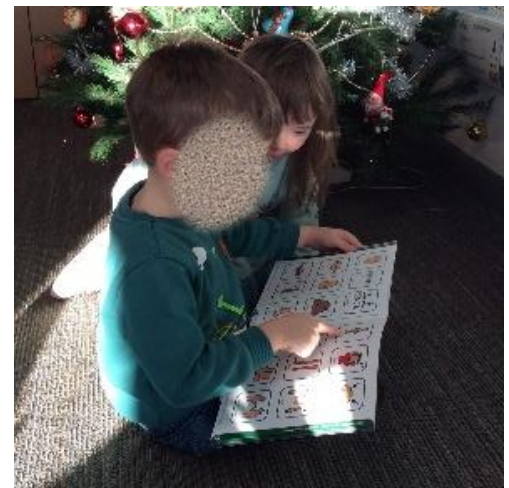
SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.2 An area or display you've developed for Emotion Works learning indoors, outdoors, topic, theme or interest related etc.

Symbols are very visible in our setting particularly in our calming area. We have a tree incorporating the various symbols, children have access to the symbol book, folder and EW resources. A symbol book has been placed in our reading area to allow children to explore and discuss.

One pre-school child in particular loves to pick it up and explain the meanings of the pictures to other children. Staff have observed him approaching an upset child with the book, trying to talk to them about how they were feeling and what had made them feel this way. He showed lots of compassion and offered some coping mechanisms. This proves how embedded our Emotion Works language and understanding is becoming in our children.

As we were lucky enough to win a second set of symbols in Cogmas 24 these have been placed in a hanging display holder meaning each card is visible to the children and it is easily transported between areas and for use in group time.



SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.3 Another learning activity or experience of your choice eg., Song, Game Outing, Floorbook Discussion etc.

As part of our topic about Captain Scott and the Antarctic small groups of children participated in an activity that involved a discussion about how the captain and his crew would be feeling about their journey and the things they would encounter. Children were using phrases that incorporated **emotion words, triggers** and **body sensations** also talking about their own experiences of snow and ice. Children were very comfortable using the EW symbols and spent time discussing the ones that interested them and the meaning behind them.

'They would have been so **happy** they got picked to go but then get **nervous tummies** because **they hadn't been before**' – EF

'They all got **trapped in the ice** and felt **sad**. I would have **worried too**' - TN

