

*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: Keen to write a letter to Mr Clarke after receiving a letter from him – found in our post box!

YR: Billy Goats Gruff – building bridges, great language, turn taking skills during CIL and acting out story.

Y1: Goldilocks – police detectives / wanted posters.

Y2: Dragon context for English – dragon eggs and video of dragon appearing on school playground gripped the children into being desperate to write and learn more.

Y2: Lego building morning demonstrated how engaged and focused the children can be.

Y4: Viking Learning Quest – learners were so engaged and motivated.

Y5: Use of the suitcase as an intriguing hook / stimulus in the Learning Quest.

Y6: Whole class guided reading text and poetry that has been used that has provided discussion and a challenge to work out further questions.

**Challenge for learners:**

YR: Discussing the differences between a square and rectangle present that the Elf had left them, lots of discussion on what they thought it was and why.

Y1: Maths – problem solving and reasoning.

Y2: Learning quest celebration 'Frozen Planet'. Children were challenged to take on an area that they had exceeded in and present this learning to parents in an interactive way.

Y4: DT catapult making: accurate measuring, working in a team of 3...

Y5: Maths – Fractions (finding and applying common denominator to part / whole) and Angles (finding the missing angles).

Y5: English – building stamina within learning and writing.

Y6: Writing from two perspectives in our Alma unit (1<sup>st</sup> person and 3<sup>rd</sup> person).

**Learners genuine choice:**

YR: \*\* thought it would be great to plan a party, inspired children to write lists, made repeating patterns on their place mats.

YR: Learners acting out Gingerbread man story outside using planks of wood, puppets they made in class and chalking out scenes on the floor.

Y1: \*\* taking learning outside

Y1: Junk modelling discovery to support 3D shape learning.

Y4: English – persuasive speech writing, editing and performing.

Y2: 'My Time' Home Learning to choose any polar animal to apply our learning about information writing.

Y6: Choice of what to write for our newspaper reports, and how the newspaper report constructed.

**Empowering learners:**

YR: Special helper of the day –given jobs around the classroom.

YR: Teaching \*\* to use his 'help hand' has empowered him to ask for help when he needs it, which has improved his communication skills.

YR & Y1: Phonics.

Y6: The learners taking responsibility of what they wanted to share at the Mayan Celebration to parents.

### **Being the best they can be:**

YR: Firework pictures were quickly done, the next day we talked about how they could be better. They added more detail, standard of work was much higher.

Y2: Through the development of the must have writing hands, many children are trying hard in their writing to check their writing for errors – link to empowering learners as they are being taught the skills to take control of editing their writing.

Y1: Working hard to do their best handwriting on special paper.

Y5: Editing in writing – innate in many learners doing this without being asked

Y5: \*\* in maths. Challenging himself to pick the harder questions.

Y6: Purple polishing in English referencing whether everything has been achieved on the success criteria.

### **Collaboration:**

YR: Worked together to build bridges for Billy Goats Gruff.

YR: Working together in the post office, sorting & weighing parcels. Working as a team.

Y2: Children working together to use concrete resources to make arrays giving each other the confidence to do pictorially/abstract the next day independently.

Y4: P4C discussions.

Y4: Whole class being welcoming and working alongside new classmates

Y5: Bread making – successful partnerships.

Y6: Working as part of a group to produce a periscope during our science learning.

Y6: Make our tortillas as part of our DT learning.

### **Follow / encourage curiosity:**

YR: Curiosity box – many children are keen to explore this, \*\* said “Listen Mrs Lamey I can hear the sea.”

Y1: Science – investigating materials for the 3 Little Pigs houses.

Y4: P4C – big questions.

Y5: Geography – exploring Ordnance Survey maps of UK and New York.

Y6: Finding out and researching about different Mayan objects that were part of our Mayan topic box.

### **Self-discovery:**

YR: Winter display – led to lots of discussion on animals in the artic, igloos and why ice was there!

YR: Christmas Book display – many children keen to take the books into the tent or book corner and ‘read’ their book.

Y1: Realising what Christmas is all about.

Y5: ‘My Time’ home learning linked to New York Learning Quest.

### **Transformation:**

YR: \*\* was quite clingy to adults initially at the beginning of term. Now he confidently walks into school by himself!

Y1: Kindness Corner – children making an effort to be kind and caring towards each other.

Y2: Two reluctant readers at the start of the year have made considerable progress in both attainment and enthusiasm for reading now.

Y4: “I love PE”. \*\* used to find PE a challenge and had previously been reluctant to join in.

Y5: \*\* attitude towards learning! Massive positive change! Culminated in a fantastic Beast newspaper report.

Y6: \*\* – transformation in her learning – really progressed in her writing understanding what she needs to include to be successful.