



Curriculum and Learning Pathways

What should be part of Giffnock Primary's Curriculum?

Aims for this workshop

1. Explore what we mean by our curriculum
2. Share some exciting ways that we are learning & teaching
3. Give opportunities for parental input into our curricular development; what is important to you?

Our Curriculum

- What is in the curriculum?
 - Curricular areas (Literacy, Numeracy, Science, Expressive Arts...) – the ‘Experiences and Outcomes’
 - But what else? The ‘totality of learning experiences’
 - School Values; Skills for Learning, Life and Work; Digital Skills...
- What should be in our curriculum? What is important to Giffnock’s community?

Play-Based Learning

What is play-based learning?

Play-based learning is a context through which the Early Years curriculum is delivered which allows children to **actively engage** with people and ideas as they make sense of their **social worlds**.

Play-Based Learning

Why Play?

Research tells us that, through play, children:

- Develop social skills
- Develop cognitive skills
- Mature emotionally
- Gain self-confidence
- Encounter physical and mental challenge
- Practice and repeat skills
- Explore new experiences

PLAY IS OFTEN TALKED
ABOUT AS IF IT WERE
A RELIEF FROM SERIOUS LEARNING.
BUT FOR CHILDREN PLAY
IS SERIOUS LEARNING. PLAY IS REALLY
**THE WORK
OF CHILDHOOD.**
-FRED ROGERS

Play-Based Learning

What does it look like?

Addition
calculations
using
Numicon

Role-play using
money

Building robots
with 3D shape

Writing
shopping lists

Building towers,
measuring height
and recording



Play-Based Learning

What does it look like?



New uses for resources

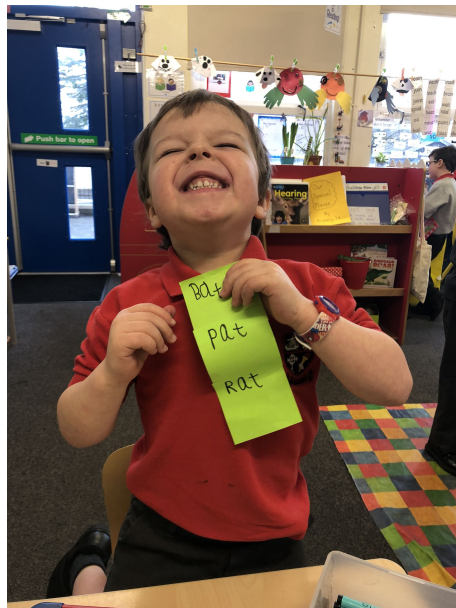
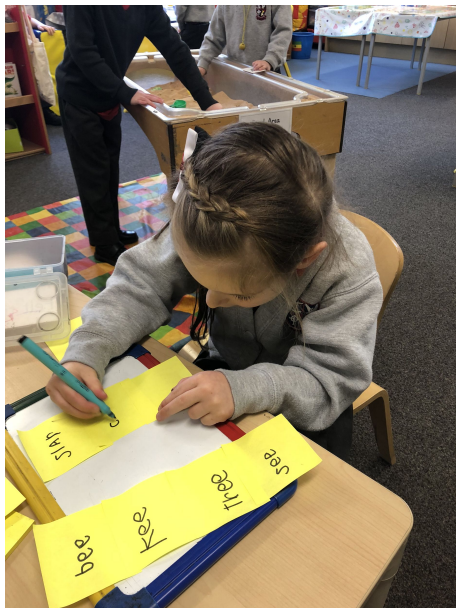
Creativity

Confidence

Developing social skills

Play-Based Learning

What does it look like?



Practising and repeating skills

Encountering challenge

Play-Based Learning

Working cooperatively

Physical challenge

Flexible thinking



Look like?



Play-Based Learning



Literacy

Numeracy

Expressive Arts

Technology

Cooperative Working

Gross and Fine Motor Skills

Play-Based Learning

Is play-based learning only for Nursery and Primary 1?

Our vision for the next academic year:

To extend the principles of play-based learning into Primary 2 using the knowledge and insight gained this year within the Primary 1 environment.

Through this we hope that our Primary 2 children will benefit from the experiences made possible by a play-based learning environment. We hope to enrich the experiences of all pupils throughout the school using aspects of play-based learning.

Play-Based Learning

What benefits have there been for the children?

- Transition from Nursery
- Holistic development
- Transferring skills
- Confidence to explore
- Increased achievement

Big Picture Planning

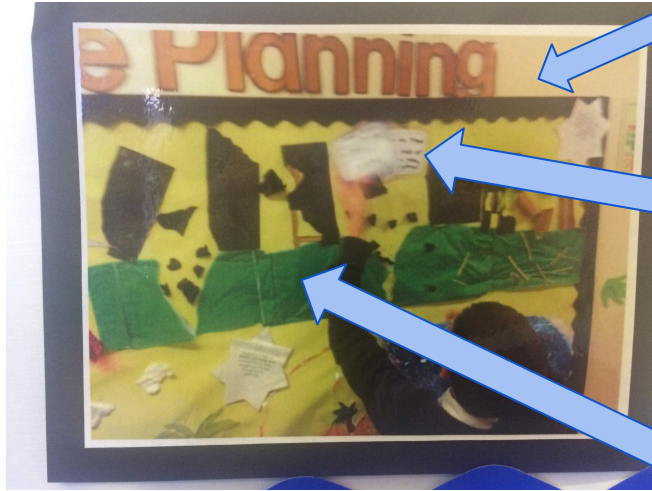
What is it?

Pupils take responsibility for planning their learning. Through exploration of the relevant Experience and Outcome, pupils identify the skills they should be learning and select the contexts they would like to learn these skills from.

E.G. “I can describe the **physical processes of a natural disaster** and discuss its impact on people and the landscape. SOC 2-o7b”

Pupils chose to explore volcanoes, earthquakes and tornados.

Big Picture Planning



Pupils create learning contexts.

Pupils create key questions they would like to explore.

Pupils created a display to show their learning journey.

Project Extravaganza Time

Based on research into  Genius Hour

Genius hour was derived from Google's "20% Time" practice whereby staff were given 20% of their working time to research and explore projects of self-interests.

From this practice, Google developed:

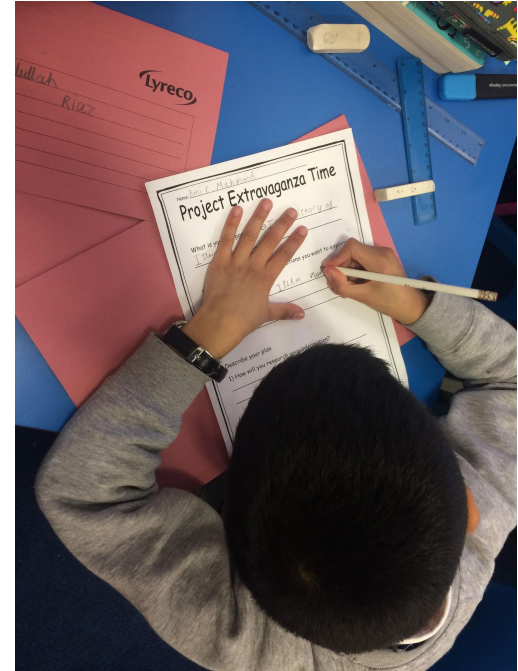
-  Google News
-  Gmail
-  AdSense

In order to inspire motivation and innovation in classrooms, Genius Hour provided pupils with 20% of their class time to work on whatever project they were inspired to create.

Project Extravaganza Time

How it looks in Giffnock Primary:

- 1 hour per week
- Topic of their choice
- Research and presentation methods of their choice
- Pupils create project deadlines for 4 main stages (proposal, research, create and present)
- Teacher acts as a facilitator



Propose

Pupils select a topic they want to research and consider how they want to undertake the project.

The history of cars.

Sharks

Lemony Snicket

Research

Pupils undertake their research using collection and recording techniques of their choice.

Books

Interviews

Internet

Present

Pupils create their presentation using method of their choice.

PowerPoint

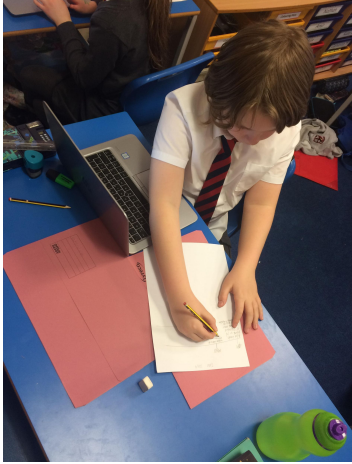
Book

Information poster

Share

Share presentations with their peers. Provide an opportunity for peers to ask questions. Pupils self and peer evaluate.

Project Extravaganza Time



Impact:

- Increased motivation for learning.
- Development of skills for learning, life and work (creativity, teamwork, leadership and problem solving)
- Pupils using and developing a variety of literacy and ICT skills.



Community Cafe - What Is Its Purpose?

The rationale behind our Community Cafe is:

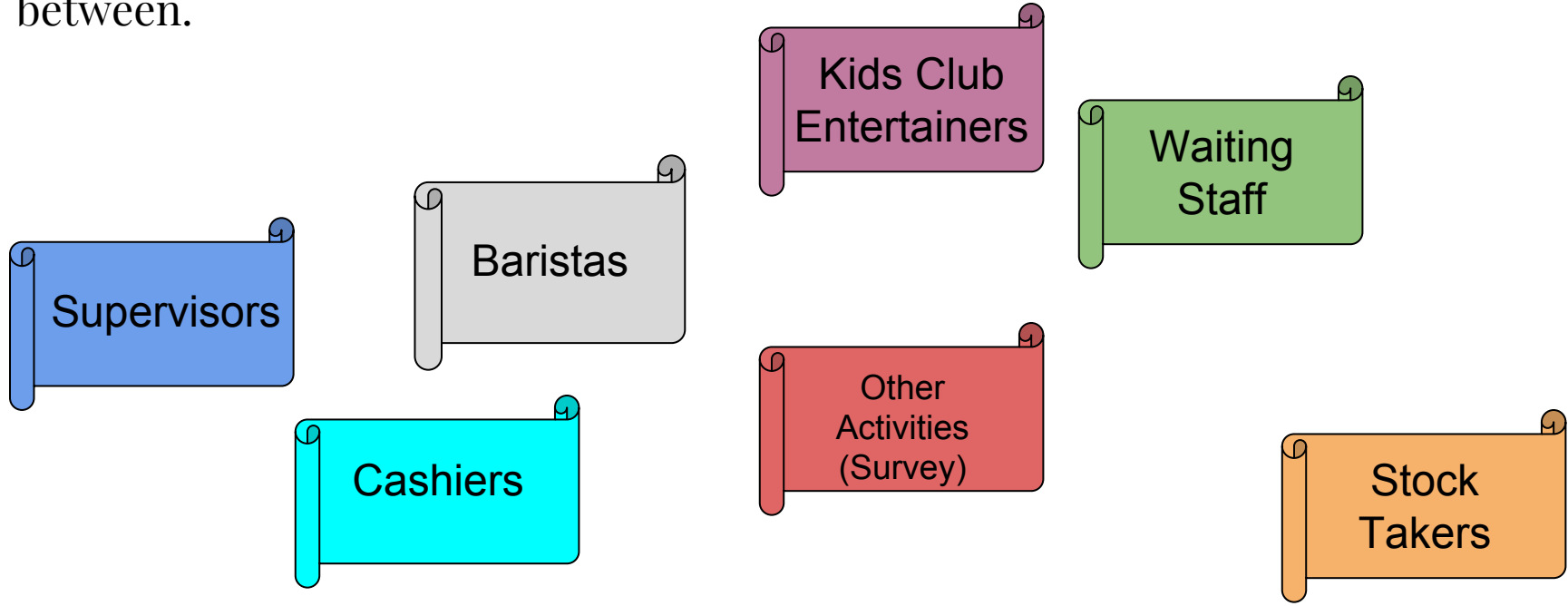
- To bring our community together, with the school at the heart of everything that is positive about the Giffnock area.
- To provide a place for parents and other people to get together, have a chat and relax.
- To encourage enterprise and promote skills for learning, life and work.

Community Cafe - What Will The Pupils Achieve?

- **Personal and learning skills** that enable individuals to become lifelong learners.
- **Literacy and Numeracy** – the core skills of communication, problem solving, information technology and working with others.
- **Essential skills** that include all of the above.
- **Vocational skills** that are specific to a particular job or sector.
- **Having fun!**

Community Cafe - What Will It Look Like?

Pupils across P6 and P7 will take responsibility and leadership for running the cafe. There is a wide range of different job roles that the pupils will rotate between.



Community Cafe - When Will It Happen?

Our Community Cafe will take place once a month at the school.

Our House Captains and Vice Captains have already visited local food businesses, to engage the local community.

Staff from three local restaurants and sandwich shops have visited Giffnock Primary, to help train our pupils on customer service and preparing orders.



John Muir Award - What Is it?



It's an environmental award scheme focused on wild places.

It helps people connect with nature and enjoy and care for wild places.

It's for people of all backgrounds – groups, families and individuals.

It's non-competitive, inclusive and accessible.

John Muir Award - Why Use It?



To help appreciate and value nature, urban greenspace and wild landscapes.

To encourage awareness, understanding and responsibility wild places.

To promote personal development through outdoor experiences.

To recognise and celebrate achievements of each individual that meets the award criteria.

John Muir Award

The award is run as a partnership between Woodfarm High and the cluster primary schools (Thornliebank, Giffnock and Braidbar).

It is an outdoor learning programme designed to develop a variety of skills including social and communication skills, and also to equip pupils with skills for learning, life and work.



John Muir Award - Story So Far

The group comprised of 12 pupils from P6 through to S1 and so far has been run twice (with a different cohort of children).

Group 1 met in September for 12 weeks.

Group 2 met in January for 12 weeks and is still in progress.

Each session comprises of 12 two hour inputs working together as a group, plus additional work at home/school for follow up activities. The pupils in Group 1 were also involved in a half day celebration/presentation event for parents/carers at the Rouken Glen Pavilion.



John Muir Award - Where Does It Take Place?

The pupils meet at a variety of different venues. These include:

- Rouken Glen Park
- Pollok Park
- Woodfarm High
- Giffnock Primary
- Braidbar Primary

John Muir Award - Teaching and Learning

Lesson 1

- Discuss ecosystems and how plants and animals interact and depend on one another.
- Work collaboratively with Rouken Glen's Park Ranger to design and make a wildlife stack and some bird feeders for the Wildlife Garden.

Lesson 2

- Conservation work in Rouken Glen Park – Pupils will work together to pull out some Rosebay Willowherb in an area of the park to encourage orchids to grow.

Lesson 3

- Create own wildflower garden in school grounds. Recycle tyres and plant up with wild flower seeds.

Have Your Say

Please follow the link to our online survey and give us your views....

[Parental curricular content survey](#)