

LEARNING THROUGH PLAY

at Key Stage 1



A Resource Book

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Finally, a special word of thanks to The Early Years Interboard Panel and colleagues for their support and advice.

This resource has been compiled by members of the Interboard panel in response to requests by practitioners in primary school settings for guidelines on play in Key Stage 1.

It is proposed that teachers use this resource as a starting point when planning for the provision of play. We hope you find some of the ideas useful.

Debbie Trainor
Jenny Mc Mullan
Helen Macklin – Burns
Dawn Crosby
Lyn Pollock
Heather Barbour

INTRODUCTION & RATIONALE

SECTION 1

at Key Stage 1



This document builds on the “*Learning Through Play*” and “*Learning Outdoors*” files which were developed for teachers working within the Foundation Stage.

Introduction

Play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners. Play provides a context for children to access the content of the curriculum.

Opportunities should be given to children to build on previous experiences and make connections in their learning in an enjoyable way. The environment should encourage children to develop positive dispositions and share ownership of their learning. The teacher should provide opportunities for the children to engage in effective learning within a safe and secure environment. This reflects how children learn.

Rationale

“The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.”

The ‘Big Picture’ of the Primary Curriculum



Learning through Play

Teachers should build on existing good practice in Nursery and the Foundation Stage.

Play:

- Develops the fundamental skills of literacy, numeracy and oral communication
- Provides rich and varied contexts for developing skills such as observing, organising, recording, interpreting and predicting
- Promotes positive attitudes to school and to learning
- Provides opportunities to learn in a practical way
- Provides opportunities for developing movement and manipulative skills
- Develops natural curiosity and stimulates imagination
- Provides opportunities for exploration, investigation, problem solving and decision-making
- Provides opportunities to develop knowledge, understanding and skills through a range of contexts spanning all subjects in the curriculum

Northern Ireland Curriculum, Key Stages 1 and 2 Programmes of Study and Attainment Targets. Characteristics of the Curriculum at Key Stage 1, 1996



Play is Important

- Play promotes children’s development, learning, creativity and independence
- Play keeps children healthy and active – active children become active adults
- Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop a sense of community
- Play allows children to find out about themselves, their abilities and their interests
- Play is therapeutic. It helps children to deal with difficult or painful circumstances, such as emotional stress or medical treatments
- Play gives children the chance to let off steam and have fun

Children’s Play Council, 1998

“...[The] world’s greatest discoveries have been made because people were playing around with an idea. The freedom of thought allowed for by play may unlock the learning potential which more confined approaches to the curriculum leave behind.”

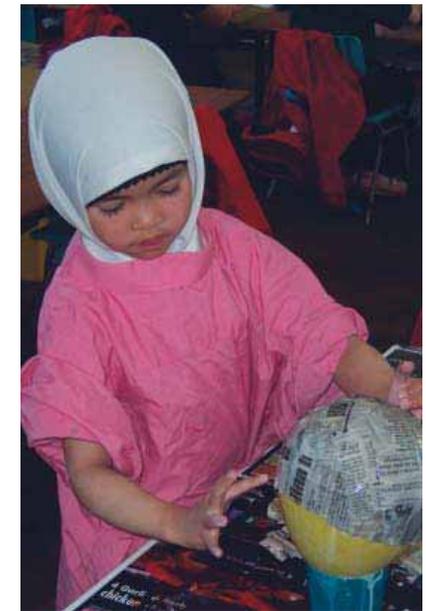
Taylor and Baulter, 1993

“We do not stop playing because we grow old. We grow old because we stop playing.”

George Bernard Shaw

“Play strengthens instincts needed for the future... it is a child’s way of practising and preparing for adulthood.”

Kathy Sylva, 1992

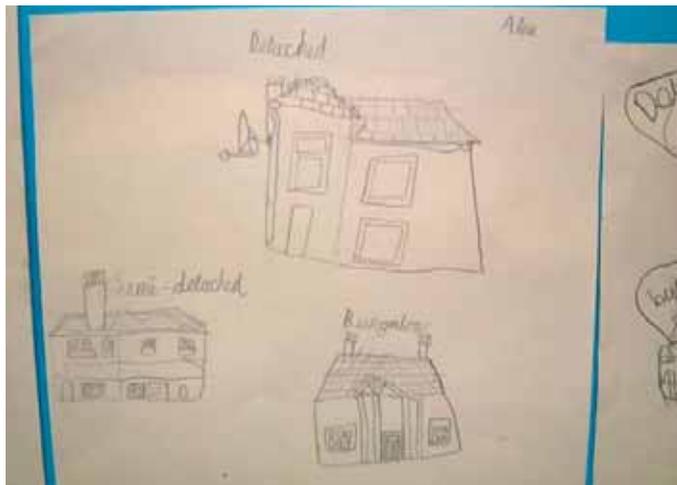


Play at Key Stage 1

Play at Key Stage 1 involves providing a wide variety of worthwhile experiences which will help to develop the children's knowledge, skills and understanding. During play children should be given opportunities to:

- Manage Information
- Think, solve problems and make decisions
- Be creative
- Work with others
- Self-manage

Play at Key Stage 1 should build on the active, hands-on learning that has taken place in the Foundation Stage. It is usually linked to the



topic being explored and allows children to engage in a variety of focused play activities AND independent play based games/activities, for example, construction, role play, art/design and table top games.



Play is a vehicle through which children can...

MANAGE INFORMATION

Asking, accessing, selecting, recording, integrating, communicating

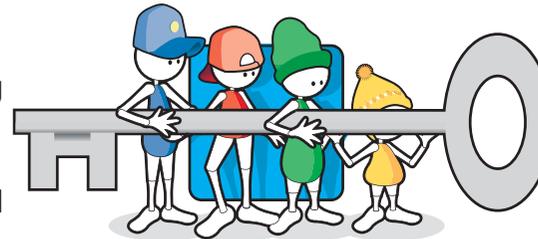
- Ask focused questions
- Plan and set goals, break tasks into sub-tasks
- Use own and others' ideas to locate sources of information
- Select, classify, compare and evaluate information
- Select most appropriate method for a task
- Use a range of methods for collating, recording and representing information
- Communicate with a sense of audience and purpose



WORK WITH OTHERS

Being collaborative, being sensitive to others' feelings, being fair and responsible

- Listen actively and share opinions
- Develop routines of turn-taking, sharing and co-operating
- Give and respond to feedback
- Understand how actions and words affect others
- Adapt behaviour and language to suit different people and situations
- Take personal responsibility for work with others, and evaluate own contribution to the group
- Be fair
- Respect the views and opinions of others, reaching agreements using negotiation and compromise
- Suggest ways of improving working collaboratively



BE CREATIVE

Imagining, generating, inventing, taking risks for learning

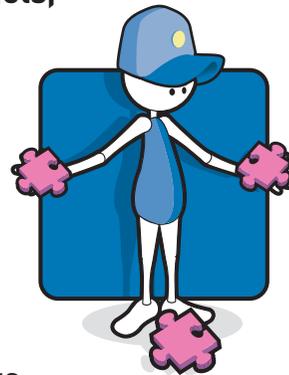
- Seek out questions to explore and problems to solve
- Experiment with ideas and questions
- Make new connections between ideas/information
- Learn from and value other people's ideas
- Make ideas real by experimenting with different designs, actions and outcomes
- Challenge the routine method
- Value the unexpected or surprising
- See opportunities in mistakes and failures
- Take risks for learning



SELF-MANAGE

Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self

- Be aware of personal strengths, limitations and interests
- Set personal targets and review them
- Manage behaviour in a range of situations
- Organise and plan how to go about a task
- Focus, sustain attention and persist with tasks
- Review learning and some aspects that might be improved
- Learn ways to manage own time
- Seek advice when necessary
- Compare own approach with others and in different contexts



THINK, SOLVE PROBLEMS & MAKE DECISIONS

Searching for meaning, deepening understanding, coping with challenges

- Sequence, order, classify and make comparisons
- Begin to test predictions and to look for evidence
- Make links between cause and effect
- Explain methods, opinions and reasons for choices and actions
- Generate possible solutions, try out alternative approaches, evaluate outcomes
- Examine options, weigh up pros and cons
- Use different types of questions
- Make connections between learning in different contexts



Learning through play is about...

- Providing opportunities for adults and children to plan learning together
- Enabling children to develop their own ideas and interests
- Setting up a stimulating and appropriate learning environment
- Creating opportunities for children to make choices and decisions
- Developing Thinking Skills and Personal Capabilities
- Providing practical, interactive and enjoyable play experiences
- Encouraging children to think, do and review for themselves and reflect on practice
- Employing a wide range of teaching strategies
- Developing a language for learning
- Sharing and demonstrating learning



THE WHAT, WHY, WHEN, WHERE, WHO & HOW

SECTION 2

at Key Stage 1



What is it?

Play is a natural, enjoyable way of promoting learning across all areas of the curriculum

It is about:

- Enjoying learning
- Developing imagination, creativity and natural curiosity
- Learning in a safe, secure and happy environment
- Planning learning together
- Recognising and valuing teachers' and children's ideas
- Developing skills and capabilities through a range of experiences
- Making connections
- Having fun
- Building relationships
- Exploring and experimenting
- Solving problems
- Developing independence
- Making things
- Playing games
- Finding out/discovery

It is not:

- A separate subject
- What you do as a time-filler
- Only about the end product
- Death by worksheet
- Something you do when you're not working
- "Just Playing"
- Just providing practical activities
- Just something you do in Primary 1 and Primary 2



Why do it?

Play is a natural, enjoyable way of promoting learning across all areas of the curriculum

It develops:

- The dispositions to learn
- Self-esteem
- Self-confidence
- Independence
- Positive attitudes to learning
- Feelings and relationships
- Personal skills and capabilities
- Creativity
- Self expression
- Imaginative thinking
- Co-ordination skills
- Communication skills
- Language development
- Curiosity
- Investigation
- Exploration
- Autonomy
- Motivation
- Perseverance
- Concentration
- Reflection

It encourages adults to:

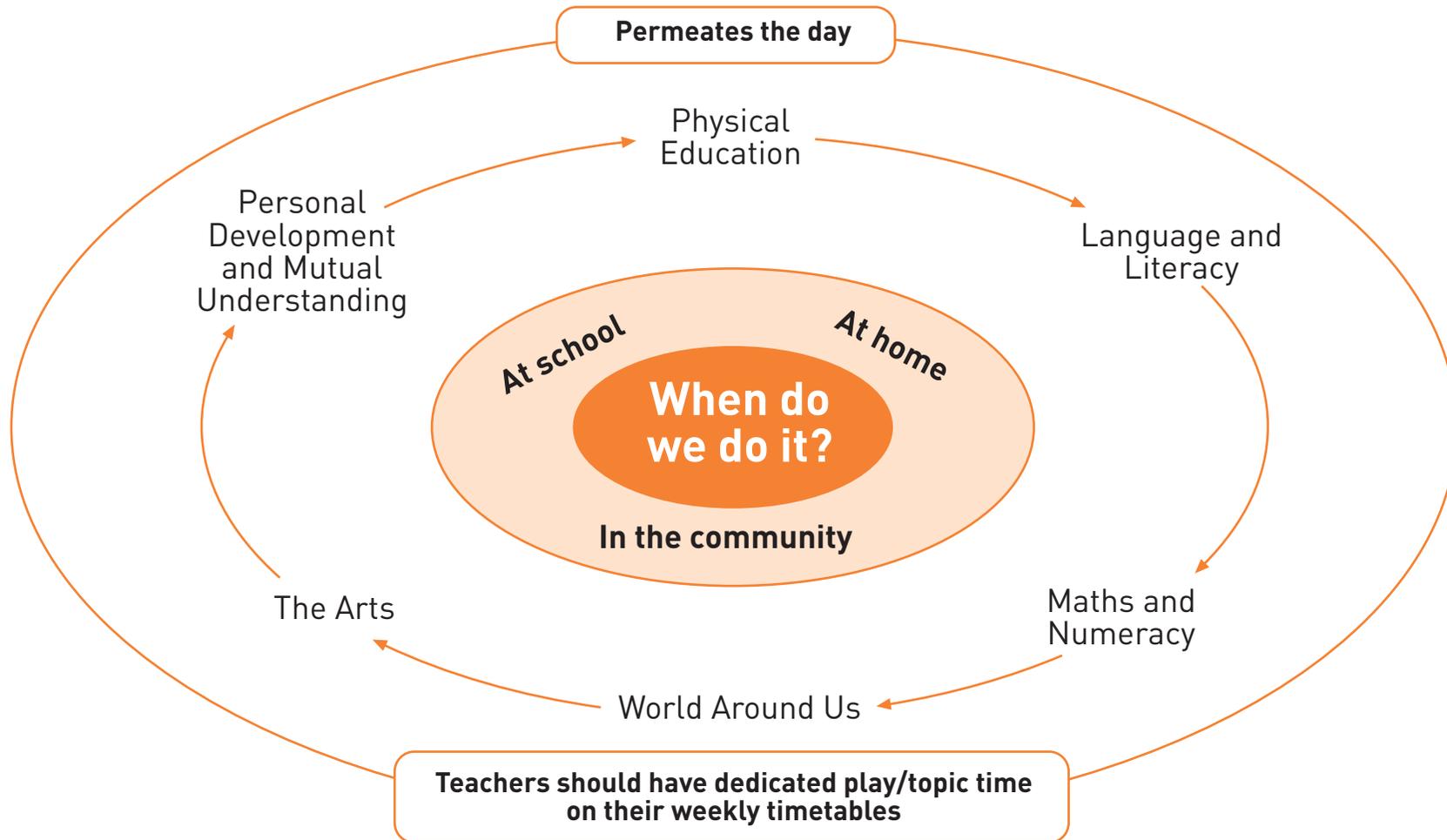
- Make learning enjoyable
- Make learning relevant
- Build on previous knowledge/ experiences
- Involve children in the planning process
- Be imaginative/creative
- Be active
- Observe and assess regularly to inform future plans
- Interact effectively
- Self-evaluate
- Consider the holistic development of children
- Monitor progress

It encourages children to:

- Enjoy learning
- Make informed and responsible decisions
- Make links in their learning
- Reflect on previous experiences
- Self-evaluate
- Manage their learning
- Take some responsibility for their learning
- Transfer learning to real-life situations



When do we do it?



Where do we do it?

- HOME
- CLASSROOM
- OUTDOORS – SCHOOL GROUNDS
- HALL
- SHARED LEARNING AREAS
- LOCAL AREA – PLACES OF INTEREST

It is the adult's responsibility to provide a safe and secure environment both indoors and outdoors which motivates children and supports their learning. This needs to reflect the current topic/ theme.



Who does what?

Children should:

- Have fun
- Experiment, explore and discover
- Take part in group planning and organisation
- Gain confidence
- Use resources in an imaginative way
- Contribute to resources
- Be aware of learning outcomes
- Read, write, talk, listen and communicate in meaningful and relevant contexts
- Develop, reinforce and acquire skills/ concepts
- Problem solve
- Respect others
- Develop relationships
- Evaluate own learning

Parents/Carers should:

- Become aware of child's needs, interests and competencies
- Become aware of the importance of play and its part in the holistic development of the child
- Support learning at home
- Participate in parental workshops
- Support the school in a variety of ways

School Community should:

- Recognise and value the importance of play
- Have a shared understanding of the principles of play
- Work together to plan for play
- Be flexible in the use of space
- Contribute to developing a vibrant learning environment both indoors and outdoors

Local Community should:

- Work in partnership with schools
- Volunteer time and expertise eg: nurse, vet
- Contribute to resources and equipment
- Provide learning opportunities eg: class visits
- Recognise and appreciate cultural diversity
- Provide opportunities to explore local amenities eg: forest, leisure centre, council play area

Teacher should:

- Plan for and provide appropriate activities/experiences
- Organise and provide a stimulating learning environment
- Facilitate learning
- Be aware of the potential learning in all areas of the curriculum
- Observe/ Assess/ Record/Play
- Realise when/when not to intervene
- Work alongside children, modelling skills and attitudes
- Evaluate and extend the provision
- Pose exciting challenges
- Interact with children
- Ask open-ended questions, make suggestions
- Enjoy the experience

Learning Through Play

Choose Starting Points based on:

- Curriculum requirements
- Children's interests/experiences
- Seasonal/global/topical event
- Media
- Story/music
- Class visit/visitor
- Artefacts

Plan Together

- What do we already know?
- What do we want to learn?
- How will we go about this?
- Who/what can help us?
- How will we use our findings?
- How will we tell others?

How do we do it?

Demonstrate and Review Learning

- What have I/we found out?
- What did I enjoy most?
- What did my friend find out?
- What will I/we do next?
- What might I/we have done differently?
- How will I demonstrate my learning?

Identify Learning Activities that:

- Meet curriculum requirements
- Involve decision making and problem solving
- Are practical and stimulating
- Promote and challenge thinking
- Allow children to draw conclusions
- Allow children to present ideas and demonstrate learning

PLAN

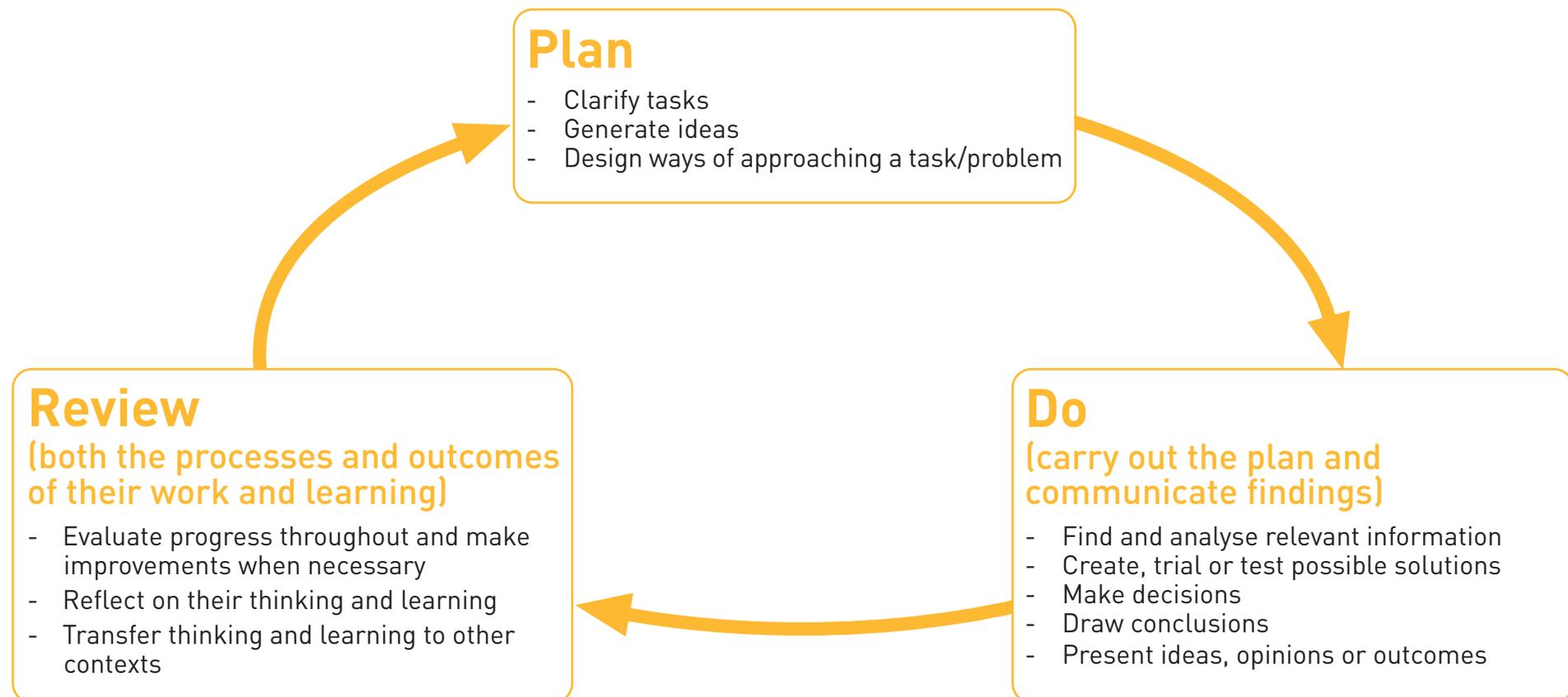
SECTION 3

at Key Stage 1



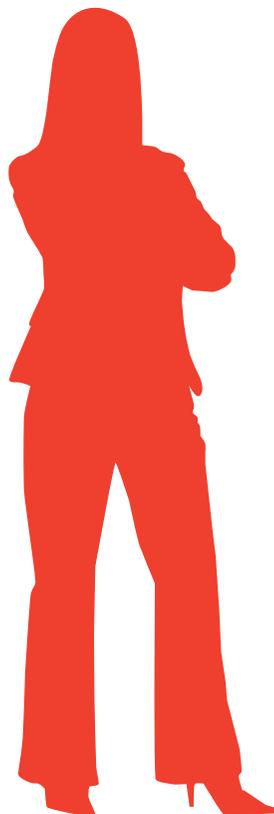
Plan, Do, Review Cycle

In order to develop children's skills and capabilities across the whole curriculum, teachers will need to provide frequent opportunities for pupils to think and do for themselves. To help foster good thinking habits and develop more independent learners, teachers may find it helpful to utilise a simple Plan, Do, Review process which integrates and fosters children's skills and capabilities.



Plan

When planning for play consider:



How will I know learning has taken place?

How will I monitor what is going on?

What observations will I make? What records will I keep?

How will my classroom need to be organised?

How will I organise my time?

How will I keep children motivated, challenged and enthused throughout the topic?

Are there opportunities for outdoor learning?

Who else could we involve?

Have I involved the children in the planning process?

My learning intentions and agreed success criteria
 - Across the learning areas
 - From the skills and capabilities framework

The activities/experiences. Are they linked to children's interests?

Am I connecting the learning?

Will the children enjoy this?

Will I enjoy it myself?

How will I meet individual needs within the class?

The range of teaching strategies I could use.

Resources? What do I have? What do I need? What could the children bring?

Plan

Making suggestions as to how they can demonstrate their learning

When planning for play children should consider:

Suggesting topics related to their interests

Contributing ideas as to the layout/organisation of the classroom

Contributing ideas to the planning

Identifying ways in which they can access information

Suggesting possible activities

Identifying people that can contribute to their learning through play

Identifying questions to be explored and problems to solve

Making the resources to support the learning

Contributing to the collection/provision of resources



Planning for Coherence and Progression

Children learn best when learning is **connected**. Although the curriculum has been set out under learning areas, integration is encouraged across all areas of the curriculum.

Teachers should seek to build on children's earlier learning. Teachers should work together at a **whole school level** to ensure that:

- the overall programme of learning in any one year group, and across the key stages, is broad and balanced;
- there is continuity and steady progression in children's learning;
- the planning identifies clearly the knowledge, skills and understanding that the children are expected to acquire;
- the curriculum is planned to take account of the children's differing stages of development, abilities and attainment to ensure that individual needs are met;
- there is careful assessment of children's progress and evaluation of children's responses to inform future planning.

(The Northern Ireland Primary Curriculum)



Why this Topic?

- Because it provides opportunities to develop learning across the curriculum
- Because of an event that happened in the class/school/community
- Because the children were enthused by a school visit/visitor
- Because of a children's film, book, game...
- Because of something that was in the media
- Because it's topical/seasonal e.g. celebrations
- Because of something one of the children brought in e.g. a treasure map
- Because the children are really interested in the topic

The topic selected should meet curriculum requirements. This will ensure continuity and progression.



Topic Ideas

Learning should take account of children's interests and experiences. It is important to remember that other year groups may use some elements of these topics, therefore it is crucial that activities are planned to ensure continuity and progression.

Popular topics that facilitate connected learning in Key Stage 1 include:

Houses and Homes

Space

Bugs, birds and beasts

Our school

The weather

Celebrations

Seasons

Our locality

Ourselves/Life in the past

Holidays

Transport/Travel

Caring for our environment

Endangered species

Pollution

People who help us

Environment

- The seaside
- The forest
- The desert
- Arctic/Antarctic
- Warm/cold countries
- The farm
- The jungle/rainforest
- The park



Ideas for Role-Play

Shops

A post office/stationers
 A ski shop
 A bakery/butchers
 A seaside shop
 A garden centre
 A clothes shop
 A sweet shop
 A greengrocer
 A supermarket
 A toy shop
 A shoe and handbag shop
 A hardware/DIY shop
 A sports shop
 A jewellery shop
 A health food shop

Food

A café/restaurant
 Burger bar/Chinese/Indian/Italian/Pizza parlour (in keeping with healthy eating policy)
 International cuisine
 Juice bar
 Healthy eating restaurant
 Vegetarian restaurant

Services

A garage/service station
 A bank/building society
 An airport kiosk
 Post office
 Police station
 Ferry terminal/Shipyard
 Travel agents
 Estate agents
 A chemist
 A laundry/cleaners
 A hairdressers
 An opticians/dentist
 Hospital/Baby clinic
 Vets

Other Ideas

A palace
 A castle
 A space station
 Setting from another country
 A lighthouse
 Santa's Workshop/Grotto
 Camp site
 Tent
 Caravan
 An igloo
 A guest house/hotel
 The rainforest
 The jungle
 The desert
 Under the sea
 Detective agency
 A stable or farm
 Science lab
 Artist's studio/gallery
 Sound recording studio
 A theatre/cinema
 A cave
 Home/school in the past
 Fairy story setting
 Nursery rhyme setting

Planning Together

There is no one way to plan a topic with your class. For children to feel involved in the learning process it is vital that there is genuine collaboration.

“The process of being consulted, having one’s opinions seriously considered, feeling that one’s contributions are valued and that they may well result in change for the better are all powerful builders of morale, confidence and commitment.”

HMI, Effective Primary Schools 1989

Children’s planning ideas can be recorded:

- On a planning board
- On a notice board
- In a big book
- On a flip chart
- On a large KWL grid

This planning is a **working document** owned by both the teacher and the children. Information can be added as the topic progresses and learning develops.

Teachers need to ask key questions when planning the topic with the children. These help generate ideas, promote creative thinking and stimulate discussion. These ideas inform the teacher’s 4 – 6 week play/topic planner.

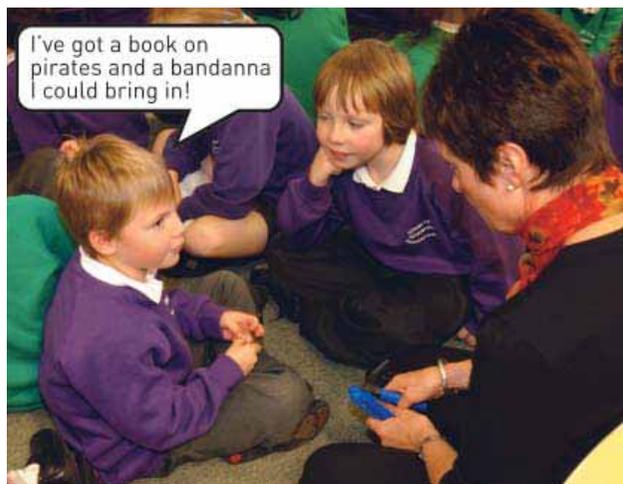
Remember: Activities/experiences that you choose must be linked to your learning intentions. These learning intentions will come from the learning areas in your curriculum document and the Thinking Skills and Personal Capabilities framework.



So how do I involve children in the planning process?

Step 1

Choose a topic that facilitates learning across the curriculum and is based on children's interests.



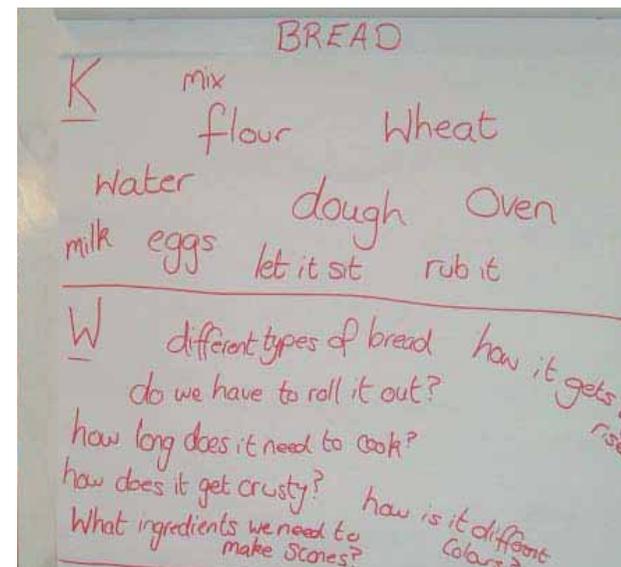
Step 2

Ask key questions to generate ideas (see page 29).



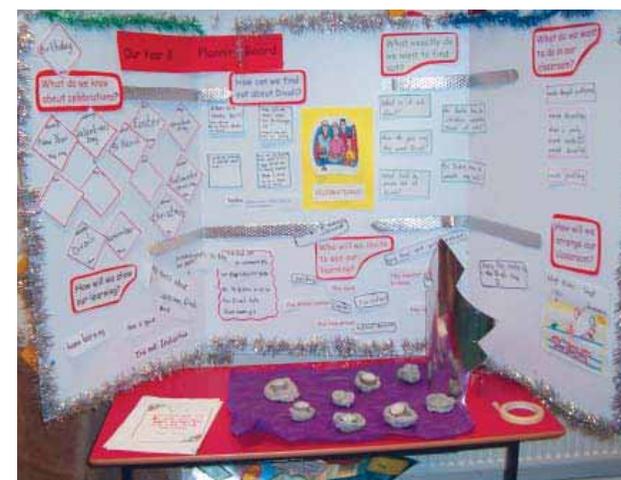
Step 3

Select and plan for activities that support your learning intentions.



Step 4

This plan should be a working document, frequently visited by teachers and children. It can also be used to inform parents of the learning that is taking place within the classroom.



Key questions for your Planning Board

What do we know already?

How will we begin?

What do we want to find out?

Where can we find out more?

What could we do?

How are we going to arrange
our classroom?

What do we have?

What do we need?

How will we show our learning?

Who are we going to tell?

Who can come to visit
our class?

Who can help us to
learn more?

How are we going to
tell people?

What can we bring?

What can we make?

Establishing Prior Knowledge

This is an example of dialogue which was recorded during the initial stages of the planning process for the topic of pirates. This established the baseline of children's previous knowledge and experience.

Teacher: What do we know about Pirates?

Aaron: On big ships they have skeletons.

Ronan: That's skull and crossbones, it's got a skull head and bones that cross over.

James: Pirates like treasure, they kill people and steal it from them.

John: Well sometimes they find it in caves in big boxes you can lock with a key.

Anna: They have real shiny swords to swish.

Aaron: They have black spots on their faces.

Conor: And evil teeth and they grit their teeth like this.

Ronan: They have one eye and a crystal ball.

James: Sometimes they wear a patch.

Anna: They have guns and cannons.

Toby: Some are silly like Captain Jack Sparrow.

Ronan: I think they lived somewhere surrounded by water.

Conor: We're not surrounded by water.

All: Yes we are!

Conor: Well I can't see any water.

James: We mean our island is surrounded by water.



Sample Planners

Topic: **Pirates**

Class **P3/P4**

Date _____

FOCUS SKILLS AND CAPABILITIES Working with Others - listen actively and share opinions - suggest ways of improving the approach to working together Being Creative - making ideas real by experimenting with different designs, actions and outcomes		STARTING POINTS • 'Pirates of the Caribbean' movie just released • Peter Pan (visit to the pantomime) • Story		HOME LEARNING • Discussion about the behaviours of pirates • Bring in any pirate resources • Sing sea shanties • Perform pirate dance		
LEARNING INTENTIONS						
PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING <ul style="list-style-type: none"> Explore their own and others' emotions Understand roles and responsibilities Know how to respect and react appropriately to others' actions, feelings and emotions Understand and recognise the similarities and differences between people 	LITERACY ACROSS THE CURRICULUM <ul style="list-style-type: none"> Develop vocabulary associated with the topic Present information in a variety of ways (lists, poems, recipes...) 	NUMERACY ACROSS THE CURRICULUM <ul style="list-style-type: none"> Use simple co-ordinates Explore 3D shape Sequence everyday events Measure in a variety of ways Recognise points on the compass 	WORLD AROUND US <ul style="list-style-type: none"> Understand the need for a fair test Explore historical characters from the past Recognise aspects of change over time Assemble, rearrange materials and explore different ways of joining them 	THE ARTS <ul style="list-style-type: none"> Use a range of materials, tools and processes to realise their ideas and intentions Develop a sense of the world by engaging in a range of creative and imaginary role play situations 	PHYSICAL EDUCATION <ul style="list-style-type: none"> Link and sequence a series of movements Understand the importance and need for balance when performing a number of movements 	ANY OTHER AREAS
TEACHING APPROACHES AND DIFFERENTIATED ACTIVITIES/CONNECTED LEARNING						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Include: • Teacher's ideas. • Children's ideas. We want to: (from Planning Board) • Learn about • Investigate • Do	<ul style="list-style-type: none"> Plan topic with the children, KWL grid, planning board Introduce topic watch movie/ read story Class/group discussions about the life of a pirate Create role play/topic area – children design and make the ship, masts, telescopes, costumes, jewellery, treasure chests, coins, flags, treasure maps Measures e.g. height of mast, length of plank Construction materials – make model boat that will float in water Table top activities linked to the theme 	<ul style="list-style-type: none"> List things needed for the voyage Design a wanted poster Class/group discussions about the appropriate, inappropriate behaviour of the pirates Research famous pirates from the past – Long John Silver, Black Beard etc Create a pirate dance You are stranded on a desert island - letter in a bottle Keep a pirate log book/ and diary Themed games, books puzzles 	<ul style="list-style-type: none"> Create pirate pictures/ scenes using a variety of materials/ methods Class/group discussion on how to deal with conflict appropriately – devise strategies Write clues for a treasure hunt/ map Positional language – follow directions to find treasure Prepare for a pirate party – invitations, shopping list... Listen, respond to, sing and perform pirate related songs/ sea shanties Coins – work out prices for ship supplies 	<ul style="list-style-type: none"> Examine feelings, emotions, and behaviours through role play activities Carry out a treasure hunt around school grounds, use positional language Program Roamer to find hidden treasure in classroom Make a desert island/pirate cave in the sand/ water tray Hide treasure in sand tray and mark coordinates on sand Investigate safety at sea Research famous ocean explorers – Christopher Columbus, Francis Drake. Track voyage routes on maps Estimate distance Explore weather – detection of storms at sea 	<ul style="list-style-type: none"> Investigate and select suitable materials for floating and sinking experiments ie. designing and making a boat that floats in the water tray Explore sea shanties/ write their own Design invitations to a pirate party Create a new recipe for making grog Graph journeys pupils have taken or places they would like to visit Explore a variety of landscapes – sea, desert 	<ul style="list-style-type: none"> Children prepare for and discuss how they are going to demonstrate their learning <ul style="list-style-type: none"> - display, - invite Principal or buddy class - assembly - pirate party – invite parents in
RESOURCES	Story, variety of junk material, topic related games	Research books, plastic bottles, themed games	Junk materials, books, appropriate dance music	Sand/water tray/basin, topic books, natural materials	Recipe books, party invitations, junk materials	Variety of materials for demonstrating learning

HOW ARE CHILDREN DEMONSTRATING THEIR LEARNING	OBSERVATIONS/ASSESSMENT [OF LEARNING INTENTIONS]
<ul style="list-style-type: none"> • PROJECT { drawings diagrams writing models photographs • PRESENTATION { class group • ICT { video recording audio recording digital camera • DRAMATISATION 	
	EVALUATION

Topic: **Birds, Bugs and Beasts (Mini-Beasts)**

Class **P3/P4**

Date _____

SKILLS AND CAPABILITIES <ul style="list-style-type: none"> • Managing information - Use their own and others' ideas to locate and select various sources of information; - Record information in a variety of ways. • Being creative - Show curiosity when approaching new tasks and challenges; - Generate as many ideas and options as possible. 		STARTING POINTS <ul style="list-style-type: none"> • Bug Hunt • The Bad Tempered Lady Bird (Story) • The Ugly Bug Ball (Song) 		HOME LEARNING <ul style="list-style-type: none"> • Visit garden/park/backyard to find insect life • Find out in your family which insects people like or do not like • Visit library to find insect books 		
LEARNING INTENTIONS						
PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING <ul style="list-style-type: none"> • Recognise and value the role others (insects) play in the environment 	LITERACY ACROSS THE CURRICULUM <ul style="list-style-type: none"> • Demonstrate understanding that reports are used to provide information in a structured way 	NUMERACY ACROSS THE CURRICULUM <ul style="list-style-type: none"> • Classify objects using a variety of criteria (P3/4) • Record results in a variety of ways (P3/4) • Understand the concept of symmetry (P4) 	ICT <ul style="list-style-type: none"> • Develop research skills through the use of the internet 	WORLD AROUND US <ul style="list-style-type: none"> • Recognise the role of animals, insects and people in the environment • Understand the importance of caring for the environment 	THE ARTS Music <ul style="list-style-type: none"> • Understand that sound can be used to create an effect Art and Design <ul style="list-style-type: none"> • Use a range of materials, tests and processes for a specific purpose 	PHYSICAL EDUCATION <ul style="list-style-type: none"> • Respond to a variety of stimuli to communicate ideas and express feelings
SUCCESS CRITERIA						
<ul style="list-style-type: none"> • Handle and care for mini-beasts appropriately 	<ul style="list-style-type: none"> • Participate in research (KWFL) [P3] with some independence [P4] • Organise aspects of a topic using framework guidelines (P3/4) • Use illustrations/pictures/ photographs/diagrams to support text (P3/4) • Begin to generalise and classify [P4] 	<ul style="list-style-type: none"> • Sort for given criteria; • Choose criteria for sorting and sort • Interpret information on a sorting diagram • Record pictorially or photographically or using ICT software • Say if an object is symmetrical and give reasons 	<ul style="list-style-type: none"> • Use specific pieces of software to access and record information 	<ul style="list-style-type: none"> • Identify the variety of insects in their local environment (S&T) • Sort the insects according to different features (habitat, appearance, behaviour) [S&T] • Recognise how people's actions can affect animals (insects) (G) 	<ul style="list-style-type: none"> • Choose and use a variety of resources to create sound effects • Draw pictures and patterns to represent sounds created • Choose appropriate materials and assemble, arrange and join them to make construction 	<ul style="list-style-type: none"> • Move in a controlled manner paying attention to pace, direction and speed • Develop a sequence of movements
TEACHING APPROACHES AND DIFFERENTIATED ACTIVITIES/CONNECTED LEARNING						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Focus and Independent activities including: <ul style="list-style-type: none"> • Teacher's ideas • Children's ideas We want to: (from Planning Board): <ul style="list-style-type: none"> • Learn about • Investigate • Do 	<ul style="list-style-type: none"> • Children listen to a story, 'Bad Tempered Lady Bird' and song 'Ugly Bug Ball' • Class discussion about insects on our environment (KWFL grid) • Create a wildlife area (preferably outdoors) which will provide suitable habitat for mini-beasts • Use digital camera to record • Create a habitat in the sand tray (change to soil, leaves, stones etc.) • Use a range of body sounds tuned and untuned instruments to make a mini-beasts sound story • Create a pictorial score/sound pattern • Themed jigsaws, puzzles and small world resources for table top activities • Construction materials 	<ul style="list-style-type: none"> • Use digital microscope to observe, sort and record features of mini-beasts (whole class) • Sort, design and make a model mini-beast (Group 1) (Procedural writing activity) • Research what mini-beasts do (eg. bees, making honey, caterpillar to butterfly (Group 2) • Whole class discussion on the important role mini-beasts play in our environment • Groups of children work on these activities throughout the topic • Sort for 2 criteria using Carroll, Tree and Venn diagram. Choose method of recording • Use Clicker 4 programme - IT 	These activities continue throughout the topic <ul style="list-style-type: none"> • Move to a range of musical sounds • Travel in the style of different mini beasts • Creative table • Design and make masks for the Ugly Bug Ball • Write invitations for the ball • Design a poster to advertise the ball 	<ul style="list-style-type: none"> • Complete a symmetrical diary of a mini-beast • Create 2 or 3D imaginary mini-beasts which are symmetrical • Listen to the song 'There was an old woman who swallowed a fly' - in pairs/groups make-up their own version • Caring for mini-beasts 'How would you feel if you fell into a giant's trap?' • Create a dance for the Ugly Bug Ball linking 2 or 3 movements • Prepare/compile suitable music for the ball • Compile a shopping list of things you need for the ball 	<ul style="list-style-type: none"> • Whole class revisit the KWL planning board • Children will demonstrate their learning in a variety of ways • Report writing • Group/paired/individual presentation (differentiation by outcome) 	Children demonstrate their learning End the topic by having an Ugly Bug Ball
	<ul style="list-style-type: none"> • Story Book • Variety of junk materials • Pictures • Bug Boxes • Camera • CD of songs 	<ul style="list-style-type: none"> • Children work in mixed ability groups • Magnifying glasses • Bug boxes • Junk material • Microscope • Range of information books and suitable software 			<ul style="list-style-type: none"> • Report writing frameworks • Resources necessary for demonstrating learning 	

HOW ARE CHILDREN DEMONSTRATING THEIR LEARNING	OBSERVATIONS/ASSESSMENT [OF LEARNING INTENTIONS]
<ul style="list-style-type: none"> • PROJECT { drawings diagrams writing models photographs • PRESENTATION { class group • ICT { video recording audio recording digital camera • DRAMATISATION 	
	EVALUATION

DO

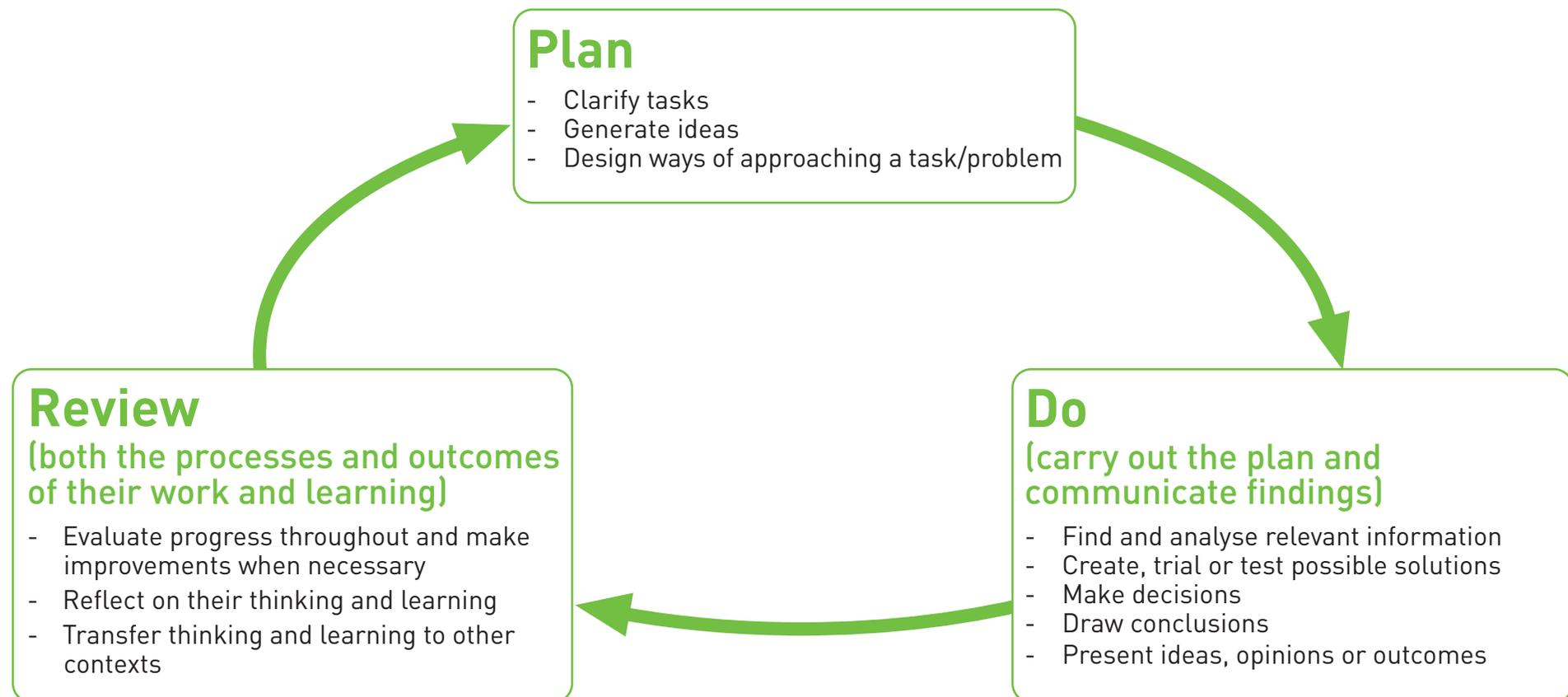
SECTION 4

at Key Stage 1



Plan, Do, Review Cycle

In order to develop children's skills and capabilities across the whole curriculum, teachers will need to provide frequent opportunities for pupils to think and do for themselves. To help foster good thinking habits and develop more independent learners, teachers may find it helpful to utilise a simple Plan, Do, Review process which integrates and fosters children's skills and capabilities.



Do

Interact with the children

Extend thinking through the use of effective questioning

Encourage ALL children

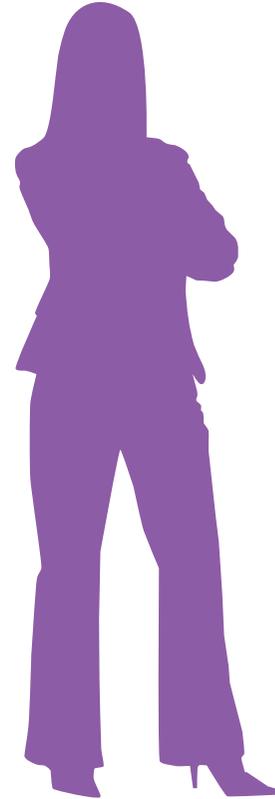
Observe and intervene when appropriate

Know when to bring the session to a conclusion

Encourage children to communicate their findings

Develop an awareness of the strategies they employed

To carry out the play plan the teacher needs to:



Facilitate the setting up of the learning environment

Determine activities for that session (share with the children)

Share the learning intentions with the children

Identify and share with the children the skills being developed

Identify and work with the selected focus groups

Provide independent activities for the remainder of the class and allow the children to choose their activity

ENJOY THE EXPERIENCE

Do

HAVE FUN

To carry out
the play plan,
children should:

Present their learning to others

Tidy up after the session

Talk about their learning

Have opportunities to work individually, in pairs and in groups

Set their own goals

Help set up the learning environment/activity areas

Choose an activity for the session

Access appropriate resources

Engage in purposeful learning

Create and try out possible solutions to a problem

Express ideas/opinions and draw conclusions



Organisation and Management

“There is no one way to organise a classroom, there are so many variables, so many factors to consider”

D Whitebread, 1996

- Bring the whole class together, when required, ie. beginning of week or topic, to explain activities on offer and potential learning.
- From planning you may identify one or two focus activities* for some children and have a selection of independent play based tasks for the remainder of the class.
- You may choose to work with one or two focus groups for most of the session and may then interact with other groups for the time remaining.
- Be flexible in how you organise your play session, consider your groupings, provide opportunities for free choice, when possible, and try not to be too prescriptive.
- Involve the children with the setting up of activities (this will save time).
- Do not stunt creativity, children should be made aware when play time/topic time is drawing to a close, thus enabling them to bring their activity to an end.
- Children tidy up materials (some teachers play music, sing song or use a timer of some description).
- Class come together for plenary where the learning is discussed.
- Achievements/learning should be displayed in a designated area.

* A focus activity is one that the teacher wants ALL children to experience by the end of the topic (e.g. could be a new skill /concept from a particular learning area). Activities may span several weeks depending on children’s level of interest/engagement.

BE FLEXIBLE!

IF THEY DON'T LIKE THE ACTIVITY, BIN IT!



Organisation and Management

Teacher discusses the activities on offer with the children.



Teacher works with a focus group.



Remainder of children play independently and are given opportunities to choose their activity which relates to the topic.



When play time/topic time comes to an end children tidy up.



Children demonstrate/discuss their learning (plenary).



Children display their learning.



Managing Space and Resources

A well organised, stimulating and secure environment enables children to become confident, active learners.

Teachers should ensure that materials and equipment are readily available so that children can select what is needed for their activity. By giving children this responsibility adults can spend longer periods of time interacting with the children during their play session.

Clear labelling enables children to select and return their own equipment and naturally promotes further opportunities for independent learning.

If classroom space is limited, be flexible in the layout of the classroom. Look towards linking suitable activities, for example, a book corner may become a role-play area, a basin may replace a sand/water tray.

Remember: the children are growing and changing continually throughout the year. It is important that the resources reflect the needs of the learners and change to accommodate progression.



The Learning Environment

The learning environment should reflect the learning that is taking place within the classroom. Teachers should consider:

The physical environment

Bright, stimulating and airy. Displays are a mixture of children's and teacher's work, reflecting the learning taking place. Children are working in a print rich environment. If space is an issue use smaller equipment, water tray can become a basin which can sit on a table top.

The cognitive environment

All children are actively involved and enjoying learning. Children are aware of learning intentions and agreed success criteria. Children are thinkers, problem solvers and active learners.

The social/emotional environment

Children feel happy, safe and secure. Relationships and attitudes towards learning are positive. Successes in learning are celebrated and shared. Everyone's efforts are valued.

The learning/teaching environment

A variety of strategies are used by teachers and children. Learning is stimulating and challenging and activities are linked to children's interests and experiences.



Sample Activities

STARTING POINTS

- Jack and the Beanstalk
- Video/story
- The Coronation
- Preparing for a banquet
- Designing banners and shields
- Castles in Ireland
- Visit to a castle

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING

- Discuss the importance of teamwork and responsibility in working together
- Recognise the harsh conditions facing staff working in the castle
- Discuss issues that might have caused conflict in the castle and how it could be managed
- Look at how people in the past kept healthy
- Show appreciation of those who do not have a home
- Develop an appreciation of cultures and traditions now and in the past.

PARENTS' INFORMATION - HOME LEARNING

- Parent leaflets with suggested activities sent home
- Home learning will include both set activities and choices

MATHEMATICS & NUMERACY

- Make model castles identifying 2D and 3D shapes
- Be familiar with the four points of the compass
- Sequence the events of the day/year
- Introduce 100 in talking about centuries in discussing changes
- Play games from long ago and count scores

CASTLES

P3/P4

THE WORLD AROUND US

- Research information about life in the past
- Identify features of a castle
- Identify energy sources used in the past
- Compare and contrast the use of building materials used now and in the past
- Use clues to suggest the use of an artefact
- Look at the location of castles and give explanation
- Use simple maps to locate places in the world.

THE ARTS

- Design and make flags
- Make banquet food
- Design pewter bowls
- Design and make appropriate outfits/armour
- Research musical instruments
- Interpret music of that period

LANGUAGE AND LITERACY

- Produce an historic guide about the castle
- Make up a family tree
- Design banquet menus
- Keep a diary of a knight/jester/prince/chambermaid
- Draw maps and plans of a castle
- Write and perform a guided tour
- Give instructions for cleaning armour
- Read about haunted houses/rooms
- Prepare for a royal wedding/banquet
- Write to the Royals
- Send out invitations for Coronation/banquet
- Spring clean castle
- Prepare for siege
- Make inventory of weapons
- Write letters with wax seal
- Write with quill pens
- Draw up rules for the castle
- Read stories/poems related to the topic

PHYSICAL EDUCATION

- Develop juggling skills
- Make dance sequences
- Role play jester-balancing entertainment
- Play skittle game
- Make and play marbles
- Prepare soil in garden areas
- Make up a marching routine

STARTING POINTS

- House trail around the area.
- Clip from a DIY/ 'Changing Rooms' TV programme
- Story – Three Little Pigs
- Pictures, brochures

MATHEMATICS AND NUMERACY**Learning Intention**

- Recognise simple patterns and relationships and make predictions
- Develop different approaches to problem solving
- Know and use appropriate mathematical language when talking about their work
- Recognise a variety of 2D and 3D shapes

Sample Activities

- Recognises patterns of house numbers and rearrange numbers
- Program Roamer to visit different areas of the home/village/town
- Select appropriate shapes for building a variety of houses
- Use positional language to describe features around the house

PARENTS' INFORMATION - HOME LEARNING

- Bring in resources for house corner
- A Home Learning box/sack/folder/pack linked to the topic
- Look at different features of your home
- The history of your house (if one exists)
- Go on a house trail with your child and discuss the variety of houses in your locality, the materials they are made from, house numbers, compare and contrast appearance of each

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING**Learning Intention**

- Know how to keep safe.
- Recognise roles and responsibilities within families
- Know how to demonstrate responsibility in family and friendship groups
- Recognise how certain behaviours affect feelings and emotions

Sample Activities

- Using a topical media clip to discuss family roles.
- Discuss things we do to help our homes, the different responsibilities we have and issues that may cause conflict
- Explore the issues of 'A place to live'. Is it always permanent?
- Research information on refugees or homeless people
- Through the story of 'The 3 Little Pigs' examine feelings and emotions – how did the pigs feel when the wolf was trying to blow down their house? How did the wolf feel and why was he doing this?
- Find out about organisations that support the homeless

HOUSES AND HOMES

Class P3/P4

THE WORLD AROUND US**Learning Intention**

- Understand how and why things change over time
- Understand the importance of using suitable tools and materials when designing and making
- Understand the need for a fair test
- Recognise similarities and differences within and beyond their environment

Sample Activities

- House trail. Walk around local environment; identify different aspects of houses, materials used
- Design and make model house/village. Children could be imaginative e.g. design a house for the future, design your ideal house/bedroom
- Recreate the home of the 3 little pigs in the role play area or
- Change the role play area into a home in the past using as many real/natural resources as possible. Ask children to identify items. Play odd one out - place modern day item in home corner – explain reasons for change
- Make the houses of the 3 little pigs using lego, art straws and lollipop sticks. Carry out a fair test to investigate which is the strongest
- Explore houses/homes in a different country. Compare and contrast architecture/layout, materials used etc.

THE ARTS**Learning Intention**

- Understand that sound can be used to create an effect
- Use a range of materials, tools and processes to realise their ideas and intentions
- Recognise the methods used by artists and designers

Sample Activities

- Quiz relating to the kitchen, 'What makes this sound?' 'What is this used for?'
- Identify and create sounds around the home e.g. in the kitchen – can be recorded as part of the Digi-blue animation
- Design and make an ideal home/room
- Pretend you are a designer for the TV programme 'changing rooms' or 'Grand Designs'
- Design and create a model home/village with junk materials

LANGUAGE AND LITERACY**Learning Intention**

- Understand time and sequential relationships in stories.
- Know a range of ways of presenting information
- Understand how moving image contributes to our understanding of a text

Sample Activities

- Retell the story of 3 pigs, be creative, make alternative endings, change the setting/plot/characters
- Recreate the story of the 3 pigs and record animations using Digi-blue
- Design a wanted poster for the wolf
- Write a letter of apology from the wolf to the 3 pigs
- Hot-seating – interview the wolf to determine why he wanted to blow down the houses of the 3 pigs
- Read and discuss 'The True Story of the Three Little Pigs'

PHYSICAL EDUCATION**Learning Intention**

- Communicate ideas through movement
- Understand how movements can be linked to create a pattern
- Understand and recognise how games have changed over time

Sample Activities

- Carry out building site workers e.g. builder carrying blocks – travels along bench
- Children respond to dance music using pictures which express action, movements in specific areas of home e.g. living room – Hoovering, polishing, cleaning windows. – In the garden digging, trimming hedges
- Children will explore, practice skills such as handling, hitting, kicking through participation in street games e.g. Queenie, mini hoc etc.

STARTING POINTS

- Visit Planetarium
- Virtual tour of NASA
- Visit Top Marks website
- DVD
- Letter from NASA
- 'Dr Who'

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING

- Identify some of the skills for keeping safe whilst on a mission e.g. with NASA
- Know how to work together as a team whilst on a space mission
- Recognise the variety of emotions experienced before, during and after the mission/training
- Understand the importance of keeping healthy during and after a mission
- Relate to any 'big event' in life

THE WORLD AROUND US

- Research space age
- 1st moon landing - 'Was Neil Armstrong really the 1st man on the moon?'
- Explore the planets, space
- Explore materials used for clothes, helmets, the space ship...
- Keeping healthy, food types whilst on a mission - preparation of food, containing it appropriately
- Mapping the journey
- Study of the planets e.g. the plough, the bear.....
- Design and make a tardis to travel back/forward in time to explore and investigate life in the past/future

PHYSICAL EDUCATION

- Explore movements associated with the space journey - take off, landing
- Explore movement whilst in space ie. lack of gravity
- Create a moon dance/alien dance
- Develop further fine/gross motor during creative/ expressive activities.

**SPACE
P3/P4****LANGUAGE AND LITERACY**

- Keep a diary/log book of events - before the journey, whilst on the shuttle, after the mission
- Send a message/letter to NASA
- Write letters home describing the experience
- Write weather reports
- Give directions for getting to destination
- Write and communicate instructions for take off
- List the jobs to be done
- Make a plan and label the features of the space station/shuttle
- List supplies required for mission
- Write a job description for an astronaut
- Tape conversations with mission control
- Make a planet fact book
- Design your own alien, create a fact file detailing habitat, behaviours, food...
- Create your own Martian/alien language
- Create your own coded messages
- Look at stories exploring time travel - into the future - back in time - "Dr Who", "Back to the future", "Star Trek."

THE ARTS

- Design and construct a space station using junk and construction materials
- Make a moon buggy
- Make a marshmallow and spaghetti satellite
- Explore and experiment with marbling inks and papier mache to create planets/solar system
- Design and make telescopes, moon boots, food, flags for when you land, laser guns, fuel tanks...
- Design a space suit
- Design and make an alien mask
- Choose appropriate instruments and compose space age music/sound stories...
- Sing a variety of songs linked to the topic
- Select sounds to represent aliens movements/speech, for example 'The Clangers'

MATHEMATICS & NUMERACY

- Design a board game incorporating aspects of the journey/planets
- Program Roamer to move around space station
- Timetabling prior to and during the day/mission
- Measuring distance travelled by moon buggy
- Measuring involved during construction activities
- Investigate shapes in 2D and 3D constructions
- Explore points on the compass
- Investigate size and distances between planets
- Time
- Problem solving activities using space scenarios

Topic: **Cold Lands**

Year 3 - Weekly Planner

Date _____

SKILLS AND CAPABILITIES		STARTING POINTS			HOME LEARNING	
<ul style="list-style-type: none"> Learn to plan next steps Learn to examine options Will value others ideas Will listen actively and share opinions Will discuss learning and how to improve ICT-Strand 1 		<ul style="list-style-type: none"> Holiday brochures Scenes of winter Ski video Talk from someone who has visited cold country 			<ul style="list-style-type: none"> Celebrations in winter Go on a winter walk and discuss different aspects like weather, plant and animal life... Visit the library to research cold countries Make ice lollies 	
LEARNING INTENTIONS						
PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING	LITERACY ACROSS THE CURRICULUM	NUMERACY ACROSS THE CURRICULUM	THE WORLD AROUND US	THE ARTS	PHYSICAL EDUCATION	Individual/Group Learning Intention
Know how to keep safe Recognise and value their own and others' cultures	Understand the importance of sequence in recounts and instructions. Understand how to present ideas and information logically and coherently	Sequence everyday events. Know the days of the week, months of the year and seasons-explore calendar	Understand and recognise similarities and differences in environments/cultures	Understand how to use the visual elements of colour, texture and space to communicate ideas. Understand the ways in which sounds can be made, used and represented visually	Understand how movement can be used to communicate ideas. Understand the need for control and balance	Understand how to value their own and others' efforts
Teaching Approaches	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TEACHING APPROACHES <ul style="list-style-type: none"> Teacher's ideas Children's ideas We Want to:(from planning board) <ul style="list-style-type: none"> Clarify what we know Learn about Generate ideas Find out information Make decisions Present ideas/opinions Evaluate our learning 	<ul style="list-style-type: none"> Contribute to planning book Demonstrate initiative in designing and carrying out plans Decide how we can discover more about another country Plan and begin to create cold land environment indoors / outdoors – Alps, ski resort, Antarctic expedition... children choose 	<ul style="list-style-type: none"> Research cold countries Make flags Cost travel to cold land – plan route-make advertising poster Look at real passports and check data. Make/design own passport Read calendar and plan holiday dates Role play travel agents – create brochures, maps, booking forms Music, select instruments to represent sounds related to the topic – slippery, sliding, skidding sounds, cold icy, icicles sounds 	<ul style="list-style-type: none"> Research a cold land in more detail – environment, culture, habitat, currency Make slide-show of cold land scenes – ICT Make winter scene pictures-collage. Experiment with textures – mix glue and glitter, paint, glue and sawdust, washing powder... Plan and cook hot meal/drinks for keeping warm in winter Make invitations to others to sample cooking Make bird food/bird feeders for winter Look at and create crystal snowflakes 	<ul style="list-style-type: none"> Staying healthy and safe in winter – looking after the aged, people at risk in winter. Winter clothes, compare summer clothes to winter clothes – examine materials used, textures Explore camouflage – polar bears Set up a role play area – expedition to the Antarctic – clothes, resources, food required Movement in the snow or ice – through PE allow the children to move in a variety of ways – slipping on the ice, sliding etc. 	<ul style="list-style-type: none"> Research winter sports (winter Olympics) Make ski slope Make skis Make ice-cream, ice-cubes, ice lollies of different shapes, flavours... Make brochure of winter sports in local area Play indoor games – bowls, make snakes and ladders based on winter theme Keeping warm – body movements 	<ul style="list-style-type: none"> Home and road safety Have a quiz based on the winter theme Demonstrate learning from topic
RESOURCES	Library topic pack Begin to collate resources for role play area Variety of junk materials	Web-Google world Passports Travel brochures Maps, globe Percussion instruments	Snow paintings by famous artists Glue, glitter, sawdust. Variety of foods. Seeds Junk materials	Resources for expedition tent. Variety of winter and summer clothes	Ski gear and equipment Ice cream maker Ice cube trays Ice lolly moulds	

REVIEW

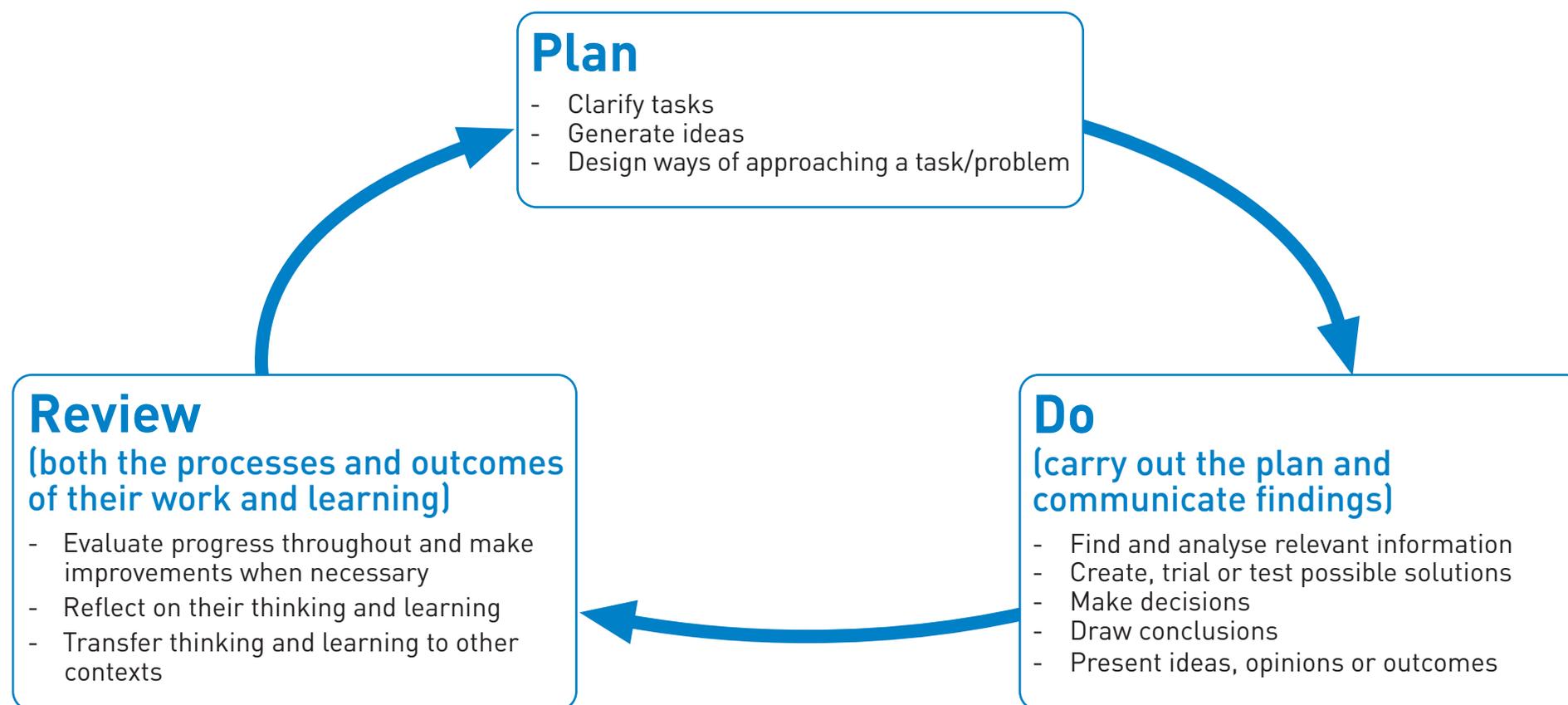
at Key Stage 1

SECTION 5



Plan, Do, Review Cycle

In order to develop children's skills and capabilities across the whole curriculum, teachers will need to provide frequent opportunities for pupils to think and do for themselves. To help foster good thinking habits and develop more independent learners, teachers may find it helpful to utilise a simple Plan, Do, Review process which integrates and fosters children's skills and capabilities.



Review

To review both the processes and outcomes of children's work and learning, the teacher needs to:

Adjust teaching to take account of the outcomes of assessment

Bring the children together (could be at the end of the play session, a series of sessions or the end of the week... when appropriate)

Consider "what are my next steps?"

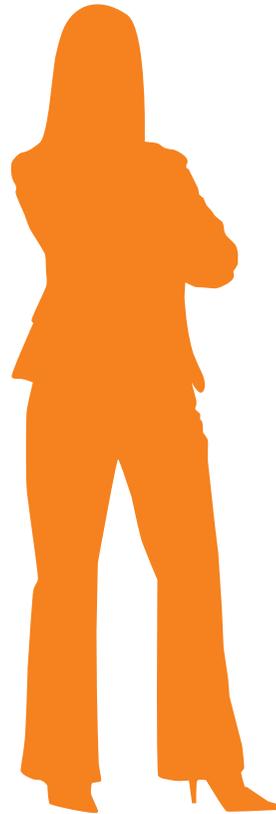
Revisit the learning intentions

Organise areas to display learning

Discuss what has happened during the session

Evaluate the session – What worked well, what didn't? Why?

Ask questions to encourage reflection eg: what have you learnt? What might you do differently? What have you found out?



Review

Contribute to the topic display

To review learning, children need to:

Discuss what I have learnt during play and the process involved

Demonstrate what I have learnt

Listen to other's ideas

Challenge thinking

Make suggestions as to how to do things better or differently

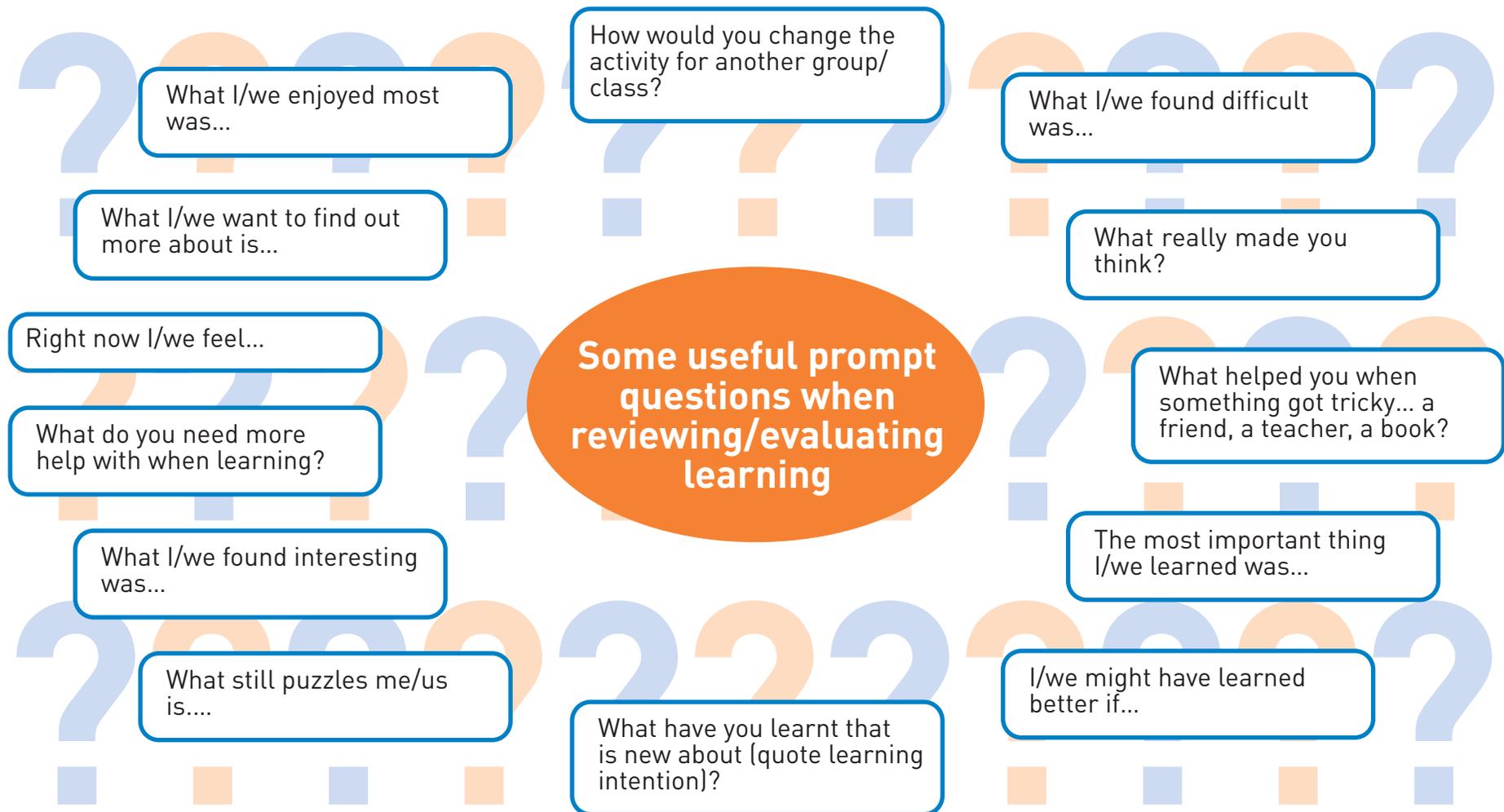
Ask purposeful questions

Talk about how problems were solved during play



Think about how I might use this again

Reviewing - thinking about what happens when we are learning



How can children demonstrate their learning?

- Drawings
- Poems, reports, recounts, descriptions...
- Diagrams, charts
- Mapping
- Composing lists
- Photographs
- Making booklets
- Explaining to others... think, pair, share
- Developing web-based communications
- IT... digital photos, video, audio recording...
- Drama, role-plays
- Demonstrations, presentations
- Assemblies



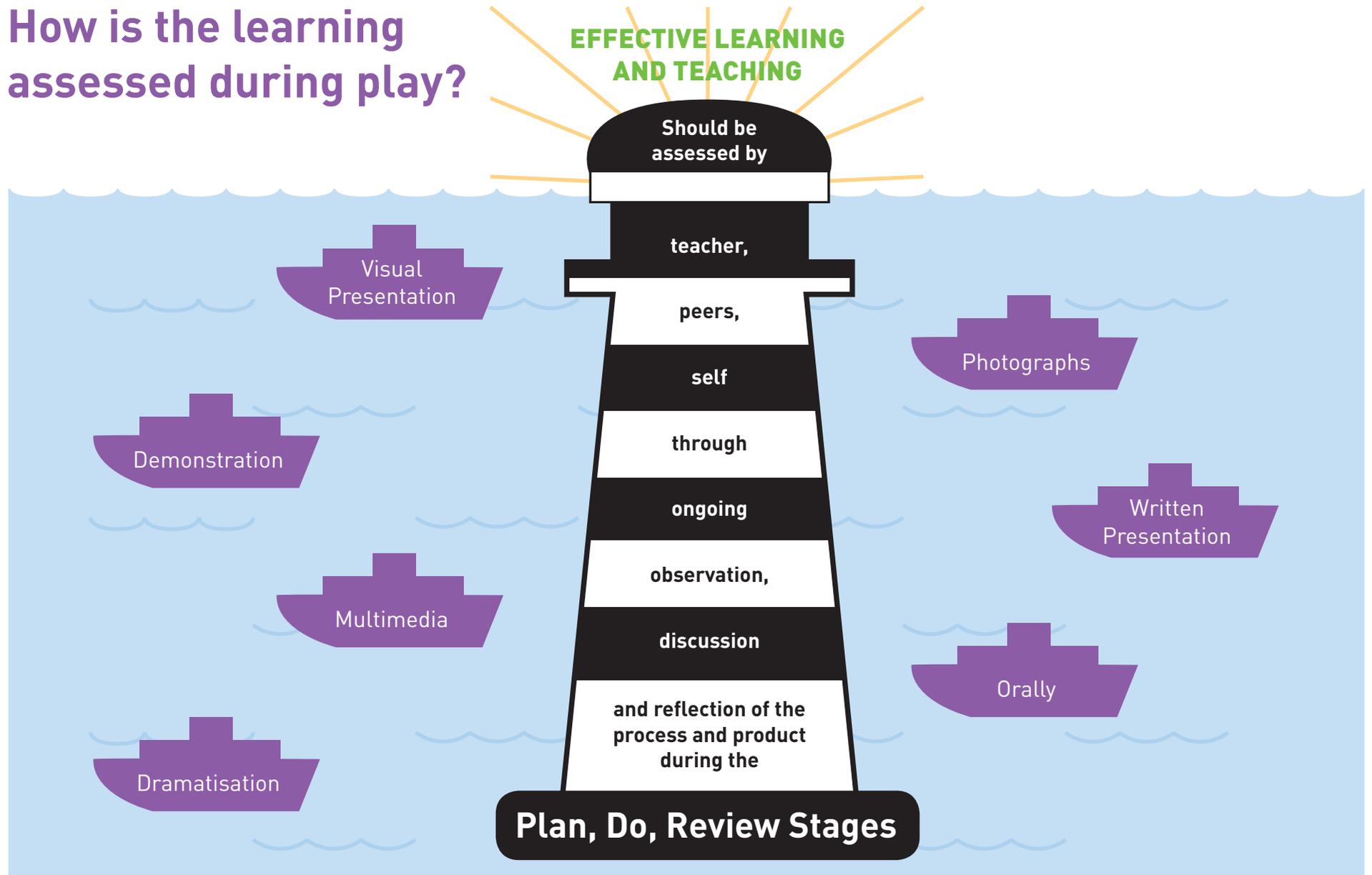
ASSESSMENT

SECTION 6

at Key Stage 1



How is the learning assessed during play?

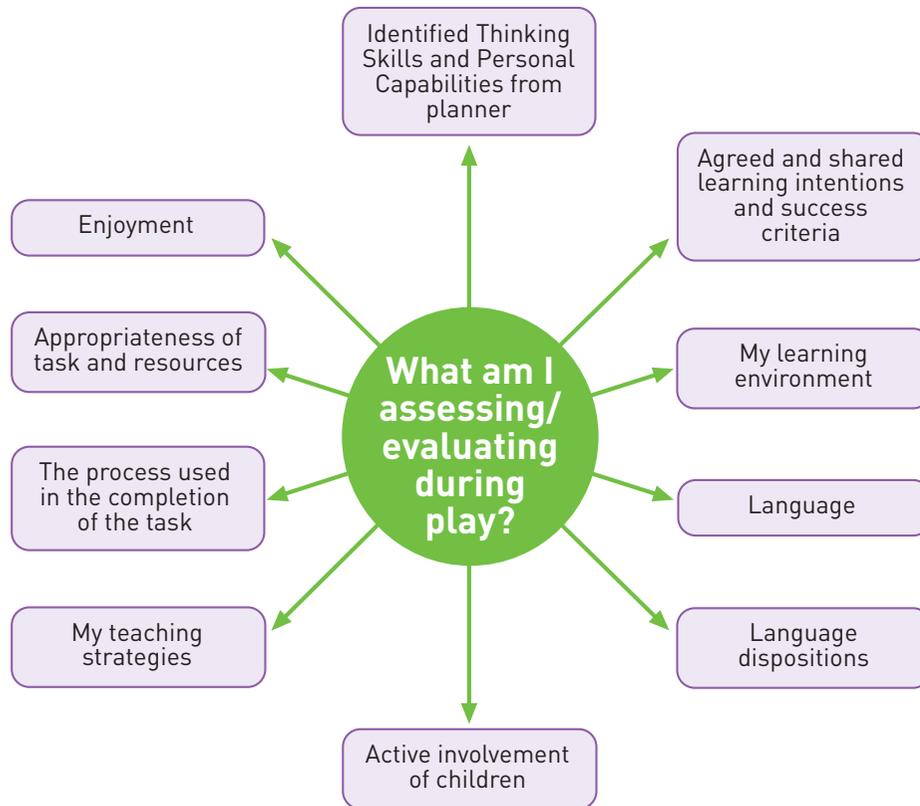


Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build up a comprehensive picture of the progress as well as the learning needs of each child in order to plan future work and ultimately improve learning. Improvement in learning is enhanced by taking account of any information that is available about a child's progression in learning to date.



Assessing and Evaluating the Learning

What am I assessing/evaluating during play?



“Engaging in peer and self assessment is much more than just checking for errors or weakness. It involves making explicit what is normally implicit and thus requires the pupil to be more active in their learning... The pupils become more aware of when they are learning and when they are not.”

Black et al., 2002



Self-assessment and self-evaluation provide early opportunities for development.

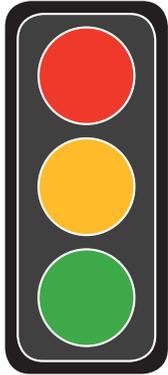
Pupils reflect on **WHAT** they have learnt.

Pupils reflect on **HOW** they have learnt.

Pupils use success criteria to assess their own learning.

Pupils use self-evaluative questions to prompt reflection during short plenary sessions.

Some Self-Assessment Approaches



Traffic Lights/Thumbs Up

Red light/thumbs down = I need some help/clarification

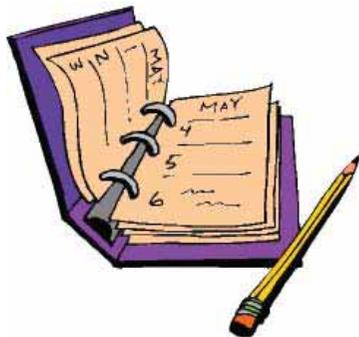
Amber light/thumbs horizontal = I've grasped most of it but need some help

Green light/thumbs up = I've got it, I understand



Two stars and a wish

Children identify/discuss two things they did well and identify one thing they could improve on/do differently



Learning Diaries/Logs

Children and teachers keep records of their progress in learning. These can be written, or recorded with photographs or drawings etc.

Scale 1 – 5

On a scale of 1-5 how much do you understand?



ASSESSMENT: Observation

at Key Stage 1



Observation

It is not possible to record everything a child does or says.

The planning dictates what is to be observed. Observation should be primarily based on:

- **The learning intentions**
- **The agreed success criteria**
- **Thinking Skills and Personal Capabilities**

Observations should take account of the cognitive, social and emotional development of the child.

Observations can be planned or spontaneous. **Planned observations** give more detailed information about a child's learning through play. These are ongoing and provide valuable information that may contribute to the pupil's profile. A systematic approach to recording observation needs to be in place. Pro-formas need to be devised and agreed and should not merely be a checklist of completed tasks. Planned observations should include **ALL** children over a period of time and should be as unobtrusive as possible.

Spontaneous observations are generally short, concise, factual records. They often document unexpected changes and achievements and can be in the form of post-it notes or a note book.

It is crucial that teachers observe how the different play activities are being utilised. If children lose interest, change the

activity or activity area. If an activity takes a new direction and the learning intention can still be achieved, then go with the flow.

"Observation is the foundation of education in the Early Years. It is through recording and reflecting on children's activities and interests that we can gather the information necessary for the construction of an appropriate curriculum from them. Observation is also the way in which we can gather the material from which to make informed, professional judgements about children's progress and about how to help them best. Observation, assessment and the development of an appropriate curriculum all fit together"

Hurst, 1997



Why Observe?

- Monitor enjoyment
- Identify the learning taking place
- Provide evidence on language development
- Measure understanding
- Monitor attitudes to learning
- Assess dispositions to learn
- Gauge appropriateness of task and resources
- Identify any difficulties children may be experiencing
- Assess Thinking Skills and Personal Capabilities
- Inform future planning
- Gain a more accurate picture of the child as a whole



What to Observe

Observations should be based on agreed learning intentions and success criteria. However, teachers should consider some of the following:

What children say...

- When interacting with peers
- When interacting with adults
- When engaged in tasks
- When involved in dialogue and discussion
- When asking and answering questions
- When planning their learning
- When demonstrating their learning
- When reviewing their learning
- When reflecting on their learning
- When explaining what they have done and giving reasons

Observe the appropriateness of the language

How children do it?

- With enjoyment?
- With perseverance?
- With concentration?
- In a systematic fashion?
- In a logical manner?
- With confidence?
- With others or alone?
- With positive attitude?

Observe their willingness

What children do – do they...

- Work in groups?
- Engage in a range of learning experiences?
- Demonstrate the identified skills and capabilities?
- Use a variety of resources?
- Tackle new problems/challenges?
- Cope with conflict appropriately?
- Complete the task?
- Understand the learning taking place?
- Demonstrate enjoyment?
- Make predictions?
- Respect and value others' opinion/suggestions?
- Display good social skills
- Demonstrate effective use of fine and gross motor skills?

Observe if they are actively engaged in the learning

ASSESSMENT: Effective Questioning

at Key Stage 1



Effective Questioning

As teachers we ask a multitude of questions. Many of these are closed, literal questions and merely test memory recall e.g. 'What is 3 x 7' or 'Who is the main character in the book?' While these are necessary, this type of question usually has a predetermined answer and does not extend and deepen learning. On the other hand, open-ended questions may have several possible responses. Therefore, it is essential that teachers strike a balance between the two if questioning is to be effectively used within the classroom.

Effective questioning is key to developing a community of inquiry.

Did you realise that...

A question is asked every 72 seconds.

Most teachers only wait about 2 seconds for an answer.

Increasing the average wait time of less than a second, to 3 seconds, produces measurable increases in learning.

38% of questions are answered by the teachers themselves.

Black et al., 2002



What is Effective Questioning?

Questioning is an integral part of Assessment for Learning. It involves creating a questioning climate in the classroom where learners are encouraged to come up with their own ideas, think out loud, explain their reasons and explore their understanding. Ensure questions have a purpose.

Question Purpose	Actual Questions
Ensure relevance	How does this help us with the problem?
Seek examples	Can you give me a particular occasion?
Encourage participation	What exactly is it that puzzles you? What do others think about this?
Explore alternatives	Can you think of an occasion or example when that wouldn't be the case?
Elicit emotions	How do you feel about that decision?
Check knowledge	What did you find out about? What's the name of...?
Encourage reflection	What do you think about what has been said so far? What do others think?
Look for reasons	Why do you think that? What reasons do you have?

Effective Questioning in Context

Ensure relevance

How did you arrive at that decision? What method/strategy did you use?

Which tool would be best suited for this job?

You wake up on a deserted island and your pirate ship has drifted out to sea. You need to be rescued. What could you do?

Captain Hook is sick in the sick bay and you have to take over as Captain. What will your duties be while at sea?



Seek examples

The pirates like to celebrate and keep themselves happy by dancing and singing sea shanties. How do you celebrate? What do you do to keep yourself entertained in your spare time?

We have been investigating floating and sinking – how could you use this information if you were at the beach?

You have written a list of things we need for our pirate voyage. When else would we need to write a list?



Encourage participation

In your friendship groups decide on a name for your ship? What strategies will you need to reach an agreement?

Think, pair, share. Why do you think Captain Hook behaved in the way he did?

How did you and your group solve the problem?



Explore alternatives

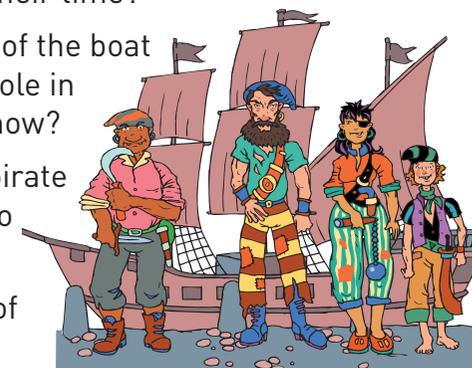
How would you change the story to make it more interesting?

You come across a ship of friendly pirates. How do you think they spend their time?

Whilst on your voyage the sail of the boat catches fire and leaves a big hole in it – how will you sail the ship now?

You've made and tested your pirate boat. How could you make it go faster across the watertray?

Can you think of another way of solving that problem?



Elicit emotions

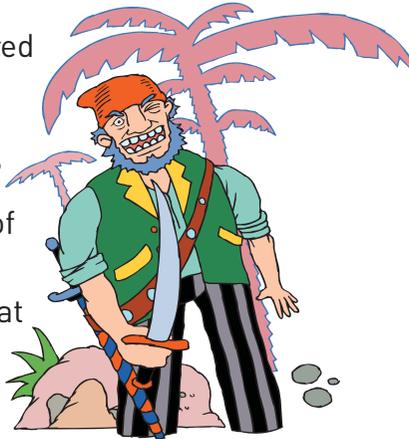
How would you feel if you were captured by pirates?

Given what you already know about Peter Pan – what do you think of him?

How do you feel about the behaviour of the pirates?

Do you like the way you went about that task? Would you do it differently next time?

If you were captured by a pirate ship and they were planning to raid a ship, what would you do to try and change their mind?



Check knowledge

What have you learnt about pirates that you didn't know before?

How were Captain Hook and Peter Pan similar and how were they different?

Who were the great explorers and which one do you admire the most? Why have you chosen this one above the rest?

How many different ways did the pirates hide their treasure? Can you list them?



Encourage reflection

How do you think Peter Pan felt when Captain Hook captured Wendy? Have you ever felt this way?

Why do you think Captain Hook didn't like Peter Pan?

If you were designing a uniform for your crew what might you have to think about?

Do you think that was the best way to go about that task?

If your ship was sinking what five things would you save and why?



Look for reasons

Why do you think the pirates stole from people?

Why do you think the pirate ship was made out of wood?

Do you think it was right for pirates to behave in the way they did?

Why do you think that?

What makes Peter Pan a good children's story?



Effective Questioning Strategies

Make a suggestion 'you could try...'

Extend the wait time/
answering time to allow
children time to think

Non-verbal invitation
e.g. eye contact or a nod

Write your answer, teacher
reads out a selected few
(answers in a hat)

Echo, 'So you say that ...'

Provide several answers
which can be discussed

Invite pupils to elaborate,
'Say a little more about...'

Clarify ideas, 'I can tell that
is the case because...'

Make personal contribution
from your own experience,
'I remember...'

Collect answers without
reacting. Children then pair
up or work in groups to
evaluate the responses

Invite children's questions

No hands up

Rehearse answers... try out
your answer on your partner

Think, pair, share

S.Clarke, 2003

To Introduce Effective Questioning

Ask better questions

Ask questions better

Deal with answers productively

Encourage pupil questions

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Council for the Curriculum, Examinations and Assessment (CCEA)
29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
Tel: +44 (0)28 9026 1200 Fax: +44 (0)28 9026 1234 Email: info@ccea.org.uk

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