

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: Hedgehog discovery in shed

YR: Farm visit

YR: Parents bringing in pets

YR: Caterpillars, releasing the butterflies

YR: Watching an LSA, a child and Mr Clarke perform circus tricks

Y1: Papier Mache sculptures and sketching 'It is so fun'

Y1: Hillier garden Science trip – pond dipping. Writing about their trip.

Y1: Jack and the beanstalk by learning Pie Corbett style and then changing and making it more personal.

Y1: Going into the school grounds and learning about our school grounds.

Y1: Sudden Hill in English: wanting to create their own ideas for stories.

Y2: Treasure hunt around the playground as a hook into our explorer topic

Y2: Children designing what to take if they were an explorer limit to 10 items

Y3: Insect boxes as inspiration for art lesson – couldn't resist.

Y3: Showing WWF adoption adverts made them desperate to do something similar.

Y3: Skype phone call with Celine Cousteau.

Y3: Trip to Marwell zoo.

Y3: Science investigation with the flowers – so excited about it.

Y4: Longitudinal study: learners enthused about visiting designated plots on a monthly basis

Y4: Learners inspired by the artefacts in the Ancient Egyptian history boxes

Y5: Salt dough mapping: creating France

Y5: Instruction Treasure Hunt: learners were excited to do it

Y5: Still engaged and wanting to read Maz Evans books in own time (from Autumn class reader)

Y5: Maths challenge with shape: to use polygons to reason and problem solve. "I'm loving this. The time has gone so quickly" (Lily)

Challenge for learners:

YR: All writers challenged to write acrostic poems about hedgehogs

YR: Solving maths problems for Farmer Lamey

Y1: Changing the success criteria or outcome in English.

Y1: In P.E. children are given 3 levels for activities in order to challenge themselves.

Y1: Showing how to edit their writing and some becoming more independent

Y1: Amelie said "I like maths when it's challenging. I like to see if I can do it or not"

Y2: Maths challenges – explaining their thinking and identifying errors in calculations

Y2: Challenging through editing work – using editing flaps

Y3: Learners commented that maths lessons have been challenging and have enjoyed working through the struggle by being resilient and relying on each other. Felt proud and successful to find the answer.

Y5: Estimating capacity: learners enjoyed practical activity but were challenged to use reasoning and prior knowledge

Y5: Instructional writing: Higher Attainers thrived from learning how to use colons
Y5: "I'm never going to manage that sculpture" (Sam) But by end of lesson feeling proud of achievements.

Learners genuine choice:

YR: Children were inspired to write to the hedgehog charity independently
YR: Children writing stories at home and then inspired others to do so at school

Y1: Choosing the leaf they use in art, to draw and make a sculpture of.
Y1: Giving tuned instruments and children create their own music in their own way.
Y1: Couscous making: children got to pick and choose their own ingredients.

Y2: When learning about explorers children chose to write a non-chronological report about an explorer
Y2: During topic my time, choosing an explorer they would like to research on
Y2: Creating Andy Goldsworthy sculptures (individually or together), choosing natural materials

Y3: 'My Time' with rainforest
Y3: Choice of animal for most writing opportunities
Y3: Choice of level of challenge in maths

Y4: Choosing the activity to practice their spellings
Y4: Researching, investigating and answering own questions during 'My Time'

Y5: Which area of the south coast was affected by WW2: choice over which place to research
Y5: Choice of subject material for dual narrative
Y5: Choice of theme / fairy tale in writing

Empowering learners:

YR: One child performing her baton twirling in front of year R and year 1
YR: Children keen to set up circus show, selling tickets and acting it out, all their ideas
YR: Raising money for the hedgehog charity

Y1: Providing opportunities for children to practise reading in front of the class in a successful way.
Y1: Looking at google maps and seeing that parts of the school are missing. Children then wanted to improve the map.
Y1: Phoebe's growing confidence and ability with writing.

Y2: English stimuli that has engaged children and helped them to relate to characters feelings

Y3: Giving the learners the chance to have 'My Time' and the freedom of this has really empowered them. Most have wanted to continue or prepare things at home to bring in.

Y4: Tia found and wrote down French vocab at home, to incorporate new words into Animals song.
Y4: Researching, investigating and answering own questions during 'My Time'

Y5: Learners creating own success criteria in English (explaining their choices and the intended impact on the reader)
Y5: Franky inspired by Dual Narrative, so made her own animation at home.
Y5: Pupils teaching family at home how to use Scratch.

Being the **best** they can be:

YR: Children writing comments about their peers art work and these comments displayed next to the picture

Y1: Sports day practises.

Y1: Maths/P.E. lesson about how many times can you do something in 30 seconds. Competing to improve own outcome.

Y1: Phonics/guided reading to teach the skills so that the children can become independent readers.

Y2: Practising standing long jump at breaktimes and lunchtimes to try and get better

Y3: "I have loved being in this class with Miss Pretty because she pushes us to our limit so we know that we can do more than we think." Lexi

Y5: Use of editing strip in writing. All learners took ownership over choices / editing

Y5: Athletics. Actively encouraged to beat their own PB

Collaboration:

YR: 'Team work makes the dream work' – a common phrase heard throughout YR, as the learning powers have become embedded

Y1: Working together to write non-fiction books about dinosaurs on the computers. Sharing their writing with YR.

Y1: Maddie said "I like guided reading reading because we can all work together to help each other with questions."

Y2: Children were working together to safely cut pieces of wood during our moon buggy project

Y2: During our maths sessions – children explaining their understanding if someone is unsure

Y2: Explorer posters – researching in pairs and creating a poster on Publisher.

Y3: Working together to solve problems in maths investigations.

Y3: Teaming up with others in own science enquiries.

Y4: Working in pairs / groups to identify and classify creatures

Y4: Pairs / groups undertaking Ancient Egyptian history box activities

Y5: Creating WW2 presentations with partners

Y5: Discursive Guided Reading in a whole class setting: learners keen to support one another and work together

Y5: Salt dough mapping teamwork

Follow / encourage **curiosity:**

YR: Group encouraged to write to the hedgehog charity

YR: Children making batons for their circus tricks from the junk modelling / paper

Y1: Science learning about plants throughout the year and in summer term.

Asking questions about dinosaurs and having time to find the answers.

Y2: During our school trip to Gilbert White House children were trying to work out what different items were used by Captain Scott

U2: Hook for Learning Quest- given a map to find clues around the school

Y3: 'My Time' based on aspects of the rainforest has been a chance for all children to follow a line of enquiry important to them and they have been thriving on this. The lack of structure hasn't been a problem because they have used their learning behaviours we have built up and applied them independently.

Y4: All children completing Home Learning on a regular basis

Y5: Discussing "Beetle Boy" text: learners' ideas and predictions.

Y5: Investigating gravity. Investigated before they came to conclusions.

Self-discovery:

YR: Caterpillars on display, curious watching and learning through non-fiction books and observing the process of metamorphosis.

YR: Class environment that enables them to embed their learning e.g. farm yard, writing materials in all areas etc

Y1: Circle times to discuss specific issues and worries.

Y1: Learning about healthy foods, trying new foods in school and having for lunch e.g. couscous

Y2: Exploring the different items in the Gilbert White house. What could they be used for?

Y2: Dressing up as explorers to help understand what it is like to be an explorer

Y3: "I am proud of myself because I have learnt to overcome problems and be a stronger person." Jill

Y3: "I am proud of myself because at the start of Year 3 I was angry but now I'm much better." Jacob

Y5: Researching mountain ranges in 'My Time'

Y5: Science: parachutes. Learners had to discover what features they could change to make their parachute more successful and why.

Y5: Learners working out how to use variable in Scratch.

Transformation:

YR: Following children's interests and natural curiosity and has empowered them all to write, they now see themselves as writers!

Y1: Self-motivated to read and has gone from a struggling reader to a confident and independent reader.

Y1: Modelled behaviour/language has helped some children know right and wrong and support others in making the right choices.

Y1: Listening to bible stories and moments has encourage children to make links and share their own moment.

Y1: Values of Love, Forgiveness and Hope are shown through children's actions and behaviours in school, at home and on school trips.

Y1: Harry D's improvement with reading and writing over the year: very impressive.

Y3: Children have been encouraged to think about and consider the wider world through Rainforest Learning Quest.

Y3: "I have enjoyed learning about deforestation because we get to know what is happening far away from where live." Lexi

Y3: Children want to adopt animals and make a difference in the Amazon in order to transform others' lives.

Y3: "I want to study maths at university and that's all because of the maths I did in Year 3." Owen

Y3: "I want to study rainforests when I'm older because I learnt a lot and I feel inspired by it." Jacob

Y5: Future Opportunities Week.