

Irresistible, challenging and promotes choice***Empowers all to be the best they can be******Collaborative, encourages curiosity and self-discovery, and transforms lives*****Irresistible learning:**

YR: Using 'rubber junk' inspired learners to create buildings, animals and vehicles.

YR: Learners inspired by 'car counting' in the morning. A group continued in the afternoon and adapted the recording sheet

Y1: Great Fire of London animations.

Y1: Learning about capacity practically in the outdoors.

Y2: Soundtrack from a story.

Y2: Using the film clip "Catch it". Learners were keen to know what happened next in the film

Y3: Mosaics: learners wanted to come in before school to continue

Y3: Role playing as Romans at playtimes.

Y3: Learner from another school said "Learning about the Romans is boring". Cornerstone learner replied "Not at Cornerstone"

Y4: Alice in Wonderland Ebooks

Y5: Group organised role play game for playtime, based on characters from World War 2 Learning Quest.

Y5: Hooked in by the suitcase in WW2,

Y5: One learner asked for a sewing kit for their birthday.

Challenge for learners:

YR: HA writers challenged in a cut away group to write independently during input.

Y1: Arrays in maths: seeing more than one question / answer.

Y2: Prove it – explaining why which is the odd one out with fractions

Y2: When it was hard in PE to continue doing the circuit session

Y2: Learning to use arrays to show times tables

Y3: Maths challenge. Learners chose to work collaboratively and independently accessed concrete resources.

Y3: Twelfth Night production

Y4: Manipulation and editing of illustrations within Powerpoint

Y5: Tarsia puzzles in maths (also challenging for Mr Clarke!)

Y5: Variation of fractions problems.

Learners genuine choice:

YR: A learner was inspired to write a letter to Miss Jackson about Treetop Table (child's first letter)

Y1: Outdoor science investigations with real purpose.

Y2: Working with fractions finding a half, quarter, third they chose how to represent their answer.

Y2: Learners confidently chose source of research for non-chronological reports.

Y4: Learner selecting challenge level with addition and subtraction

Y5: English: choice of task – proofreading and editing based on Parents Evening targets.

Y5: Choice of Form in history and Writer's Journey pieces.

Empowering learners:

Y1: Performance poetry learning: inspired more learners to learn more than one poem by heart.

Y2: Learner explaining how to solve a maths problem by using questions to help think of the answer.

Y2: Group challenge to reflect on key learning over a half-term during PPA sessions

Y3: Writing stories for a real purpose: for YR audience. Very motivated to write them, even taking them home to finish them.

Y4: Learners choosing questions they wanted to explore about Easter.

Y5: Joint Parents Evenings.

Y5: Variety of stimuli in English to encourage learners to be empathetic and experience emotions they may not have encountered.

Being the best they can be:

Y1: Dance: listening to feedback and adapting their dances.

Y2: Listening to each other and taking account of each person's opinions.

Y3: Learners determined to make final stories the best they could be.

Y5: Making progress in netball. Each week striving for their best.

Collaboration:

YR: Learning about 'People who help us' inspired learners to work together solving 'work' problems.

Y1: Paired water colour painting.

Y1: Great Fire of London dance.

Y1: Music: creating part of a musical piece in a group, to then join to the whole class piece.

Y2: Sharing ideas and being excited by each other's imaginations.

Y2: Sharing research, they had gathered as home learning to use for our English learning.

Y2: Paired work in maths. Sometimes lower attainers were supporting higher attainers.

Y3-Y5: Easter Praise production.

Y3: Shown during tennis sessions. Worked in groups of 3 and supported each other so that sessions have been successful and enjoyable.

Y5: Partner work and collaboration during WW2 sewing. Learners keen to help and support each other.

Follow / encourage curiosity:

YR: Group encouraged to write complex words on a 'Get Well' card by using resources around the class.

YR: Curious about their cress growing.

Y1: Science investigations on strength and stretchiness. Wanted to find the answer, and interested that they found different answers.

Y2: Class shown a ten second animation of a story. First only played the audio. Extremely excited for the next lesson to see what they were going to learn.

Y3: Learners' questions in Learning Quest.

Y3: School trip and history box has encouraged lots of curiosity.

Y4: Home Learning examples of teeth.

Y5: Learners' questions for WW2 Learning Quest.

Y5: Science visitor. Enabled learners to see real life application, and encouraged them to follow their interests.

Self-discovery:

Y1: Considering numbers / fractions when building towers using Duplo and Lego.

Y2: Animated by pictures showing plot from a story they had heard an audio recording of. Started independently to make links.

Y2: Discussing their emotions during RE.

Y3: Putting questions to actors from Twelfth Night.

Y4: Finding about different creatures / insects in Science.

Y5: Exploring WW2 artefacts. Hypothesising about their purposes and uses.

Transformation:

YR: 'Ginger Group' has helped build confidence in quieter children: suddenly ready to write.

Y1: Applying prior knowledge / skills of suffixes to work out prefixes for themselves (problem solving).

Y2: Group choosing to re-enact the Easter Story having been inspired by the Y3-Y5 Easter Praise production.

Y3: Discussing transformation in RE: learners discussed it in their own lives and how they could transform the world. Several learners have started a playtime charity project for 'Water Aid'.

Y5: One learner achieved EYE in both GAPs and Maths assessments and wrote excellent diary and letter as an evacuee.