

High / Scope Information Leaflet

An introduction to the High / Scope approach to learning.

This is being used or introduced in many nurseries in Orkney and beyond. An important element of the High / Scope approach is a part of our daily routine called *plan-do-review*. This note will explain each part of this sequence: planning time, work time, tidy up time, and review time.

Planning Time

During this time of day, the children meet in a small group to make decisions about what they intend to do during the 50 minute work time that follows. They then share their plans with their classmates and teachers. Children choose to play with materials from any of the various interest areas in our classroom. They are encouraged to think not only about what they will do during work time but also about:-

- what material they might need to carry out their plans
- who they will play with
- what they might do if a problem occurs while carrying out their plans

When children first begin to plan, they may simply point to the area they want to play in or touch the materials they want to use. Later, they may describe their plans in simple statements. Over time, their plans become more detailed and may be described using words, drawings or actions.

Following are some examples of how children express the plans they've made:-

- When asked what he wants to do during work time, Alan points to the water tray.
- When Lauren's teacher asks her what her plan is for the day, she walks to the book area and holds up a book for the teacher to see.
- During planning time, Ruth's teacher asks what she'd like to do during work time that day. She answers "Sand".

Other more detailed plans may include:-

- "I'm going to paint a picture at the easel."
- "I want to play on the computer."
- "I'm going to be the mummy in the house area, and I'm going to feed my baby, but first I have to make her supper."
- "I want to dress up in the costumes in the music and movement area."

Work Time

After planning comes work time, when the children are able to play in the different interest areas of the classroom. Many of the children will carry out the plans they made during planning time while others will be anxious to make new plans and explore many different toys and activities.

Children are not required to carry out their original plans, although we may discuss their new plans with them if we see them doing something different during work time.

During work time, children may be stacking blocks, gluing paper onto cardboard, rolling out play dough, dancing to music, reading books, putting puzzles together or dressing up and pretending to go to a wedding. The teachers play with the children during this time, helping them solve problems and encouraging them to try new ideas. While the children are busy playing, they are developing their intellectual, social, emotional, physical and language skills.

Tidy up Time

After a 50 minutes work time the children and teachers spend about 10 minutes cleaning up the classroom. When you visit our classroom, you will notice that all of the containers and shelves where materials are stored have labels indicating where the materials belong. We have a variety of labels – some are drawings of the objects, some are photographs, and some consist of the actual objects themselves. This labelling system makes it easier and more enjoyable for the children to put the toys back in their place, and it guarantees that the materials they want to use the next day will be there for them. Learning to match a label with an object is also the beginning of learning how to read. It is the same type of connection children make when they begin to understand that letters match sounds and that written words stand for objects and actions.

Review Time

Review time is the “review” part of plan-do-review. During this 15 minute period, the children tell one another what they did at work time. It also becomes a time for children to show their classmates projects they may have worked on, such as a “house” made out of Lego, a “rocket” made in the art and craft area, or a painting. In re-telling what they did, children begin to think about how they carried out their activities and how they might do things differently next time. They also get lots of good ideas when they hear other children describing what *they* did! As with planning, children begin recalling with simple words or gestures. Later on, they describe what they have done in more detail. Reflecting on their

earlier experiences and sharing stories with their friends during review time, is an enjoyable way to bring the plan-do-review sequence to a close.

Thank you for taking the time to read this important information about the High / Scope Curriculum we are using in our programme. If you have any questions about the plan-do-review process, or any other part of our curriculum, please do not hesitate to contact us.

This is only part of our morning session. If you would like to find out more about our mornings, please speak to me and I will be happy to discuss this further with you.

Lorraine Rendall
Support for Learning Officer
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