

Welcome to Class 1's Curriculum Evening 11.10.2021



Thank you for coming...it's lovely to welcome you into school again!

Tonight we will talk about:

- PSED, respect and kindness
- A knowledge rich curriculum
- At Lothersdale we learn pirate fashion
- The children
- Characteristics of effective learning
- Rocket Phonics
- Love of reading
- Love of maths – a secure foundation with numbers to 10

The children are at the heart of all we do and all the decisions we make.



Our curriculum is like a good recipe. With a balance of quality ingredients we make something wonderful for every child 😊



We include the good stuff we know children need to get on in life and reach their full potential including - caring, interested adults, an engaging environment, praise, support & motivation.

We also take care to include the aspects which make education personal, thoughtful, lively, relevant and special.

Personal, Social and Emotional Development

- They have developed friendships within Class 1 and with children from all the other classes.
- They have positive relationships modelled by the adults in Class 1 and in the wider school.
- Trust, care, kindness, sharing, equality, respect are all taught as Candle Time lessons and taught in hundreds of little ways threaded throughout our days and weeks.
- Kindness is our golden thread.

A knowledge rich curriculum
helps children to remember more
over time.

We carefully decide what we
want the children to know and do.

I can name 3 wild birds and recognise them in non-fiction books and out in the woods.

I know that a healthy lifestyle includes brushing my teeth, eating fruit and vegetables, taking exercise, having a good nights sleep and talking to the people I trust about how I feel.

Learning can be defined as ***an alteration to long term memory*** and our approach to learning helps ensure that pupils know and remember the content they have been taught. This is achieved in part by spaced recalls and quizzes across the year – we call these **Arrrghs!** because at Lothersdale **we learn Pirate Fashion!**

Pirate Fashion is a way to help the children understand why we quiz them on things they learned weeks or even months before. We stress to the children that real learning is when something becomes fixed in their long term memory and they don't have to think hard, using their working memory, to find an answer.

At Lothersdale School, we learn **PIRATE** fashion.

ARRRGH

To **REMEMBER**, we **REFLECT** and **RECALL**

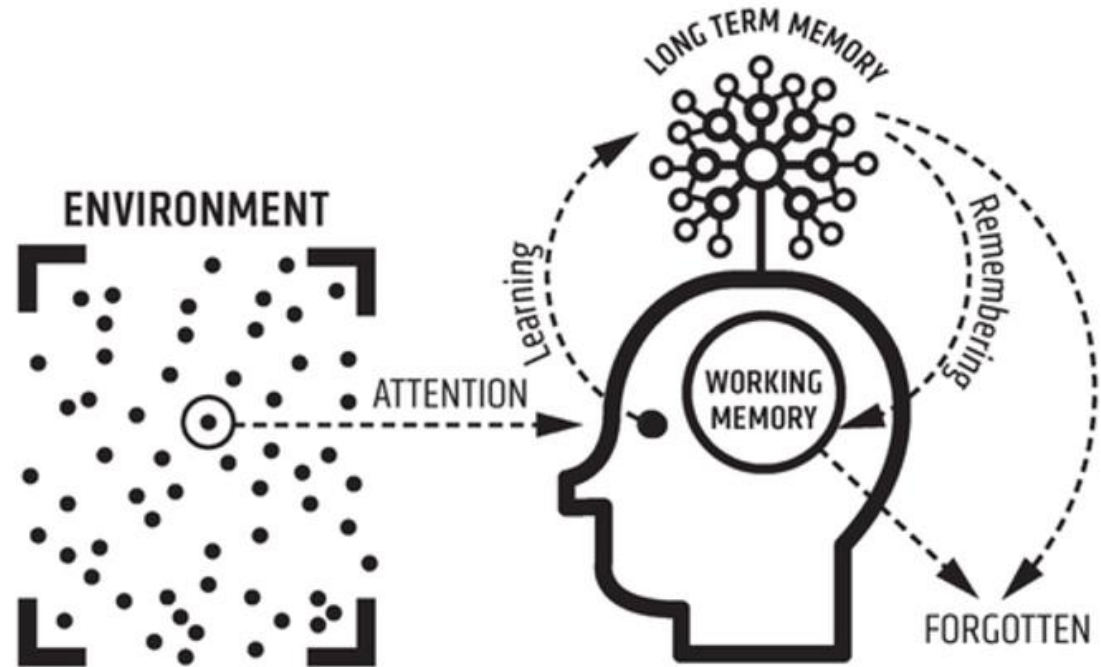


It helps us to **KNOW** more, **REMEMBER** more and **DO** more

We stress to the children that **the harder or more often they think about something, the greater chance it will become embedded in their long term memory.** This frees up their working memory to perform other tasks. Completing Arrrghs! helps embed knowledge in the long term memory. Learning which is not revisited in this way can easily be forgotten.

What does this look like in Class 1?

Repeat, repeat, repeat!



The children...





• Out and About

- Beginning to learn stop, look, listen, think before we cross the road
- Behaviours modelled by Y6 buddies
- Being curious about the natural world





Whole class & group work learning



Characteristics of Effective Learning

Playing and Exploring
Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can plan and think ahead about how I will play with objects.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

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Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can feel confident about coming up with my own ideas.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can concentrate on achieving something that is important to me.

I can make more links between my ideas.

Rocket Phonics Daily Learning

grapheme-phoneme correspondence
blending for reading, segmenting for spelling
working at sound, word & sentence level

Rocket Phonics Sounds Mat 1		s	a	t	i	p
n	net	sun	apple	tap	insect	pan
k	kite	mouse	dog	goat	octopus	cat
b	bat	duck	elephant	umbrella	rabbit	hat
j	jug	frog	cliff	ladder	shell	dress
v	van	web	fox	yellow	zebra	



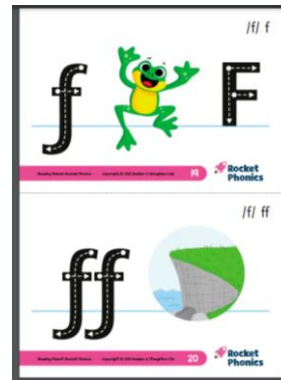
Love of reading

- Themed events throughout the year (Bedtime Story Day)
- Class and school library
- Curriculum with books at the centre
- Adults who share books and love reading stories
- Daily opportunities, time to share books, read and listen to stories
- Teddies and puppets
- POSITIVE ROLE MODELS



Writing

- Have a go!
- Letter formation
- Name writing
- Dough and clay – threading, small equipment, pincers, scissors, construction...
- Applying learnt phonics
- Segmenting to spell

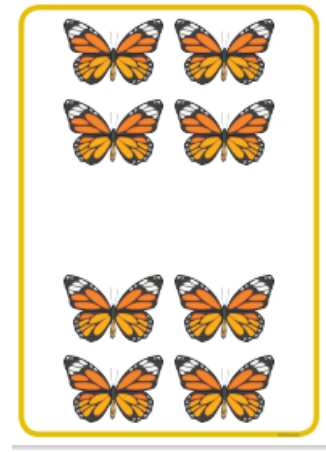
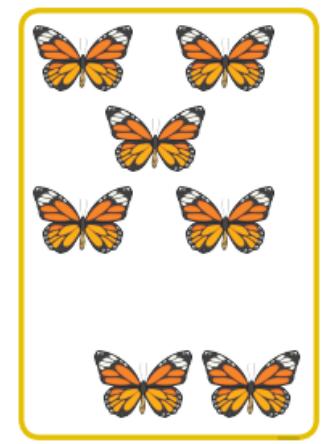
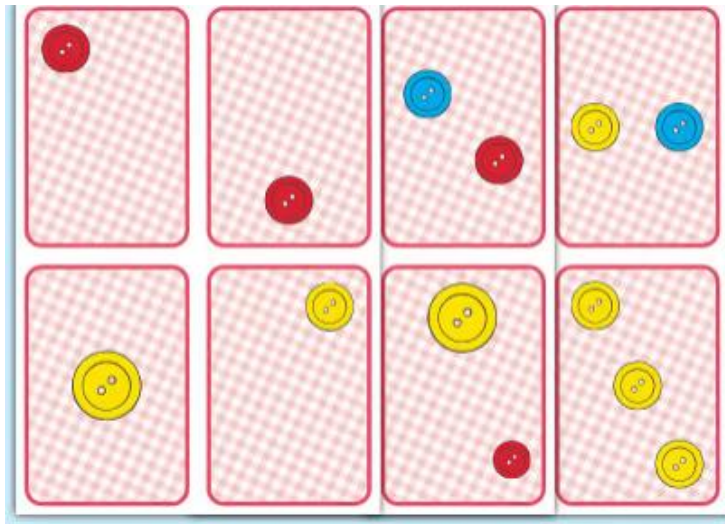


Love of maths

- Counting, sorting, thinking, questioning, remembering, matching, checking, explaining, adding, subtracting, comparing, weighing, measuring, problem solving...



Subitise - To automatically recognise a quantity (to 5) without counting.



Communication and Language
Physical Development
Understanding the World
Expressive Arts and Design



Seven Features of Effective Practice

1 The best for every child

• All children deserve to have an equal chance of success.



• High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

• When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



• Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

• High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

• The child's experience must always be central to the thinking of every practitioner.

• Babies, toddlers and young children thrive when they are loved and well cared for.



• High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

• Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

• Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

• Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

• The curriculum is a top-level plan of everything the early years setting wants the children to learn.



• Planning to help every child to develop their language is vital.

• The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

• Young children's learning is often driven by their interests. Plans need to be flexible.

• Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



• Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

• Children are powerful learners. Every child can make progress in their learning, with the right help.

• Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



• Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

• Children in the early years also learn through group work, when practitioners guide their learning.

• Older children need more of this guided learning.

• A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

• Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



• Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



• Accurate assessment can highlight whether a child has a special educational need and needs extra help.

• Before assessing children, it's a good idea to think about whether the assessments will be useful.

• Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

• Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.



• These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

• Language development is central to self-regulation: children use language to guide their actions and plans.

• Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

• It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

• This includes listening regularly to parents and giving parents clear information about their children's progress.



• The help that parents give their children at home has a very significant impact on their learning.

• Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



• It is important to encourage all parents to chat, play and read with their children.