

Downs Way School – Presentation for Parents 30th September 2015

All about Learning: what the changes in the new primary curriculum mean for you and your child

Workshop for parents and carers
Downs Way Infant School
Wednesday 30th September 2015



Outline of the evening

- ▶ 7.00 Presentation about the rationale behind the changes in the KS1 curriculum and what we are doing about it here at Downs Way
 - ▶ 7.25 Workshops for parents and carers: experience first hand the teaching styles being used in school and gather some tips on how to support children at home
 - ▶ *Literacy: in Bumblebees with Mrs Tassell and Miss Ackerley*
 - ▶ *Maths: in Butterflies with Ms Chaudhri and Mrs Laird*
 - ▶ *Problem solving/creative play: in Dragonflies with Miss Inglis and Miss Crammond*
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What they need to know



Each age group has the 'bar' at a particular height. Expectation that they will hone their skills and perform consistently and creatively at that level before moving on.

The EYFS and KS1 curriculum defines what children should 'know' at each stage of their development. By the time they get to the end of year 2 it's quite a lot! And for those of you who have older children – the expectations are higher!

Definitions of progress and attainment

Depth of learning



New school

- ▶ Each age group to have its own defined areas of learning
- ▶ More children 'expected' to demonstrate capacity in these skills
- ▶ Extra dimension of demonstration of 'mastery' of skills a pre-requisite before moving on

Another difference that some of you will find is that the children spend longer 'mastering' skills before moving on. For children of this age this is crucially important.

To help the children understand this we talk to them about being 'learning superstars' – challenging themselves to go deep with their learning.

We also talk to them about having 'superstar habits' – with the things they 'always' do

Obstacle course: better analogy than high-jump bar?



We think a better analogy for the curriculum is that it is a series of 'obstacle courses. You need lots of different skills to be able to tackle all the challenges. We want to develop all these skills in all our children. One child in EYFS said this to me this term "Did you know I have every power there is – I actually do!" I want every child to feel like this at the END of KS1 - not just in week 1!! But they need to learn that some powers have to be developed and worked on so that they become 'superpowers'. That way they are learning 'superstars'

Talk and do: making abstract concepts concrete

Reading: de-coding

- ▶ Matching sounds to symbols
- ▶ Blending sounds to make words
- ▶ Recognising the word!

Reading: understanding

- ▶ Having a 'sense' of how stories work
- ▶ Enjoying predictable text AND when the unexpected happens
- ▶ Stimulating imagination

**Please read stories to them
ALL THE TIME!**



To support reading Talk, talk, talk! Read ALL the time – the same story over and over again helps them 'internalise' how narrative works, helps them start to predict.

Children LOVE stories. We need to keep that love going and keep reading them stories they are really interested in throughout the time that they are acquiring the skills to read for themselves and beyond.

Talk and do: making the abstract concrete

Writing: mechanics and structure

- ▶ Gaining pencil control
- ▶ Forming letters
- ▶ Writing words
- ▶ Building sentences
- ▶ Being legible
- ▶ Understanding grammar conventions

Writing: communication and expression

- ▶ Having something to say – communication
- ▶ Having something to say – vocabulary

It takes a LONG TIME for all these to come together

The wider their vocabulary, the more stories they have heard and 'learnt', the easier they will find it to communicate in writing

The more dexterity they have with their fingers – the easier they will find it to physically write. This is why we do the 'dough disco' in EYFS and Write Dance.

We value all their mark making/emergent writing because this is when they have something to say!

Of course at some stage they do need to make the link that it does help if **someone else (or even they themselves)** can read what they have written!

Talk and Do: making abstract concepts concrete

Maths

- ▶ Getting a 'sense' of number – rather than just rattling off the numbers in order like a 'poem' or a nursery rhyme
- ▶ Recognising patterns and using language to describe them
- ▶ Comparing things
- ▶ Measuring things



This is not just for early years. Children need 'physical' representations of numbers for a LONG TIME.

And be honest now – how much 'number' talk is there in your house on a daily basis?

Count anything you can think of. Get them sorting things at home. Get them to measure out ingredients when cooking.

It is REALLY important that children DO NOT rush into FORMAL METHODS!!!!

Getting the ground work right

Social skills
Sharing,
negotiating,
building
relationships,
Learning rules

Gross motor skills
Running, climbing,
skipping hopping

Curriculum

Fine motor skills
Weaving, sewing,
playdough,
Painting, drawing
writing

**Making sure they love
learning**

That core 'technical' part of the curriculum runs through our learning like words through rock – but there is much more to it than that!
Children naturally love to be active and 'busy' – which is lucky because they need to do LOTS of big physical activities to hone their gross motor skills and LOTS of fiddly playing to get the muscles in their hands strong.
Above all we want to keep them happy and excited and engaged in their learning



Children's minds: how do they learn?



Our delivery of the curriculum is packed full of opportunities for children to practice the skills and learning behaviours they need
We tap into their natural love of repetition. We talk to them all the time about how they are getting better at things



Practice



Children's minds: how do they learn?



Playing together



We give them LOTS of opportunities to play together. We teach them how to do this co-operatively, and guide them when they find this difficult – shyness can be just as big a barrier as aggression! We let them play because they TALK and DO – and this SHOWS us what they have retained from our teaching.

Children's minds: how do they learn?



Imitation and imagination



Children love to be 'in role'. Capturing their imagination helps them sustain interest and concentration. Shaping learning opportunities in this way helps us 'see' what the children are learning.

Children's minds: how do they learn?



Absorption and playfulness



Problem solving is about 'playfulness' with ideas and concepts

They are better than us at getting to grips with new technology because they are not afraid of it – they will 'play' with it to see what will happen. And play and play again until they can see a pattern.

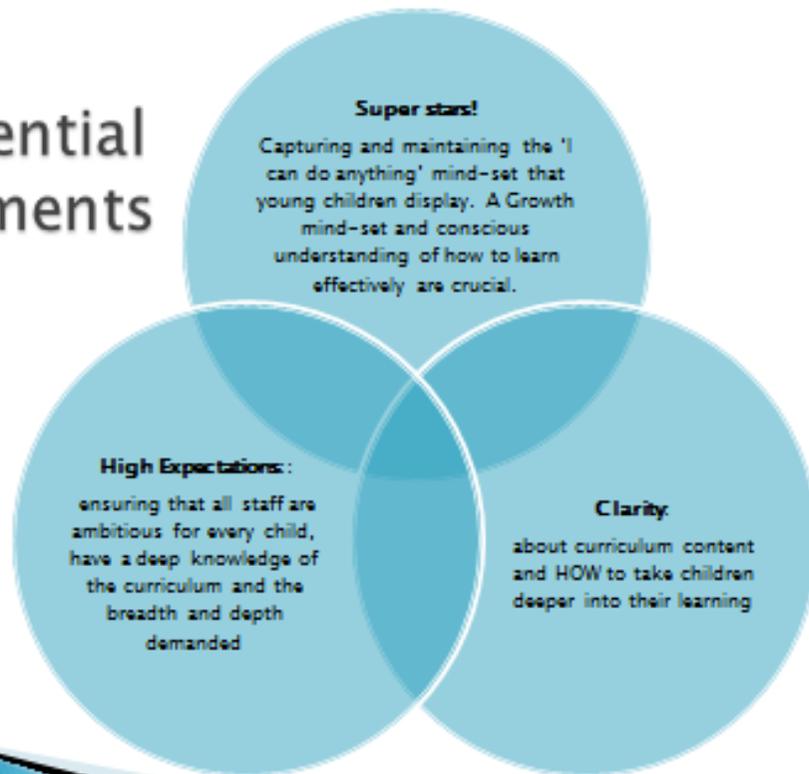
Obstacle course



SO for us the 'obstacle course' works. The children get better and better at the individual elements; we can set things up for them so that they tackle the challenges from every imaginable direction; we can give them chances to decide for themselves how they might go about things and all the time – we're talking to them about HOW they are getting more effective and the attitudes they are showing which are helping them.

The skills they 'master' at one level will give them the capacity and confidence to engage with the challenges on the next 'course' more quickly and effectively.

Essential elements



But we need real RIGOUR in our approach if all children are to meet their potential. These include:
Providing differentiated challenges – and the expectation that children will become adept at choosing the right level of challenge.
Embracing mistakes – and learning from them.
Praising the effort and the ability to articulate HOW and WHY the learning was effective – rather than simply the end result
Encouragement to achieve personal best – and be a 'superstar'

Thank you for listening



Proof of the Pudding: experience learning in the classrooms as your children do!

- ▶ Literacy: in Bumblebees with Mrs Tassell and Miss Ackerley
- ▶ Maths: in Butterflies with Mrs Chaudhri and Mrs Laird
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Will you be a learning superstar this evening?

