

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Metacognition

Subject	Quote to lead subject	Intent	Implementation	Impact
Metacognition/Growth Mindset	'I'm so tired' said Tiny Dragon. Big Panda smiled gently. 'Nature has a season for all things – beginning, growth, reflection and rest. We are part of nature my little friend and should not be afraid to follow her good example'.	The intent is to make tasks become manageable and change the delivery from a worm (one long task) to a train (achievable chunks) and to tackle each station with a positive attitude and have a catalogue of ways to improve.	The implantation starts with having all staff to have a robust knowledge and understanding of what MC/GM looks like in the classroom. This should then be mapped with expectations of what it would like in year group. As children develop throughout their stages their expose and comprehension develop and metacognition should be taught explicitly through lessons, planning, opportunities responses to sc, displays, teachers' feedback, delivery and celebrating of one another's learning.	Learners who know how to grow and have the positive attitude to do it.  To take these skills into a life of learning and have the capability to access future and difficult tasks with a range of strategies.

## Being me in my learning world: Metacognition (MC) developing Children's understanding 2X30mins lessons per week

Year group/ Week	Week 1 Reflect	Week 2 Learn how I learn and making connections	Week 3 Questions	Week 4 Critical friends and oracy	Week 5 Learning collaboratively and oracy	Week 6 Positive learning behaviours
Reception	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on what we can do	Objective 1: To identify what helps us to learn. Objective 2: I am learning to make connections. I can make physical connections	Objective 1: I can ask and answer simple questions. I know that asking questions is an important part of learning. Objective 2: I can ask simple questions to further my learning. I can talk about what I already know.	Objective 1: To talk about talk. Objective 2: To learn how to work well with a learning partner.	Objective 1: To learn how to be a helpful learning partner. Objective 2: To name good ground rules for group work. To begin to use sentence starters to develop good oracy skills.	Objective 1: To follow the group ground rules to enable good teamwork.
Year 1	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on what we can do	Objective 1: To identify what helps us to learn. Objective 2: I am learning to make connections. I can make physical connections	Objective 1: I can ask and answer simple questions. I know that asking questions is an important part of learning. Objective 2: I can ask simple questions to further my learning. I can talk about what I already know.	Objective 1: To identify different scenarios for talk. Objective 2: To learn how to work well with a learning partner.	Objective 1: To learn how to be a helpful learning partner. Objective 2: To name good ground rules for group work. To begin to use sentence starters to develop good oracy skills.	Objective 1: To follow the group ground rules to enable good teamwork.
Year 2	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on my feelings about coming back to school	Objective 1: To identify what helps me to learn. Objective 2: I am learning to make connections. I can make repetitive connections and group connections	Objective 1: I can ask and answer questions. I know that asking questions is an important part of learning. Objective 2: I can ask questions to further my learning. I can talk about what I already know.	Objective 1: To identify different scenarios for talk. Objective 2: To learn how to work well with a learning partner.	Objective 1: To learn how to be a critical friend. Objective 2: To decide what ground rules are important for talk. To begin to use sentence starters to develop good oracy skills.	Objective 1: To follow the group ground rules to enable good teamwork.
Year 3	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on my feelings about coming back to school	Objective 1: To identify what helps me to learn. Objective 2: I am learning to make connections. I can make repetitive connections and group connections	Objective 1: I can ask and answer questions. I know that asking questions is an important part of learning. Objective 2: I can ask simple questions to further my learning.	Objective 1: To raise awareness of talk "We are learning to talk about talk" Objective 2: To learn about the role of the listener when in a discussion.	Objective 1: To learn how to be a critical friend. Objective 2: To establish good ground rules for talk when in a group. To begin to use sentence starters thoughtfully to develop good oracy skills	Objective 1: To use positive learning behaviours to work well in a group.

			I can talk about what I already know.			
Year 4	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on my feelings about coming back to school	Objective 1: To identify what helps me to learn. Objective 2: I am learning to make connections. I can make related and emotional connections.	Objective 1: I can ask and answer more complex questions. I know that asking questions is an important part of learning. Objective 2: I can ask questions to further my learning. I can discuss my ideas and prior knowledge.	Objective 1: To raise awareness of talk “We are learning to talk about talk” Objective 2: To learn about the role of the listener when in a discussion.	Objective 1: To learn the value of a good critical friend. Objective 2: To establish good ground rules for talk when in a group. To use sentence starters thoughtfully to develop good oracy skills	Objective 1: To use positive learning behaviours to work well in a group.
Year 5	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on my feelings about coming back to school. To plan ahead.	Objective 1: To identify what helps me to learn. Objective 2: I am learning to make connections and reflect on these. I can make related and emotional connections	Objective 1: I can ask and answer more complex questions. I know that asking questions is an important part of learning. Objective 2: I can ask a variety of questions to further my learning. I can discuss my ideas and prior knowledge with an explanation.	Objective 1: To discuss what makes a good speaker and listener To identify different scenarios and behaviours where talk is important. Objective 2:	Objective 1: To learn the value of a good critical friend. Objective 2: To establish good ground rules for talk when in a group. To use sentence starters more confidently to develop good oracy skills	Objective 1: To identify what helps us to learn and why. To identify positive learning behaviours.
Year 6	Objective 1: To reflect on their home learning experience. Objective 2: To reflect on my feelings about coming back to school. To plan ahead.	Objective 1: To identify what helps me to learn. Objective 2: I am learning to make connections and reflect on these. I can make related and emotional connections	Objective 1: I can identify how different types of questions can help me to think more deeply. I know that asking questions is an important part of learning. Objective 2: I can ask a variety of questions to further my learning. I can discuss my ideas and prior knowledge with an explanation.	Objective 1: To discuss what makes a good speaker and listener To identify different scenarios and behaviours where talk is important. Objective 2:	Objective 1: To learn the value of a good critical friend. Objective 2: To establish good ground rules for talk when in a group. To use sentence starters more confidently to develop good oracy skills.	Objective 1: To identify what helps us to learn and why. To identify positive learning behaviours.

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Year group: Reception

Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> ‘We are in this together’ book and ‘What I did in lockdown’ doc</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow the children time to celebrate all the things they have learnt and experienced that they would not have before. It’s a strange time but we must take positives from it and learn from it, it’s how we grow as learners.</p> <p><b>Activity:</b> Read the story with the children ‘We are in this together’. Stop at various points throughout the story and reflect on the children’s experience at home. Explain that today we are going to celebrate what you have learnt whilst at home because it has all been a very different experience for everyone.</p> <p>The children will draw something they did at home and the adults will scribe for them. In CIL: Leave out ‘what I did in lockdown sheet’ for them to access and</p> <p><b>Safeguarding:</b> Note that not all children would have had a pleasant experience at home. For children that are vulnerable, you could read this story with them separately and do the same activity.</p> <p>The resource sheet was abit too busy for Reception. It might work better to take one of the sections.</p>	<p><b>Resources:</b> ‘While we can’t hug’ book / web link and ‘we can...’ poster</p> <p><b>Objective:</b> To reflect on what we can do</p> <p><b>Activity:</b> All / most of the children visited the school on July 20<sup>th</sup> to meet us and see their new setting. Ask the children to reflect on the differences in the room. Reflect on what else is different since lockdown. What can you do now that you couldn’t before? We can now meet in gardens or have a small number of people in our house, we can go shopping now, cinemas are opening (talk about what ever we can currently do based on the times) Why do you think we have to be careful still? The LSA will create a thought shower as the CT takes responses.</p> <p>Read <a href="#">While we cant hug</a> by Eoin McLaughlin.</p> <p>Stand the children in a circle and ask them to send some virtual hugs, high fives, smiles, kisses across the room. It still feels good doesn’t it. It still means you are loved. Ask the children to talk to the person next to them is there anything that they are worried about or want to know more about? Write the responses down and reassure them or make a plan to make them feel secure.</p> <p>Finally show them the ‘we can....’ poster. This is something we are going to remind ourselves of when we are worried ... we can pray, we can connect again, we can be resilient, and we can heal. Go back to this poster often. Have it displayed in your room to remind them that even though there is a lot we can’t do there is a lot we can do.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it’s really important we are vigilant of all of the children in the room and keep a check on how they are feeling, these may change from day to day.</p> <p>The ‘While we can’t hug’ book opened up lovely conversation about other ways we can show we care and led nicely into talk about kind hands. The children are still getting used to talking with a partner. - Keep working on this and modelling what learning partners are.</p>
2	<p><b>Resources:</b> your choice of calm music to play, ‘which classroom would you choose?’ doc and possible tidy up song that you may wish to use (there is a link below if you prefer).</p> <p><b>Objective:</b> To identify what helps us to learn.</p> <p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It’s also good for concentrating and calming you down if you feel cross or excited.</p> <p>Now we are calm we can concentrate on something tricky...mirroring <a href="#">CT and LSA model mirroring together</a>. To help your brain concentrate you have to use your eyes and your body, your voice should be off, say aloud to the class, I am going to turn my voice off and can you watch Mrs/Mr ....and see how he/she mirrors my actions. Ask</p>	<p><b>Resources:</b> Plasticine or blue tack ball, lolly sticks or sticks and a tray of 10 random objects with a cloth over the top.</p> <p><b>Objective:</b> I am learning to make connections. I can make physical connections</p> <p><b>Activity:</b> Start the lesson with a game of Simon says. Remind the children that to play this game you need to be really good at watching the leader. Ask a child to take over as the leader once they get hang of the game. Remind the children of the work we did last lesson on ways to help us learn – reflect on what they were.</p> <p>Reveal the word connection and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have put a lolly stick in. If there are not many responses, ask the LSA to offer ideas about what the word connection means to them (Lego, friends, holding hands, my hand on the table, people on the phone etc). When everyone is out of ideas or suggestions look at the ball of plasticine</p>

	<p>the class what the LSA did well. <b>Ask the children to stand and the LSA will be the leader this time.</b> We all do it together. Discuss what is tricky about it. How does turning off your voice help you to concentrate? Ask the children to pair up and try the activity, explain that when you ring the soft bell, they will swap (as an extra challenge see if you can swap without making any sound at all). Praise the class for making good connections with their partner and watching carefully, these are two really good skills for learning.</p> <p>Another thing that can help us learn is our space. Show the doc 'which classroom would you choose?' Discuss the differences and why one might make a better learning environment than the other. Explain why putting things back in the right place and tidying up after ourselves will help us to learn better because things will be in the right place when we need them. We will have space to learn and it will feel nice. Did the children come up with any other ideas? You could introduce a tidy up song at this point such as <a href="#">this</a> or assign the children to areas that they will be monitor for.</p> <p>Mirroring was a great activity for the class and really helped to engage them. It was interesting to see which children found this difficult. These have been noted to do more social/ pseed work with adults and children. I think it is having a really positive impact involving the LSA more in the lessons.</p>	<p>with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections this is what we want you to visualise. The more connections you make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Sit the children in a circle and put a tray full of 10 objects in the middle of them (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Talk to the class about what they remember or ask them to recall with the person next to them. Which ones did you remember? Why do you think you remembered those ones? Explain that we are going to help our brain to remember by making a connection. This will be a physical connection. Stand the children up and call out the list of items, as you do this the children will copy your action to go with the item e.g. cat cuddly toy (ask the children to pretend to be a cat) scissors (pretend to cut a piece of paper). Cover the tray and see how many they remember this time? How else could we remember more? Children make suggestions and you try another way. Bring them back to the objective what does the word connection mean? They loved the game of Simon says (once we got the hang of it). I was really impressed how many links they found to the word connection. The activity would have worked much better with a visuliser.</p>
3	<p><b>Resources:</b> Question Matrix doc and a book or picture related to your topic  <b>Objective:</b> I can ask and answer simple questions.  I know that asking questions is an important part of learning.  <b>Activity:</b> <b>Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</b>  Reveal a picture (this could be a page or character from a book you are reading) on the board. Introduce the question matrix doc and verbalise 'I am going to choose a <b>what</b> question' "what is happening in this picture?" Use lolly sticks to ask several children one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).  Explain to the class that we are going to use our 'what' question to get to know one another a bit more. What is your favourite colour? What do you like to play with? Invite the children to ask their talk partner, can they think of a different <b>what</b> question?  Refer back to the Questions Matrix 'Lets choose a question that starts with <b>how</b> this time... How old are you? How do you get your hair like that? How many pets do you have?  <b>CIL:</b> Challenge the children to ask as many questions as they can to help them learn more about their classmates. Have the words 'What' and 'How' displayed</p>	<p><b>Resources:</b> Question Matrix and the KWL doc, artefacts, pictures, books related to your topic.  <b>Objective:</b> I can ask simple questions to further my learning.  I can talk about what I already know.  <b>Activity: 2 mins:</b> <b>Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</b>  Remind the class about the work we did on questions last lesson and refer to the question matrix. Ask the children to use a what or how questions with their partner... (what did you have for breakfast? How did you get to school today?) Explain that we are going to do some more of this today, thinking about our topic. Show the children the KWL doc. Start with knowledge, ask what do they already know? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)  Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas.  Send the children to their table where there will be pictures, artefacts, books all around the topic you are learning. Ask the children to explore the resources and ask questions at the table <b>CT and LSA to model this... I wonder why .... How did they .....etc (refer to the question matrix).</b> CT and LSA can go around and write responses on post it notes and then put them on the 'What I want to know section'. Share these</p>

		<p>with the class at the end of the session and explain that by the end of the topic we will be able to answer these questions. Ask for ideas on how we will do this?          You may want to do these in one session or pull groups over to do this activity to model the language and model the vocab.          CIL: Have an investigation station in your classroom where children can go back to these resources later.</p>
4	<p><b>Resources:</b> Talk cards doc  <b>Objective:</b> To talk about talk  <b>Activity:</b> Ask the children if they like talking. When do they like to talk? Why? When do you not like to talk? Why?          Explain that hidden around the room / outdoor space (teacher's choice) are six talk cards and six cards with sentence on. Work together as a team to find them.          Come back together as a class and show the children the six picture cards. Read out the sentences and ask them which picture it goes with. The children can discuss this with their learning partner.          As you show each one, reflect on when we might do this.          What do you like about each one?          What do they have in common?</p> <p>If relevant, at the end of the session, remind the children that not all children and adults that we meet will be able to talk but there are other ways to communicate including something called Makaton. Show the children one of the following Mr Tumble videos. <a href="https://www.youtube.com/watch?v=flXsU4V0zz8">https://www.youtube.com/watch?v=flXsU4V0zz8</a> (Mr Tumble teaching Makaton signs). <a href="https://www.youtube.com/watch?v=mMog84sQp3o">https://www.youtube.com/watch?v=mMog84sQp3o</a> Mr Tumble's phonetic alphabet.</p>	<p><b>Resources:</b> Harry hedgehog's story from the growth mindset resource folder. Good learning partners doc, mindfulness colouring pages or your own topic based colouring page, puzzles, books to share, talk partners poster (optional)  <b>Objective:</b> To learn how to work well with a learning partner.  <b>Activity:</b> Explain to the class that we are going to be working with a learning partner today. We have seen our friends Harry Hedgehog, Colin Caterpillar and Carrice Cat all work well to support each other this week. Have another look at the story; what do they all do to be a good and supportive learning partners during the story?</p> <p>Ask the children to sit with their learning partner and to talk about the things they are interested in. Establish the rules for good learning partners before you start and write them down asking for the children's suggestions e.g. look at your partner, listen carefully, say something back, make sure your body is calm and pointing towards your partner, and take turns, (there is a talk partners poster doc if you prefer). Share an example with the LSA and ask the children to then have a go. What did you find out about your partner? Would anyone like to share what their partner is interested in? How do you think you both did? Is there anything you want to get better at for next time?</p> <p>CIL: Following the session the children could...</p> <ul style="list-style-type: none"> <li>- draw two partners talking.</li> <li>-Choose and cut out pictures that show good learning partners (see resource).</li> <li>-Colour in a picture together, listening to the other persons ideas and sharing your ideas too (see resource or choose a topic picture).</li> <li>-Do a puzzle together.</li> <li>-Share a book and talk about what is happening in the story.</li> </ul>
5	<p><b>Resources:</b> Cutting skills resource doc, demonstration video, cutting skills poster and scissors, Fixed Freddie and Growing Grace.  <b>Objective:</b> To learn how to be a helpful learning partner.  <b>Activity:</b> Remind the children of the work we did last week, referring to the rules for learning partners poster and explain that we are going to add to it; 'to be a helpful learning partner'. What do we think this means?</p> <p>Helpful learning partners will help you when you are sad, when you need a friend to play with, when you can't find your coat. How can they help you with your work? Establish that a lot of children are really good at helping their friends with their learning. Act out a scene with the puppets where Fixed Freddie is trying to write the tricky word 'no' (or whichever helpful word you are working on in phonics this week).</p>	<p><b>Resources:</b> KS1 sentence starter oracy frames  <b>Objective:</b> To name good ground rules for group work.          To begin to use sentence starters to develop good oracy skills.  <b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a>          What is a power pose? 5 mins video (for staff)  <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a 'POWER POSE' for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm</p>

	<p>Freddie asks Grace very bravely if she knows how to spell it. Grace says “yes, if you look over here on this wall you can see all the helpful words. Can you find no?”          Freddie: “I’m not sure which one it is.” Grace: “it’s this one ‘that starts with the ‘n’ sound. Let’s write it together.” Freddie: Thank you for your help Grace”. Grace: “That’s ok Freddie.”</p> <p>Discuss that Grace was a really helpful learning partner because she didn’t do it for him or just give Freddie the answers, she was showing him where he could look when he is not sure of a helpful word.</p> <p>Show the children the poster showing them how to cut using scissors, followed by the short 2 mins video that demonstrates the skill (you might prefer to do this yourself, modelling in front of them). Give each child a cutting resource sheet and explain that they will be working with their learning partner who will give them helpful suggestions to make their cutting skills even better. Remember, you can also tell your partner what they are doing well. Give the children a set time before you stop them and swap roles.</p> <p>Come together and discuss the positives of having a helpful friend to guide you and help you improve your work.</p> <p><b>CIL and further support: Not all children will be ready to use scissors. Have a look at this 6 min video for other ideas to develop fine motor skills used for cutting and writing during, after or before this session. You might want to offer tongs to children that are not able to hold scissors yet and do a modelled example yourself with a small group of children or ask the LSA to take those children to a separate area to work on this skill. <a href="https://www.youtube.com/watch?v=CYFfm14ggo8">https://www.youtube.com/watch?v=CYFfm14ggo8</a></b></p>	<p>something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good at growing my brain’ etc.</p> <p>Display or make available one of the ‘KS1 sentence starter oracy frame (display this somewhere clear so that children can refer to it whenever they are responding on the carpet and during group/paired discussions. As the children begin to use these more often you can add to the display throughout the year).</p> <p>Ask the children to work in pairs and discuss what they need to remember when working in a group/team using the oracy statement.</p> <p>Write down their ideas to create a ‘ground rules for team work’ poster and ask them to join up with another pair before you watch <a href="https://www.youtube.com/watch?v=TZqFYtWCWXg">https://www.youtube.com/watch?v=TZqFYtWCWXg</a> episode (2mins) long. Watch the clip and ask the groups to talk about the good things they saw in the short video. How did working like this help? Is there anything else we can add to our class poster?</p> <p><b>CIL:</b> Following this session, the children could go on to a similar challenge of building a tower, building/ designing a playground/school out of Lego. They could design a new planet or depending on your topic something more themed around this.</p>
6	<p><b>Resources:</b> Lego mats, Lego, amazing teamwork doc  <b>Objective:</b> To follow the group ground rules to enable good teamwork.  <b>Before the lesson, staff watch <a href="https://www.youtube.com/watch?v=Hwy_TfUQbio">https://www.youtube.com/watch?v=Hwy_TfUQbio</a> how to make a Lego Maze</b></p> <p><b>Activity:</b> Put the children into groups of 3 and explain that over the next few sessions we will be consolidating the things we have been working on for the past 5 weeks. Refer to the displays and the positive learning behaviours we have been working on. How has it helped us to become better learners? Ask the children what they have learned so far? How can we apply this to every day so that these positive learning experiences continue? (during your class discussion, encourage the use of the oracy starter frames from last week).</p> <p>Explain that they will be working as a team to create an ‘amazing’ Lego Maze. Show the class the video or demonstrate yourself how to make a Lego maze. Create a success criteria with the class. What must it have?</p> <p>The groups will then go off and begin making their design (note there are differentiated docs where the group has a chance to design their maze first - they can use the cut out pieces to help them or, you can ask the children to get making straight away and learn by trail and error. Take photos of the progress.</p> <p>At the end of the session bring the group together and talk about how it is going so far. Reflect on their teamwork and what is going well. What could you improve on for the following session? Who has made changes to their design? Why is this an important part of learning?</p> <p><b>Day 2:</b></p>	

	<p>Put the children in their groups straight away and reflect on the challenge. Establish the ground rules for group work we worked on and how encouraging one another can have a positive effect on learning. The groups will look at their plans / models and start to put their maze together or make improvements.</p> <p>Stop the children halfway and ask some to share what they are working on. Remind them that this is an important part of learning and someone may like something you are doing and use an adapted version somewhere in their design, but “what a compliment, how brilliant that you have helped your fellow classmates learning to move on!” At the end of the session share the ‘amazing’ mazes as a class or in two groups.</p> <p>CIL: You could have the design sheets and other grids out for the children to work on independently after. Have building blocks and wooden blocks so that they can create other maze designs during their CIL time.</p>
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Year group: Year 1		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> In it together book, what I did in lockdown doc</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that would not have before. It's a strange time but we must take positives from it and learn from it. It's how we grow as learners.</p> <p><b>Activity:</b> Read the story with the children 'We are in this together'. Stop at various points throughout the story and reflect of the children's experience at home. Explain that today we are going to celebrate what you have learnt whilst at home because it has all been a very different experience for everyone.</p> <p>The children will draw something / several things they did at home and write a simple sentence with one at least one thing they did. They could alternatively label some things that they did. Ask them to talk about what it was like to be at home for such a long time. What did you like about it? What didn't you like about it?</p> <p><b>Ext or extra:</b> Leave out what I did in lockdown sheet for them to access ind</p> <p><b>Safeguarding:</b> Note that not all children would have had a pleasant experience at home. For children that are vulnerable, you could read this story with them separately and do the activity.</p>	<p><b>Resources:</b> We can... poster</p> <p><b>Objective:</b> To reflect on what we can do</p> <p><b>Activity:</b> Reflect on what is different since lockdown. What can you do now that you couldn't before? We can now meet in gardens or have a small number of people in our house, we can go shopping now, cinemas are opening (talk about whatever we can currently do based in the times) Why do you think we have to be careful still? The LSA will create a thought shower as the CT takes responses.</p> <p>Read <a href="#">While we cant hug</a> by Eoin McLaughlin.</p> <p>Stand the children in a circle and ask them to send some virtual hugs, high fives, smiles, kisses across the room. It still feels good doesn't it. It still means you are loved. Ask the children to talk to the person next to them, is there anything that they are worried about or want to know more about? Write the responses down and reassure them or make a plan to make them feel secure.</p> <p>Finally show them the 'we can....' poster. This is something we are going to remind ourselves of when we are worried ... we can pray, we can connect again, we can be resilient, and we can heal. Go back to this poster often. Have it displayed in your room to remind them that even though there is a lot we can't do there is a lot we can do.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it's really important we are vigilant of all of the children in the room and keep a check on how they are feeling, these may change from day to day.</p>
2	<p><b>Resources:</b> your choice of calm music and which classroom would you choose? doc</p> <p><b>Objective:</b> To identify what helps us to learn.</p> <p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It's also good for concentrating and calming you down if you feel cross or excited.</p> <p>Now we are calm we can concentrate on something tricky...mirroring. <b>The CT and LSA model mirroring together. Whilst you do this explain that we are ding this to help our brains concentrate. We have to use our eyes and our body, our voice should be off, say aloud I am going to turn my voice off and can you watch .... And see how Mrs/Mr....mirrors my actions.</b> Ask the class what the LSA did well. Ask the children to stand and the LSA will be the leader this time. We all do it together. Discuss what is tricky about it. How does turning off your voice help you to concentrate? Ask the children to pair up and try the activity. Explain that when you ring the soft bell, they</p>	<p><b>Resources:</b> playdough or bluetack ball and lolly sticks, a tray of 10 random items and a cloth.</p> <p><b>Objective:</b> I am learning to make connections.</p> <p>I can make physical connections</p> <p><b>Activity:</b> Start the lesson with a game of Simon says. Remind the children that to play this game you have to be really good at watching the leader. Ask a child to take over as the leader once they get hang of the game. Remind the children of the work we did last lesson on ways to help us learn – reflect of what they were.</p> <p>Reveal the word 'connection' and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have put a lolly stick in. If there are not many responses, <b>ask the LSA to offer ideas about what the word connection means to them</b> (Lego, friends, holding hands, my hand on the table, people on the phone etc). When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections</p>

	<p>will swap roles. As an extra challenge see if you can swap without making any sound at all.</p> <p>Praise the class for making good connections with their partner and watching carefully, these are two really good skills for learning.</p> <p>Another thing that can help us learn is our space. Show the doc 'which classroom would you choose?' Discuss the differences and why one might enable better learning than the other. Explain why putting things back in the right place and tidying up after ourselves will help us to learn better because things will be in the right place when we need them, we will have space to learn and it will feel nice. Did the children come up with any other ideas? You could introduce a tidy up song at this point such as <a href="#">this</a> or assign the children to areas that they will be monitor for.</p>	<p>this is what we want you to visualise. The more connections you make, the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Sit the children in a circle and put a tray full of 10 objects in the middle of them (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Talk to the class about what they remember or ask them to recall with the person next to them. Which ones did you remember? Why do you think you remembered those ones? Explain that we are going to help our brain to remember by making a connection. This will be a physical connection. Stand the children up and call out the list of items, as you do, the children will copy your action to go with the item e.g. cat cuddly toy (ask the children to pretend to be a cat) scissors (pretend to cut a piece of paper). Cover the tray and see how many they remember this time? How else could we remember more? Children make suggestions and you try another way. Bring them back to the objective what does the word connection mean?</p>
3	<p><b>Resources:</b> question matrix a picture of your choice</p> <p><b>Objective:</b> I can ask and answer simple questions.</p> <p>I know that asking questions is an important part of learning.</p> <p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this, speak out loud why we are doing this.</p> <p>Reveal a picture (this could be a page or character from a book you are reading or something else related to your topic) on the board. Introduce the question matrix doc and verbalise 'I am going to choose a what question, what can you see?'. Use lolly sticks to ask several children one after the other to offer their what questions (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p> <p>Explain to the class that we are going to use our <b>what</b> question to learn more about our friends and their experiences. What was your favourite thing about lockdown? What didn't you like about lockdown? What helps you to learn? Invite the children to answer these questions with their talk partner, can they think of a different what question?</p> <p>Refer back to the Questions Matrix 'Lets choose a question that starts with <b>who</b> this time... Who is your favourite singer? Who do you live with?</p> <p><b>Ext:</b> Challenge the children to ask as many questions as they can to help them learn more about their classmates and their experiences. Have the words 'What' and 'How' displayed.</p>	<p><b>Resources:</b> KWL doc and a variety of artefacts, books, pictures from your topic</p> <p><b>Objective:</b> I can ask simple questions to further my learning.</p> <p>I can talk about what I already know.</p> <p><b>Activity: 2 mins:</b> Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud about why you are doing this.</p> <p>Remind the class about the work we did on questions last lesson and refer to the question matrix. Ask the children to use a what or how questions with their partner now... (what did you have for breakfast? How did you get to school today?) Explain that we are going to do some more of this today thinking about our topic. Show the children the KWL doc. Start with knowledge, ask what do they already know? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p> <p>Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas.</p> <p>Send the children to their table where there will be pictures, artefacts, books all around the topic you are learning. Ask the children to explore the resources and ask questions at your table <b>CT and LSA to model this... I wonder why .... How did they .....etc (refer to the question matrix).</b> . CT and LSA can go around and write responses on post it notes and then put them on the 'What I want to know' section. Share these with the class at the end of the session and explain that by the end of the topic we will be able to answer these questions. Ask for ideas on how we will do this?</p> <p><b>Ext: You could have an investigation table that the children could go to with these resources on to explore the topic further on a round robin rota perhaps (one group a day for 10 min).</b></p>

<p>4</p>	<p><b>Resources:</b> Talk cards doc</p> <p><b>Objective:</b> To identify different scenarios for talk</p> <p><b>Activity:</b> Discuss the word talk and what it means. Why is it an important part of our day? How does it help us in everyday life? When is your favourite time to talk? (sharing ideas on the carpet, 1-2-1, on the phone, on a video call, with your friend etc). Jot down the children’s ideas for them to see (you may want to write these up while your LSA collects ideas or visa versa). Show the children the talk cards and ask the children to discuss with their learning partner what is going on in each picture.</p> <p>Put the children into small groups and ask them to create their own freeze frames for three or four different scenarios for talk. They should hold each freeze frame for 5 secs before moving onto the next one. <i>Ask a small group of children to come up and model an example with you. Talk the process out loud so they see good examples of organising a group and listening to their ideas e.g. “thank you for helping me demonstrate, Sally, what freeze frame do you think we should do?” Involve the LSA as well.</i></p> <p>After the freeze frame example ask the children to work on their 3/4 frames. Give them a set time and bring the class together to share. If you can, it is best to have an audience space and an acting space.</p> <p>Alternatively, you may wish to give the children ipads to take photos of their freeze frames and share a few at the end.</p> <p>Talk about similarities and differences between them.</p>	<p><b>Resources:</b> Harry Hedgehogs story from the growth mindset resource folder, talking partner rules (optional), a variety of games, books, puzzles, Lego and colouring (see resource folder).</p> <p><b>Objective:</b> To learn how to work well with a learning partner.</p> <p><b>Activity:</b> Explain to the class that we are going to be working in learning partners today. We have seen our friends Harry Hedgehog, Colin Caterpillar and Carrice Cat all work well to support each other this week. Have another look at the story; what do they all do to be a good and supportive learning partner during the story?</p> <p>Ask the children to sit with their learning partner and to talk about the things they are interested in. Share some examples and ask the children what a good learning partner needs to do. Write down their responses to make a ‘rules for learning partners’ poster (there are Twinkl examples if you prefer in the resource folder).</p> <p>Ask the children if they think they are good at all of these, is there something they could make even better?</p> <p><b>Rule ideas:</b> (look at your partner, listen carefully, say something back, make sure your body is calm and pointing towards your partner. <i>Share an example with the LSA and ask the children to then have a go.</i></p> <p>Set up games, books, puzzles, Lego or colouring or a different one at each table and explain that they will go off with their learning partner and they will have a set time to work on whichever resource you have chosen. They need to think about and work on the ‘Learning partner rules’ as they do this task. At the end of the set time signal the children to stop with a bell, chimes (which ever method you would normally use and ask them to work as a pair to tidy up well together).</p> <p>Reflect on the objective. How did they get on?</p>
<p>5</p>	<p><b>Resources:</b> Fixed Freddie and Growing Grace, Cutting skills poster, cutting skills video and cutting skills resource sheets.</p> <p><b>Objective:</b> To learn how to be a helpful learning partner.</p> <p><b>Activity:</b> Remind the children of the work we did last week, referring to the rules for learning partners poster and explain that we are going to add (if not already on there) ‘to be a helpful learning partner’. What do we think this means?</p> <p>Helpful learning partners will help you when you are sad, when you need a friend to play with, when you can’t find your coat. How can they help you with your work? Establish that a lot of children are really good at helping their friends with their learning. <i>Act out a scene with the puppets where Fixed Freddie is trying to write the helpful word ‘they’ (or whichever tricky word you are working on in phonics this week). Freddie asks Grace very bravely if she knows how to spell it. Grace says “yes, if you look over here on this wall you can see all the helpful words. Can you find they?” Freddie: “I’m not sure which one it is.” Grace: “it’s this one ‘the and a ‘y’ makes they.</i></p>	<p><b>Resources:</b> KS1 sentence starter oracy frames</p> <p><b>Objective:</b> To name good ground rules for group work. To begin to use sentence starters to develop good oracy skills.</p> <p><b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a></p> <p>What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good growing my brain’ etc.</p> <p>Display or make available a two or three of the ‘KS1 sentence starter oracy frames’ (display these somewhere clear so that children can refer to them whenever they are</p>

	<p>Let's write it together." Freddie: Thank you for your help Grace". Grace: "That's ok Freddie."</p> <p>Discuss that Grace was a helpful learning partner because she didn't do it for him or just give Freddie the answers, she was showing him where he could look when he is not sure of a helpful word.</p> <p>Show the children the poster showing them how to cut using scissors, followed by the short video that demonstrates the skill. Give each child a cutting resource sheet and explain that they will be working with their learning partner who will give them helpful suggestions to make their cutting skills even better. Remember, you can also tell your partner what they are doing well. Give the children a set time before you stop them and swap roles.</p> <p>Come together and discuss the positives of having a helpful friend to guide you and help you improve your work.</p> <p><b>Ext and further support for teachers: Not all children will be ready to use scissors. Have a look at this 6 min video for other ideas to develop fine motor skills used for cutting and writing during, after or before this session. You might want to offer tongs to children that are not able to hold scissors yet and do a modelled example yourself with a small group of children or ask the LSA to take those children to a separate area to work on this skill.</b></p> <p><a href="https://www.youtube.com/watch?v=CyFfm14ggo8">https://www.youtube.com/watch?v=CyFfm14ggo8</a></p>	<p>responding on the carpet and during group/paired discussions. As the children begin to use these more often you can add to the display throughout the year).</p> <p>Ask the children to work in pairs and discuss what they need to remember when working in a group/team using the oracy statement.</p> <p>Write down their ideas to create a 'ground rules for team work' poster and ask them to join up with another pair before you watch</p> <p><a href="https://www.youtube.com/watch?v=TZqFYtWCWXg">https://www.youtube.com/watch?v=TZqFYtWCWXg</a> episode (2mins) long. Watch the clip and ask the groups to talk about the good things they saw in the short video. How did working like this help? Is there anything else we can add to our group work rules? Following this session, the children could go on to a similar challenge of building a tower, building/ designing a playground/school out of Lego. They could design a new planet or depending on your topic something more themed around this. If the class were reading "The lunch keeper's lunch" for example, you could ask them to design a new lighthouse as a group thinking about how the lighthouse keeper can keep his lunch without the seagulls eating it. You could give them a PE challenge where they have to get equipment from one end of the playground to the other using only 2 mats that they can stand on and the floor is lava so they have to work as a team to decide how to get across safely.</p>
6	<p><b>Resources:</b> Lego mats, Lego pieces</p> <p><b>Objective:</b> To follow the group ground rules to enable good teamwork.</p> <p><b>Before the lesson, staff watch</b> <a href="https://www.youtube.com/watch?v=Hwy_TfUQbio">https://www.youtube.com/watch?v=Hwy_TfUQbio</a> how to make a Lego Maze</p> <p><b>Activity:</b> Put the children into groups of 3 and explain that over the next few sessions we will be consolidating the things we have been working on for the past 5 weeks. Refer to the displays and the experiences we have been working on. How has it helped us to become better learners? Ask the children what they have learned so far? How can we apply this to every day so that these positive learning experiences continue? (during your class discussion, encourage the use of the oracy starter frames from last week). Explain that they will be working as a team to create an amazing Lego Maze. Show the class the video or demonstrate yourself how to make a Lego maze. Create a success criteria with the class. What must it have?</p> <p>The groups will then go off and begin making their design (note there are differentiated docs where the group has a chance to design their maze first - they can use the cut out pieces to help them or, you can ask the children to get making straight away and learn by trail and error. Take photos of the progress.</p> <p>At the end of the session bring the group together and talk about how it is going so far. Reflect on their teamwork and what is going well. What could you improve on for the following session? Who has made changes to their design? Why is this an important part of learning?</p> <p><b>Day 2:</b></p> <p>Put the children in their groups straight away and reflect on the challenge. Establish the ground rules for group work we worked on and how encouraging one another can have a positive effect on learning. The groups will look at their plans and start to put their maze together or make adaptations.</p>	

Stop the children halfway and ask some to share what they are working on. Remind them that this is an important part of learning where someone may like something you are doing and use an adapted version somewhere in their design, but “what a compliment, how brilliant that you have helped your fellow classmates learning to move on!” At the end of the session share what they have done with one another.

Ext: You could have the design sheets and other grids out for the children to work on independently after or as a homework task perhaps.

## Being me in my learning world: Metacognition (MC) developing Children's understanding 2X30mins lessons per week

Year group: Year 2		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> We are in this together story (see resource folder)</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that they would not have before. It's a strange time but we must take positives from it and learn from it ("it's how we grow as learners").</p> <p><b>Activity:</b> Read the story with the children 'We are in this together'. Stop at various points throughout the story and reflect on the children's experience at home. Explain that today we are going to celebrate what you have learnt whilst at home because it has all been a very different experience for everyone.</p> <p>The children will draw something / several things they did at home and a few sentences about what it was like to be at home. <b>CT to model this. E.g. Whilst I was at home I learnt to cook with my dad. I loved doing this because I can now help with dinner.</b></p> <p><b>Safeguarding:</b> Note that not all children would have had a pleasant experience at home. For children that are vulnerable, you could read this story with them separately and do the same activity.</p> <p><b>VI - The chn were very keen to discuss their experiences. I found having different images on the board prompted discussion e.g. cooking, gardening etc</b></p>	<p><b>Resources:</b> How to stay happy and safe in school PowerPoint and the feelings doc and the we can... poster</p> <p><b>Objective:</b> To reflect on my feelings about coming back to school</p> <p><b>Activity:</b> Show the children the power point 'how to stay happy and safe in school. Reflect on the slides together and share feelings and thoughts from the class. Why is it important that we talk about our feelings? Explain that it is hard for your brain to focus on new learning when you are feeling worried. Reflect on some of the things that are different. Remind them that different does not always mean bad. Show the children the 'feelings' doc where the children will talk about what they are worried about coming back to school and what they are excited about. <b>CT to model a few examples with their personal views and the asking the LSA.</b> You may want to have less clouds and stars depending on your class.</p> <p>Finally show them the 'we can....' poster. This is something we are going to remind ourselves of when we are worried ... we can pray, we can connect again, we can be resilient, and we can heal. Go back to this poster often. Have it displayed in your room to remind them that even though there is a lot we can't do there is a lot we can do.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it's really important we are vigilant of all of the children in the room and keep a check on how they are feeling, these may change from day to day.</p>
2	<p><b>Resources:</b> Teachers choice of calm music,</p> <p><b>Objective:</b> To identify what helps me to learn.</p> <p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It's also good for concentrating and calming you down if you feel cross or excited which is perfect for new learning.</p> <p>Reveal a sentence on the board 'what helps me to learn?' What do we think this means? <b>Use the lolly sticks or name selector to choose the children and while you do that verbalise, I am going to use my lolly sticks to get your brains working hard, get those neurons all fired up because in this class we love a challenge.</b> It's important to verbalise your thinking where possible to model thought process. After a few suggestions such as calm, asking questions, that poster on the wall, a tidy classroom</p>	<p><b>Resources:</b> A ball of plasticine or clue tac and lolly sticks. A tray of 12 random objects and a cloth to cover them. Whiteboards and pens.</p> <p><b>Objective:</b> I am learning to make connections.</p> <p>I can make repetitive connections and group connections</p> <p><b>Activity:</b> Start the lesson with a game of Simon says. Remind the children that to play this game you have to be really good at watching the leader. Ask a child to take over as the leader once they get hang of the game. Remind the children of the work we did last lesson on ways to help us learn – reflect on these.</p> <p>Reveal the word 'connection' and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have, put a lolly stick in. If there are not many responses, ask the LSA to offer ideas about what the word connection means to them. When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections this is what we want you to visualise. The more connections you</p>

	<p>etc. dig deeper and push for more answers. Looking back at my work, asking a friend, explaining it to someone else etc.</p> <p>The children will now go off and create a poster for themselves (show them an example you have been working on for yourself with 'what helps me learn' in the middle and what helps you all around it ). Halfway through the session, reflect on a few of them and talk about why these help us to learn? Think out loud 'agh that's a good one, I think I learn best by asking questions too, do you mind if I magpie that?' Explain that to magpie something means that you are inspired by what you have seen or heard and you can use it to make your learning even better, it's a compliment if someone is inspired by something you have done. You have helped them to grow their brain. Did anyone have a similar idea? Has anyone just heard a new idea that they think applies to them? Would you like to magpie that idea? The class continue.... At the end of the session ask them to pair up with their learning partner and share their work.</p> <p>VI- The chn came up with great examples and seemed to feed off one another. It was good to discuss magpie an answer because this had come up earlier in the week as child seen it as copying.</p>	<p>make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Sit the children in a circle and put a tray full of 12 objects in the middle of them (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Give the children 60 seconds to recall as many of them as possible with the person next to them – they could write them on a whiteboards. Which ones did you remember? Why do you think you remembered those ones? Reflect on the items that they recalled easily and wipe the boards clean.</p> <p>Explain that we are going to help our brain to remember by making a connection by using repetition and grouping.</p> <p>Stand the children up and call out the list of items. After each one, ask the children to look at the item and shout it "pencil" now whisper it "pencil" repeat for the other items changing the way they say it "hat" can you say hat in your scariest voice, now your squeakiest voice. Give the children 60 seconds to write as many as they can. Reflect - was it better this time, why?</p> <p>This time explain that we will group the items. How could we group them? Reveal the tray and ask the class to discuss how we could group the objects. After a few minutes cover the tray up and ask them to write their lists again.</p> <p>Explain this time was so successful because we have had a lot of repetition now and your brain naturally likes to chuck and group things together. How does this relate to what we do with you every day? How do you learn?</p> <p>Bring them back to the objective what does the word connection mean?</p> <p>VI - This was a brilliant lesson, I put 4 images on the board first and the word connections in the middle. Images of holding hands, lego, telephone and talking. The chn came up with about 20 ideas of connections so the blue tac brain was full! The children remembered everything in the tray the 2<sup>nd</sup> time round and all noticed a marked improvement in their memory.</p>
3	<p><b>Resources:</b> two pictures of your choice related to the topic or interest of the class. The question Matrix.</p> <p><b>Objective:</b> I can ask and answer questions.</p> <p>I know that asking questions is an important part of learning.</p> <p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this. Reveal a picture on the board (this could be a page or character from a book you are reading or something else related to your topic) and ask the children what do you see? Introduce the question matrix and verbalise 'I am going to choose a <u>what question</u>'. Use lolly sticks to ask several children to offer a where question related to the picture one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p>	<p><b>Resources:</b> Question Matrix, KWL doc, pictures, artefacts, books all around the topic you are learning. Post it notes.</p> <p><b>Objective:</b> I can ask questions to further my learning.</p> <p>I can talk about what I already know.</p> <p><b>Activity: 2 mins:</b> Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this, speak out loud why we are doing this.</p> <p>Remind the class about the work we did on questions last lesson and refer to the question matrix. Ask the children to use a what or where question starter with their partner now... (what did you have for breakfast? Where did you go in the summer holidays?) Explain that we are going to do some more of this today thinking about our topic. Show the children the KWL doc. Start with knowledge, asking what they already know? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p>

	<p>Refer back to the Question Matrix 'Lets choose a question that starts with <u>where</u> this time. CT to ask the LSA to model a who question based on the picture. Take responses. Ask the children if they can now think of an own what and where questions with their learning partner.</p> <p>Give the pairs a different picture and ask them to ask a question from the question matrix, start with something familiar like where and who to build on their learning and then grow your brain to try something more challenging by choosing a question starter that we have not tried yet.</p> <p>At the end of the session, reflect as a class; what types of questions did you ask? How did it help you learn more about the picture or grow your brain even more?</p> <p><b>NB: there is no set picture for this lesson so that you can choose pictures based on your topics coming up or an interest of your class.</b></p> <p><b>VI – was very impressed that chn in my class wanted to progress further than what are where to ask questions about the character from –hook with a book.</b></p>	<p>Before you send them off to their tables, show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas.</p> <p>Send the children to their table where there will be pictures, artefacts, books all around the topic you are learning. Ask the children to explore the resources and ask questions at their table <b>CT and LSA to model this... I wonder why .... How did they .....etc, refer to the question matrix).</b> CT and LSA can go around and write responses on post it notes and then put them on the What I want to know section. Leave post it notes at the table and encourage the children to write a few more of their own in their groups. Share these with the class at the end of the session and explain that by the end of the topic we will be able to answer these questions. Ask for ideas on how we will do this?</p> <p>VI – Chn loved the yoga. They found this relaxing. The chn did not access this lesson as well as others. I based it around what we will learn about next term – Australia because this term is being me and my learning world. There are obviously restrictions on books being shared at the moment and not enough topic books to go around so there were many misconceptions etc about the topic which I didn't have enough time to address!</p>
4	<p><b>Resources:</b> Talk cards doc, possibly ipads</p> <p><b>Objective:</b> To identify different scenarios for talk</p> <p><b>Activity:</b> Discuss the word talk and what it means. Why is it an important part of our day? How does it help us in everyday life? When is your favourite time to talk? (sharing ideas on the carpet, 1-2-1, on the phone, on a video call, with your friend etc). Jot down the children's ideas on the whiteboard/ smartboard.</p> <p>Show the children the talk cards and ask them to discuss with their learning partner what is going on in each picture.</p> <p>Put the children into small groups and ask them to create their own freeze frames for three or four different scenarios for talk. They should hold each freeze frame for 5 secs before moving onto the next one. <b>Ask a small group of children to come up and model an example with you. Talk the process out loud so they see good examples of organising a group and listening to their ideas e.g. "thank you for helping me demonstrate. Sally, what freeze frame do you think we should do?" Involve the LSA as well.</b></p> <p>After the freeze frame example, ask the children to work on their 3/4 frames. Give them a set time and bring the class together to share. If you can, it is best to have an audience space and an acting space.</p> <p>Alternatively, you may wish to give the children ipads to take photos of their freeze frames and share a few at the end.</p> <p>Talk about similarities and differences between them.</p>	<p><b>Resources:</b> Harry Hedgehog's story in the Growth Mindset resource folder, rules for learning partners posters (optional) games, books, puzzles, Lego or colouring (there are colouring resources in the folder).</p> <p><b>Objective:</b> To learn how to work well with a learning partner.</p> <p><b>Activity:</b> Explain to the class that we are going to be working with our learning partners today. We have seen our friends Harry Hedgehog, Colin Caterpillar and Carrice Cat all work well to support each other this week. Have another look at the story; what do they all do to be a good and supportive learning partner during the story?</p> <p>Ask the children to sit with their learning partner and to talk about the things they are interested in. Share some examples and ask the children what a good learning partner needs to do. Write down their responses to make a 'rules for learning partners' poster (there are Twinkl examples if you prefer in the resource folder).</p> <p>Ask the children if they think they are good at all of these; is there something you could make even better?</p> <p>Rule ideas: (look at your partner, listen carefully, say something back, make sure your body is calm and pointing towards your partner. <b>Share an example of these rules with the LSA and ask the children to then have a go.</b></p> <p>Set up games, books, puzzles, Lego or colouring and explain that they will go off with their learning partner and they will have a set time to work on whichever resource you have chosen. They need to think about and work on the 'Learning partner rules'</p>

	<p>VI – chn enjoyed this activity. I took photos which they could review later that day of their freeze frames.</p>	<p>as they do this task. At the end of the set time signal the children to stop with a bell, chimes (which ever method you would normally use and ask them to work as a pair to tidy up well together).</p> <p>Reflect on how they thought they did. Chn responded well to this activity. They also referred to our class LP poster which is reinforced weekly when partners are swapped.</p>
5	<p><b>Resources:</b> One digital timer or 30 sec sand timer <b>Objective: To learn how to be a critical friend.</b> <b>Activity:</b> Remind the children of the work we did last week, referring to the success criteria for good learning partners and explain that we are going to add to our success criteria (if not already on there) ‘to be a good critical friend’ talk about the word critical, shout it, whisper it, say it in a robot voice, say it as if you were a mouse, sing it, mouth it etc. Look at the spelling of the word and discuss what it means to them. Establish that this word can often feel negative but has many good uses and, if delivered in the right way can help to move us on as learners and grow our brains even more.</p> <p>Taking the children onto the playground, explain that you are going to do a little bit of HIT training, working on improving their skills. The first task is to stand with both feet together, next to a line on the floor and jump over the line. Both feet must stay together and they will be timed for 30 seconds (show an example, counting each jump you do as you go). LSA will act as the critical friend / visa vera and offer ideas for good techniques such as “great focus and breathing. Remember to keep jumps small, push your feet inwards and try tucking your arms in” etc.</p> <p>Ask the class how the critical friend was supportive and how they moved the learning on.</p> <p>The children will now have a go with their learning partners. The critical friend (person B) will watch the technique and will tell person A what they did well and what they could improve on next time. Person A will have another go to apply what they have learned. Did the number of jumps go up? Swap roles and discuss methods before starting.</p> <p>Reflect as a class how the critical friend was supporting the learner to move their learning forward. They were not being rude or judgemental about their work or just giving them the answers/ doing it for them.</p> <p>If time the children can go on to do another example such as short sprints from one line to another to see how many they can do in 30 sec or how many star jumps they can do in 30 seconds.</p>	<p><b>Resources:</b> KS1 sentence starter oracy frames and ground rules for talk doc (the children will need the empty diamond grid and the little diamonds cut out ready in pots or envelopes to save time). These do not need gluing so that the class have the option to discuss and change their minds. <b>Objective:</b> To decide what ground rules are important for talk. To begin to use sentence starters to develop good oracy skills. <b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a> What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good at growing my brain’ etc.</p> <p>Display or make available a selection of the ‘KS1 sentence starter oracy frames’ (display these somewhere clear so that children can refer to them whenever they are responding on the carpet and during group/paired discussions) ask the learning partners to look at the statements and discuss what they are good for. Reflect on responses as a class and ask the children to choose one that they are going to use during our lessons for the next few weeks. Once they have mastered using this, they can try another one/two for the following two weeks and so on.</p> <p>Now ask that the pairs join up with another pair to make a four. Explain that we are going to look at the ground rules when working in a group. Are they going to be the same as working in pairs? What might be different? Hand out the ‘ground rules for talk’ doc and read them through asking individuals to read out sections aloud to the class (ask the children if they want any words or statements clarified – praise the children for doing this as it adds to the growth mindset ethos. Show the diamond grid and explain that the group will need to put the most important statement at the top and the least important at the bottom. The ones side by side are of equal value in their opinion. Remind them that there is no right or wrong answer and to use their oracy statement when talking in their group. CT and</p>

	<p>Due to the weather, I asked the children to complete a self-portrait. The chn then commented on a positive of their partners pictures and something they could improve on. Also, showing them that teachers are like critical friends where we say what you do well and how you could improve made sense to the chn and was relatable. VI</p>	<p>LSA may need to support individuals during this task to encourage discussion. Where possible, try to take a step back and listen to their responses.</p> <p>Once they have sorted the statements, one person from every group will feed something back from the entire group encourage them to use one of the starter, oracy frames. Discuss common patterns and ask why that was the top answer, why is that important? Why do you think just saying what your friend says is not helpful to you as a learner or your group?</p> <p>NB: A variation of this lesson (depending on your cohort) is to split the children into 9 groups and give them a statement each that they can discuss as a group. You then complete the diamond grid as a class.</p> <p>VI – was surprised at how well the chn articulated their thoughts. Chn had a good debate about what was important and why.</p>
6	<p><b>Resources:</b> Planning doc, cardboard boxes, kitchen rolls, other resources such as multi cubes could be used, tape, scissors, blue tac etc.</p> <p><b>Objective:</b> To follow the group ground rules to enable good teamwork.</p> <p><b>Before the lesson, staff watch</b> <a href="#">Lets go live</a> make episode with Maddie Moate and Greg Foot from 10:34 min till 20:13min to see how to make the maze. When you deliver the lesson you could use the video or you may want to demonstrate yourself (bare in mind that there are lots of good talking points in the video where the presenters show positive learning behaviours by thinking of other ideas, encouraging one another etc).</p> <p><b>NB:</b> For SEN children you could ask them to build a maze using Lego or Duplo (<a href="https://www.youtube.com/watch?v=Hwy_TfUQbio">https://www.youtube.com/watch?v=Hwy_TfUQbio</a> how to make a Lego Maze)</p> <p><b>Activity:</b> Put the children into groups of 3 and explain that over the next few sessions we will be consolidating the things we have been working on for the past 5 weeks. Refer to the displays and the experiences we have been working on. How has it helped us to become better learners? Ask the children what they have learned so far? How can we apply this to every day so that these positive learning experiences continue? (during your class discussion, encourage the use of the oracy starter frames from last week). Explain that they will be working as a team to create a maze. Show the class the video/parts of it or demonstrate yourself how to make a maze and create a thought shower of ideas together on the planning doc. Show the children the other sections and that by the end of the session their plan needs to be ready. Remind the class to think about their group rules and positive learning behaviours we have been working on.</p> <p>At the end of the session bring the group together and talk about their ideas so far. How well do you think you are working as a group? Is there anything you can improve on for the next session?</p> <p><b>Day 2:</b></p> <p>Put the children in their groups straight away and reflect on the challenge. Establish the ground rules for group work we worked on and how encouraging one another can have a positive effect on learning. The groups will look at their plans and start to put their maze together.</p> <p>Stop the children halfway and ask some to share what they are working on. Remind them that this is an important part of learning and someone may like something you are doing and use an adapted version somewhere in their design, but “what a compliment, how brilliant that you have helped your fellow classmates learning to move on!” At the end of the session share what they have done with one another. I would suggest giving the children another opportunity to come back to their maze at some point to play it or letting another group try so that they can explain to another group how it works.</p>	

Being me in my learning world: Metacognition (MC) developing Children's understanding 2X30 mins lessons per week

Year group: Year 3		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> My reflections of lockdown'</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that they would not have before. It's a strange time but we must take positives from it and learn from it. "It's how we grow as learners."</p> <p><b>Activity:</b> Read <a href="#">Coronavirus</a> by Axel Schffler from page 16 onward. Ask the children to reflect on the lockdown and what it was like. What were the good things you drew from the experience? What was hard about the experience?</p> <p>The children will use the doc 'my reflections of lockdown'. They will use this page to draw themselves in the middle or who they were with. They can then fill the shapes with sentences, comments or things they learnt or liked about lockdown. They then have room to fill the outside with more pictures, decorations, comments, experiences, anything they like. It's their page to present however they want about their learning experience from home.</p> <p><b>Safeguarding:</b> Some children may have found the experience very hard at home and need to talk. Make sure any vulnerable children have the opportunity to do this activity in a small group or 1-2-1.</p>	<p><b>Resources:</b> How to stay happy and safe in school PowerPoint and the feelings doc and the we can... poster</p> <p><b>Objective:</b> To reflect on my feelings about coming back to school</p> <p><b>Activity:</b> Show the children the power point 'how to stay happy and safe in school. Reflect on the slides together and share feelings and thoughts from the class. Why is it important that we talk about our feelings? Explain that it is hard for your brain to focus on new learning when you are feeling worried. Reflect on some of the things that are different. Remind them that different does not always mean bad. Show the children the 'feelings' doc where the children will talk about what they are worried about coming back to school and what they are excited about. <b>CT to model a few examples with their personal views and the asking the LSA.</b> You may want to have less clouds and stars depending on your class.</p> <p>Finally show them the 'we can....' poster. This is something we are going to remind ourselves of when we are worried ... we can pray, we can connect again, we can be resilient, and we can heal. Go back to this poster often. Have it displayed in your room to remind them that even though there is a lot we can't do there is a lot we can do.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it's really important we are vigilant of all of the children in the room and keep a check on how they are feeling, these may change from day to day.</p>
2	<p><b>Resources:</b> Teachers choice of calm music,</p> <p><b>Objective:</b> To identify what helps me to learn.</p>	<p><b>Resources:</b> A ball of plasticine or clue tac and lolly sticks. A tray of 12 random objects and a cloth to cover them. Whiteboards and pens.</p> <p><b>Objective:</b> I am learning to make connections.</p>

	<p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It's also good for concentrating and calming you down if you feel cross or excited which is perfect for new learning.</p> <p>Reveal a sentence on the board 'what helps me to learn?' What do we think this means? Use the lolly sticks or name selector to choose the children and while you do that verbalise, I am going to use my lolly sticks to get your brains working hard, get those neurons all fired up because in this class we love a challenge. It's important to verbalise your thinking where possible to model thought process. After a few suggestions such as calm, asking questions, that poster on the wall, a tidy classroom etc. dig deeper and push for more answers. Looking back at my work, asking a friend, explaining it to someone else etc.</p> <p>The children will now go off and create a poster for themselves (show them an example you have been working on for yourself with 'what helps me learn' in the middle and what helps you all around it ). Halfway through the session, reflect on a few of them and talk about why these help us to learn? Think out loud 'agh that's a good one, I think I learn best by asking questions too, do you mind if I magpie that?' Explain that to magpie something means that you are inspired by what you have seen or heard and you can use it to make your learning even better, it's a compliment if someone is inspired by something you have done. You have helped them to grow their brain. Did anyone have a similar idea? Has anyone just heard a new idea that they think applies to them? Would you like to magpie that idea? The class continue....</p> <p>At the end of the session ask them to pair up with their learning partner and share their work.</p> <p>Chn enjoyed producing the posters and we referred to all their ideas at various times after. KC</p>	<p>I can make repetitive connections and group connections</p> <p><b>Activity:</b> Start the lesson with a game of Simon says. Remind the children that to play this game you have to be really good at watching the leader. Ask a child to take over as the leader once they get hang of the game. Remind the children of the work we did last lesson on ways to help us learn – reflect on these.</p> <p>Reveal the word 'connection' and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have, put a lolly stick in. If there are not many responses, ask the LSA to offer ideas about what the word connection means to them. When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections this is what we want you to visualise. The more connections you make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Sit the children in a circle and put a tray full of 12 objects in the middle of them (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Give the children 60 seconds to recall as many of them as possible with the person next to them – they could write them on a whiteboards. Which ones did you remember? Why do you think you remembered those ones? Reflect on the items that they recalled easily and wipe the boards clean.</p> <p>Explain that we are going to help our brain to remember by making a connection by using repetition and grouping.</p> <p>Stand the children up and call out the list of items. After each one, ask the children to look at the item and shout it "pencil" now whisper it "pencil" repeat for the other items changing the way they say it "hat" can you say hat in your scariest voice, now your squeakiest voice. Give the children 60 seconds to write as many as they can. Reflect - was it better this time, why?</p> <p>This time explain that we will group the items. How could we group them? Reveal the tray and ask the class to discuss how we could group the objects. After a few minutes cover the tray up and ask them to write their lists again.</p> <p>Explain this time was so successful because we have had a lot of repetition now and your brain naturally likes to chuck and group things together. How does this relate to what we do with you every day? How do you learn?</p> <p>Bring them back to the objective what does the word connection mean?</p> <p>Chn really enjoyed the tray game and it was an excellent way for them to understand making connections and how important repetition is for learning. KC</p>
3	<p><b>Resources:</b> two pictures of your choice related to the topic or interest of the class. The question Matrix.</p> <p><b>Objective:</b> I can ask and answer questions. I know that asking questions is an important part of learning.</p>	<p><b>Resources:</b> question matrix and KWL doc, pictures, artefacts, books all around the topic you are learning and post its.</p> <p><b>Objective:</b> I can ask questions to further my learning. I can talk about what I already know.</p>

	<p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this. Reveal a picture on the board (this could be a page or character from a book you are reading or something else related to your topic) and ask the children what do you see? Introduce the question matrix and verbalise 'I am going to choose a where question'. Use lolly sticks to ask several children to offer a where question related to the picture one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p> <p>Refer back to the Question Matrix 'Lets choose a question that starts with who this time. CT to ask the LSA to model a who question based on the picture. Take responses. Ask the children if they can now think of an own where and who questions with their learning partner.</p> <p>Give the pairs a different picture and ask them to ask a question from the question matrix, start with something familiar like where and who to build on their learning and then grow your brain to try something more challenging by choosing a question starter that we have not tried yet.</p> <p>At the end of the session, reflect as a class; what types of questions did you ask? How did it help you learn more about the picture or grow your brain even more?</p> <p><b>NB: there is no set picture for this lesson so that you can choose pictures based on your topics coming up or an interest of your class.</b></p>	<p><b>Activity: 2 mins:</b> Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</p> <p>Remind the class about the work we did on questions last lesson and refer to the question matrix. Ask the children to use a what or where question starters with their partner now... (what did you have for breakfast? Where did you go in the summer holidays?) Explain that we are going to do some more of this today thinking about our topic. Show the children the KWL doc. Start with knowledge and ask what they already know? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p> <p>Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas.</p> <p>Send the children to their table where there will be pictures, artefacts, books all around the topic you are learning. Ask the children to explore the resources and ask questions at their table CT and LSA to model this... I wonder why .... How did they .....etc, refer to the question matrix). CT and LSA can go around and write responses on post it notes and then put them on the What I want to know section. Leave post it notes at the table and encourage the children to write a few more of their own in their groups. Share these with the class at the end of the session and explain that by the end of the topic we will be able to answer these questions. Ask for ideas on how we will do this?</p>
4	<p><b>Resources:</b> Talk cards, calm music (teacher's choice)</p> <p><b>Objective:</b> To raise awareness of talk "We are learning to talk about talk"</p> <p><b>Activity:</b> Begin with a whole class discussion about talk. These questions could be starting points for the discussion....</p> <ol style="list-style-type: none"> <li>1. Who thinks they are a talkative person?</li> <li>2. Who thinks they are a quiet person?</li> <li>3. Who do you like talking to?</li> <li>4. When are you asked not to talk? Why?</li> <li>5. What does 'chatterbox' mean?</li> <li>6. Why is it really helpful to be able to talk?</li> <li>7. What sort of things can we do by talking together?</li> </ol> <p>You can use talk partners here too so that every child can share something as well as whole class.</p> <p><b>Safeguarding:</b> be aware of some children's responses particularly question 4 for some home situations.</p> <p>Arrange the class into groups of 3. Give each group one of the 'talk picture' cards and ask them to talk together to decide what talk could be going on in the picture. In what situation are they talking? How do you know talk is going on? What makes a good listener? When might you need to talk like this? Allow a few minutes for this</p>	<p><b>Resources:</b> calm music (teacher's choice)</p> <p><b>Objective:</b> To learn about the role of the listener when in a discussion.</p> <p><b>Activity:</b> Start the lesson with some soft music and mirroring each other's moves. CT and LSA to demonstrate. The children then have a go with their partner, explain that when you ring a soft bell, they will swap over so the other person leads without any talk. If you concentrate hard enough you will be able to do this.</p> <p>Remind the children of the work we did on talk last lesson and explain that as well as talking, they are now going to practise listening to each other – Refer back to the poster we started last lesson in case we need to add anything new this session. Ask the children to sit with their talk partner and explain that you are going to time them for one minute. In that minute one partner is going to tell the other about something important to them. It could be a pet, a brother or sister, a favourite toy or game, a recent shopping trip, or perhaps a birthday. When one minute has passed, ask the partners to swap roles. Now repeat the activity. Now ask some children to report back to each other in turn what was originally said. How much did they remember? Was there lots of details missing? How can you make yourself a better listener/speaker?</p> <p>Share ideas and add to the poster if needed.</p>

	<p>discussion and bring the class back together showing them all the cards. Ask each group to summarise what they thought. What do they all/most have in common?</p> <p>As a class start to develop a large poster “rules for talk partners” that you can all refer to when-ever you are talking/listening.</p> <p>Play some soothing music at the end of the lesson and ask the children to reflect for a moment; how do they like to talk? Not everyone likes to talk in large groups, some prefer one to one. Some people like to talk on the phone, others do not. A lot of us experienced talking in different ways during lockdown including video calls, how did that make you feel? Too much technology can not be good for us but in this instance, talking to a family member or a friend you haven’t seen for a while might have made lockdown easier.</p> <p><b>Safeguarding:</b> Be aware of any disclosures regarding using technology to communicate.</p>	<p>Ask the children to partner up with the person on their right/left (so they have a different partner) and ask them to repeat the activity. You can share the same information or talk about something different. Remind the children to make adjustments to their speaking and their listening referring to the poster. Reflect afterwards was it better this time? What did you do differently?</p> <p>Here are some ideas/discussion points          What makes a good talker, e.g. someone who can share their ideas, someone who gives reasons for their ideas, someone who will try to answer questions about what they have said.          What is a good listener? e.g. someone who looks at you while you are talking, someone who sits still, someone who shows you that they are interested in what you have said and someone who listens well enough to the details that they can have a discussion with you. Answer your questions, reflect on the things you have said, give their opinion etc.</p> <p>How could we apply what we have learned today to help us in class?</p>
5	<p><b>Resources:</b> One digital timer or 30 sec sand timer  <b>Objective: To learn how to be a critical friend.</b>  <b>Activity:</b> Remind the children of the work we did last week, referring to the success criteria for good learning partners and explain that we are going to add to our success criteria (if not already on there) ‘to be a good critical friend’ talk about the word critical, shout it, whisper it, say it in a robot voice, say it as if you were a mouse, sing it, mouth it etc. Look at the spelling of the word and discuss what it means to them. Establish that this word can often feel negative but has many good uses and, if delivered in the right way can help to move us on as learners and grow our brains even more.</p> <p>Taking the children onto the playground, explain that you are going to do a little bit of HIT training, working on improving their skills. The first task is to stand with both feet together, next to a line on the floor and jump over the line. Both feet must stay together and they will be timed for 30 seconds (<i>show an example, counting each jump you do as you go</i>). <i>LSA will act as the critical friend / visa vera and offer ideas for good techniques such as “great focus and breathing. Remember to keep jumps small, push your feet inwards and try tucking your arms in” etc.</i></p> <p>Ask the class how the critical friend was supportive and how they moved the learning on.</p> <p>The children will now have a go with their learning partners.          The critical friend (person B) will watch the technique and will tell person A what they did well and what they could improve on next time. Person A will have another go to apply what they have learned. Did the number of jumps go up?          Swap roles and discuss methods before starting.</p>	<p><b>Resources:</b> KS2 sentence starter oracy frames, ground rules for talk doc, green, red and orange coloured pencil, highlighter or felt pens  <b>Objective:</b> To establish good ground rules for talk when in a group.          To begin to use sentence starters thoughtfully, to develop good oracy skills  <b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a>          What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good at growing my brain’ etc.</p> <p>Display or make available the ‘KS2 sentence starter oracy frames’ and ask the learning partners to look at the statements and discuss what they are good for. Reflect on responses as a class and ask the children to choose one that they are going to use during our lessons for the next few weeks. Once they have mastered using this, they can try another one/two for the following two weeks and so on (make sure these are displayed clearly in the classroom).</p> <p><i>(NB, the full version is being used for Year 5 and 6. Depending on your cohort, decide whether you would like to display them all at once. I would suggest sharing half of the statements with the children and then introduce others throughout the year as they become more confident in their discussions and oracy).</i></p>

	<p>Reflect as a class how the critical friend was supporting the learner to move their learning forward. They were not being rude or judgemental about their work or just giving them the answers/ doing it for them.</p> <p>If time the children can go on to do another example such as short sprints from one line to another to see how many they can do in 30 sec or how many star jumps they can do in 30 seconds.</p>	<p>Now ask that the pairs join up with another group to make a four. Explain that we are going to look at the ground rules when working in a group. Are they going to be the same as working in pairs? What might be different?</p> <p>Hand out the 'ground rules for talk' doc and ask the group to discuss the statements and code them green, orange or red (using the key). Encourage the children to give reasons for their decisions when talking to each other and to use the sentence starters to support their conversations.</p> <p>CT and LSA to float and make notes on good responses and examples of positive group discussions. Explain that one person from every group will feed something back from the entire group and that you would like them to use one of the sentence starter, oracy frames.</p> <p>What were the most important rules? How can we apply this to our everyday school life? Allow the children a moment to reflect on this to themselves.</p>
6	<p><b>Resources:</b> Paper cups x30 plus one for a demo if you are doing this yourself. X30 balloons, scissors, tape – decorating materials if you choose to do so, small balls, craft balls or cotton balls, blue tac, a sharp pencil and the game plan doc</p> <p><b>Objective:</b> To use positive learning behaviours to work well in a group.</p> <p><b>Before the lesson watch</b> <a href="#">Lets go live</a> make episode with Maddie Moate and Greg Foot from 12:43 min to see how to make the resource. When showing the children how to make the resource, it would be better if you demonstrated as Maddie uses scissors to pierce the top of the cup and it would be much better with a sharp pencil and blue tac underneath to make the hole. The children will know these two inspirational presenters however, so showing them some of the video will hook them in.</p> <p><b>Activity:</b> Explain that over the next few sessions we will be consolidating the things we have been working on for the past 5 weeks. Refer to the displays and the experiences we have been working on. How has it helped us to become better learners? Ask the children what they have learned so far? How can we apply this to every day so that these positive learning experiences continue? (during your class discussion, encourage the use of the oracy starter frames from last week).</p> <p>Explain that they will be doing a group project where each group will create a game using ping pong cannons. Ask your LSA to demonstrate how to make the ping pong cannons (or use the video) while you write or draw instructions on the whiteboard.</p> <p>Explain to the class that they will now be put into small groups and will be creating their own canons in preparation for their challenge to create a game using the ping pong cannons. Encourage positive learning behaviours and support within the group as well as using the instructions as a guideline to support the make.</p> <p>Stop the children after a short time and suggest that they could start talking about ideas for a game whilst they make their cannons.</p> <p>At the end of the session bring the group together and watch Maddie and Greg's game idea. from 15:50mins-17:43mins <a href="#">Lets go live</a> . Whilst the video plays talk about the encouragement and support they are giving one another. How are they moving each other's learning on? Suggest that the children talk about their project with each other before Thursday. In PE, you may want to give the children some time at the beginning or end of the session to work on their techniques with their ping pong cannons.</p> <p><b>Day 2:</b></p> <p>Put the children in their groups straight away and reflect on the challenge. Watch the video clip again from 15:50mins-17:43mins <a href="#">Lets go live</a> and establish the ground rules for group work we worked on and how encouraging one another can have a positive effect on learning. Display the 'game plan' doc (<u>make sure each group has a copy of a blank one too - A3 might be best</u>) and show an example of it filled in (as if you were using Maddie and Greg's idea). Explain that the groups will need to spend time talking about their own ideas for a game and noting them down on the planning sheet before collecting their balls / pom poms to have a go at the game. Stop the children halfway and ask some to share what they are working on. Remind them that this is an important part of learning and someone may like something you are doing and use an adapted version somewhere in their design but what a compliment, "how brilliant that you have helped your fellow classmates learning to move on!" At the end of the session share</p>	

some ideas. I would suggest giving the children another opportunity to come back to their game and work out the kinks or teach another group, depending how far they get. Show them that you value what they have done by coming back to it and remind them that an important part of a positive learning experience is to come back and try things again, adapt, improve etc.

Being me in my learning world: Metacognition (MC) developing Children’s understanding 2X30mins lessons per week

Year group: Year 4		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> My reflections of lockdown’</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that they would not have before. It’s a strange time but we must take positives from it and learn from it. “It’s how we grow as learners.”</p> <p><b>Activity:</b> Read <a href="#">Coronavirus</a> by Axel Schffler from page 16 onward. Ask the children to reflect on the lockdown and what it was like. What were the good things you drew from the experience? What was hard about the experience?</p> <p>The children will use the doc ‘my reflections of lockdown’. They will use this page to draw themselves in the middle or who they were with. They can then fill the shapes with sentences, comments or things they learnt or liked about lockdown. They then have room to fill the outside with more pictures, decorations, comments, experiences, anything they like. It’s their page to present however they want about their learning experience from home.</p> <p><b>Safeguarding:</b> Some children may have found the experience very hard at home and need to talk. Make sure any vulnerable children have the opportunity to do this activity in a small group or 1-2-1.</p>	<p><b>Resources:</b> My feelings doc, we can... poster</p> <p><b>Objective:</b> To reflect on my feelings about coming back to school</p> <p><b>Activity:</b> Show the children the power point ‘how to stay happy and safe in school. Reflect on the slides together and share feelings and thoughts from the class. Why is it important that we talk about our feelings? Explain that it is hard for your brain to focus on new learning when you are feeling worried. Reflect on some of the things that are different. Remind them that different does not always mean bad. Show the children the ‘My feelings’ doc where the children will discuss their concerns for returning back to school and what they are excited about. <b>CT to model a few examples from them and the LSA.</b> You may want to have less clouds and stars depending on your class.</p> <p>Finally show them the ‘we can....’ poster. This is something we are going to remind ourselves of when we are worried ... we can pray, we can connect again, we can be resilient, and we can heal. Go back to this poster often. Have it displayed in your room to remind them that even though there is a lot we can’t do there is a lot we can do.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it’s really important we are vigilant of all of the children in the room and keep a check on how they are feeling, this may change from day to day.</p>
2	<p><b>Resources:</b> Teachers choice of calm music,</p> <p><b>Objective:</b> To identify what helps me to learn.</p>	<p><b>Resources:</b> Ball of plasticine, blue tac and lolly sticks, a tray of 12-15 objects and a cloth to cover them all. Whiteboard or scrap paper</p> <p><b>Objective:</b> I am learning to make connections and reflect on these.</p>

	<p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It's also good for concentrating and calming you down if you feel cross or excited which is perfect for new learning.</p> <p>Reveal a sentence on the board 'what helps me to learn?' What do we think this means? Use the lolly sticks or name selector to choose the children and while you do that verbalise, I am going to use my lolly sticks to get your brains working hard, get those neurons all fired up because in this class we love a challenge. It's important to verbalise your thinking where possible to model thought process. After a few suggestions such as calm, asking questions, that poster on the wall, a tidy classroom etc. dig deeper and push for more answers. Looking back at my work, asking a friend, explaining it to someone else etc.</p> <p>The children will now go off and create a poster for themselves (show them an example you have been working on for yourself with 'what helps me learn' in the middle and what helps you all around it ). Halfway through the session, reflect on a few of them and talk about why these help us to learn? Think out loud 'agh that's a good one, I think I learn best by asking questions too, do you mind if I magpie that?' Explain that to magpie something means that you are inspired by what you have seen or heard and you can use it to make your learning even better, it's a compliment if someone is inspired by something you have done. You have helped them to grow their brain. Did anyone have a similar idea? Has anyone just heard a new idea that they think applies to them? Would you like to magpie that idea? The class continue.... At the end of the session ask them to pair up with their learning partner and share their work.</p>	<p>I can make related and emotional connections.</p> <p><b>Activity:</b> Reveal the word connection and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have put a lolly stick in. If there are not many responses, ask the LSA to offer ideas about what the word connection means to them. When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brain has made to that word. "When we talk about our brain making connections this is what we want you to visualise. The more connections you make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it".</p> <p>Show the children a tray full of 12-15 objects (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Give the children 60 seconds to recall as many of them as possible on a whiteboard or jotter pad. Ask them to reflect with their partner ...Which ones did you remember? Why do you think you remembered those ones? Reflect on the items that they recalled easily and wipe the boards clean.</p> <p>Explain that we are going to help our brain to remember the items by making an emotional or related connection. One of the ways we can do this is by making up a short story about the items, eg. Before I go to <b>bed</b> I pick up my <b>pencil</b> and write a <b>letter</b> to my grandma, she gives the best cuddles in the world. She gave me this <b>cuddly toy</b> and this <b>bookmark</b>, she got it when she we to ... etc (The items are highlighted and as you tell the story add in actions or point to the items to help the children focus and make those connections.</p> <p>Give the children 60 seconds to write as many as they can. Reflect - was it better this time, why?</p> <p>Ask the children to draw ten different items on a piece of paper or their jotter and pair up with their learning partner. Give person A time to reveal all the drawings and tell a story about them as they do. The teacher will then set a 1 / 2 min timer for person B to draw or write the items they can remember. Repeat with the other half of the pair telling the story for their drawings and then the 1 / 2 mins.</p> <p>Ask the pair to reflect on this method – could we improve or adapt it in any way to make it more successful?</p> <p>Bring them back to the objective what does the word connection mean?</p>
3	<p><b>Resources:</b> two pictures of your choice related to the topic or interest of the class. The question Matrix.</p> <p><b>Objective</b> I can ask and answer more complex questions. I know that asking questions is an important part of learning.</p> <p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</p>	<p><b>Resources:</b> question matrix and KWL doc, pictures, artefacts, books all around the topic you are learning and post its.</p> <p><b>Objective:</b> I can ask questions to further my learning. I can discuss my ideas and prior knowledge.</p> <p><b>Activity: 2 mins:</b> Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</p>

	<p>Reveal a picture on the board (this could be a page or character from a book you are reading or something else related to your topic) and ask the children what do you see? Introduce the question matrix and verbalise 'I am going to choose a what from this side and can from the top... what can ....' Use lolly sticks to ask several children to offer a <u>what can</u> question related to the picture one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p> <p>Refer back to the Question Matrix 'Lets choose a question that starts with <u>where would....</u> this time. CT to ask the LSA to model a where would question based on the picture. Take responses. Ask the children if they can now think of an own <u>what can</u> and <u>where would</u> questions with their learning partner.</p> <p>Give the pairs a different picture and ask them to ask a question from the question matrix, start with something familiar like where and who to build on their learning and then grow your brain to try something more challenging by choosing a question starter that we have not tried yet.</p> <p>At the end of the session, reflect as a class; what types of questions did you ask? How did it help you learn more about the picture or grow your brain even more?</p> <p><b>NB: there is no set picture for this lesson so that you can choose pictures based on your topics coming up or an interest of your class.</b></p>	<p>Remind the class about the work we did on questions last lesson and refer to the question matrix. Ask the children to use a what or where question starters with their partner now... (what did you have for breakfast? Where did you go in the summer holidays?) Explain that we are going to do some more of this today thinking about our topic. Show the children the KWL doc. Start with knowledge and ask what they already know? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p> <p>Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas.</p> <p>Send the children to their table where there will be pictures, artefacts, books all around the topic you are learning. Ask the children to explore the resources and ask questions at their table <b>CT and LSA to model this... I wonder why .... How did they .....etc, refer to the question matrix).</b> CT and LSA can go around and write responses on post it notes and then put them on the What I want to know section. Leave post it notes at the table and encourage the children to write a few more of their own in their groups. Share these with the class at the end of the session and explain that by the end of the topic we will be able to answer these questions. Ask for ideas on how we will do this?</p>
4	<p><b>Resources:</b> Talk cards, calm music (teachers choice)</p> <p><b>Objective:</b> To raise awareness of talk "We are learning to talk about talk"</p> <p><b>Activity:</b> Begin with a whole class discussion about talk. These questions could be starting points for the discussion....</p> <ol style="list-style-type: none"> <li>1. Who thinks they are a talkative person?</li> <li>2. Who thinks they are a quiet person?</li> <li>3. Who do you like talking to?</li> <li>4. When are you asked not to talk? Why?</li> <li>5. What does 'chatterbox' mean?</li> <li>6. Why is it really helpful to be able to talk?</li> <li>7. What sort of things can we do by talking together?</li> </ol> <p>You can use talk partners here too so that every child can share something as well as whole class.</p> <p><b>Safeguarding:</b> be aware of some children's responses particularly question 4 for some home situations.</p> <p>Arrange the class into groups of 3. Give each group one of the 'talk picture' cards and ask them to talk together to decide what talk could be going on in the picture. In what situation are they talking? How do you know talk is going on? What makes a good listener? When might you need to talk like this? Allow a few minutes for this discussion and bring the class back together showing them all the cards. Ask each group to summarise what they thought. What do they all/most have in common?</p>	<p><b>Resources:</b> calm music (teacher's choice)</p> <p><b>Objective:</b> To learn about the role of the listener when in a discussion.</p> <p><b>Activity:</b> Start the lesson with some soft music and mirroring each other's moves. <b>CT and LSA to demonstrate.</b> The children then have a go with their partner, explain that when you ring a soft bell, they will swap over so the other person leads without any talk. If you concentrate hard enough you will be able to do this.</p> <p>Remind the children of the work we did on talk last lesson and explain that as well as talking, they are now going to practise listening to each other – Refer back to the poster we started last lesson in case we need to add anything new this session. Ask the children to sit with their talk partner and explain that you are going to time them for one minute. In that minute one partner is going to tell the other about something important to them. It could be a pet, a brother or sister, a favourite toy or game, a recent shopping trip, or perhaps a birthday. When one minute has passed, ask the partners to swap roles. Now repeat the activity. Now ask some children to report back to each other in turn what was originally said. How much did they remember? Was there lots of details missing? How can you make yourself a better listener/speaker?</p> <p>Share ideas and add to the poster if needed.</p> <p>Ask the children to partner up with the person on their right/left (so they have a different partner) and ask them to repeat the activity. You can share the same information or talk about something different. Remind the children to make adjustments to their speaking and their listening referring to the poster.</p>

	<p>As a class start to develop a large poster “rules for talk partners” that you can all refer to when-ever you are talking/listening.</p> <p>Play some soothing music at the end of the lesson and ask the children to reflect for a moment; how do they like to talk? Not everyone likes to talk in large groups, some prefer one to one. Some people like to talk on the phone, others do not. A lot of us experienced talking in different ways during lockdown including video calls, how did that make you feel? Too much technology can not be good for us but in this instance, talking to a family member or a friend you haven’t seen for a while might have made lockdown easier.</p> <p><b>Safeguarding:</b> Be aware of any disclosures regarding using technology to communicate.</p>	<p>Reflect afterwards was it better this time? What did you do differently?</p> <p>Here are some ideas/discussion points          What makes a good talker, e.g. someone who can share their ideas, someone who gives reasons for their ideas, someone who will try to answer questions about what they have said.          What is a good listener? e.g. someone who looks at you while you are talking, someone who sits still, someone who shows you that they are interested in what you have said and someone who listens well enough to the details that they can have a discussion with you. Answer your questions, reflect on the things you have said, give their opinion etc.</p> <p>How could we apply what we have learned today to help us in class?</p>
5	<p><b>Resources:</b> Critical Partner example doc, ‘Critical friend reflection mat’  <b>Objective:</b> To learn the value of a good critical friend.  <b>Activity:</b> Ask the children to play a game of what am I with their learning partner. Person A thinks of an object for example ‘dolphin’ and keeps this in their head. Person B asks person A questions to find out the answer (person A can only answer yes, no or sometimes). E.g. person B: Do you live on land? “no” Do you live in the ocean? “yes” Do you have claws “no” Are you a mammal? “yes” are you a dolphin? “yes”. If your class have not played this before <b>share an example with your LSA</b>. Set a timer and tell the children that they can fit in as many as they can in the time set, swapping roles each time. A variation of this would be to ask the children to choose a noun, adjective, verb when deciding what they will be.</p> <p>Remind the children of the work we did last week, referring to the poster for good learning partners and explain that we are going to add to our poster (if not already on there) ‘to be a good critical friend’ talk about the word critical, shout it, whisper it, say it in a robot voice, say it as if you were a mouse, sing it, mouth it etc. Look at the spelling of the word and discuss what it means to them.</p> <p>Establish that this word can often feel negative but has many good uses and, if delivered in the right way can help to move us on as learners and grow our brains even more. Share ‘critical partner example doc’ on the board and ask two students to read it aloud/ act out the scene.</p> <p>Reflect as a class how the critical friend was supporting the learner to move their learning forward. They were not being rude or judgemental about their work or just giving them the answers.</p> <p>The learning partners will go off together and look at a recent piece of work (teacher’s choice as to what book or piece of work this might be). Give the children a set time to look through one book/ piece and explain that when the bell rings/ the</p>	<p><b>Resources:</b> KS2 sentence starter oracy frames, ground rules for talk doc, green, red and orange coloured pencil, highlighter or felt pens.  <b>Objective:</b> To establish good ground rules for talk when in a group.          To begin to use sentence starters thoughtfully, to develop good oracy skills  <b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a>          What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good at growing my brain’ etc.</p> <p>Display or make available the ‘KS2 sentence starter oracy frames’ and ask the learning partners to look at the statements and discuss what they are good for. Reflect on responses as a class and ask the children to choose one that they are going to use during our lessons for the next few weeks. Once they have mastered using this, they can try another one/two for the following two weeks and so on (make sure these are displayed clearly in the classroom).</p> <p><i>(NB, the full version is being used for Year 5 and 6. Depending on your cohort, decide whether you would like to display them all at once. I would suggest sharing half of the statements with the children and then introduce others throughout the year as they become more confident in their discussions and oracy).</i></p> <p>Now ask that the pairs join up with another group to make a four. Explain that we are going to look at the ground rules when working in a group. Are they going to be the same as working in pairs? What might be different?</p>

	<p>timer ends you will swap roles. Using the 'Critical friend reflection mat' after, ask the children to reflect on the experience together and invite some to share.</p>	<p>Hand out the 'ground rules for talk' doc and ask the group to discuss the statements and code them green, orange or red (using the key). Encourage the children to give reasons for their decisions when talking to each other and to use the sentence starters to support their conversations.</p> <p>CT and LSA to float and make notes on good responses and examples of positive group discussions. Explain that one person from every group will feed something back from the entire group and that you would like them to use one of the sentence starter, oracy frames.</p> <p>What were the most important rules? How can we apply this to our everyday school life? Allow the children a moment to reflect on this to themselves.</p>
6	<p><b>Resources:</b> Paper cups x30 plus one for a demo if you are doing this yourself. X30 balloons, scissors, tape – decorating materials if you choose to do so, small balls, craft balls or cotton balls, blue tac, a sharp pencil and the game plan doc</p> <p><b>Objective:</b> To use positive learning behaviours to work well in a group.</p> <p><b>Before the lesson watch</b> <a href="#">Lets go live</a> make episode with Maddie Moate and Greg Foot from 12:43 min to see how to make the resource. When showing the children how to make the resource, it would be better if you demonstrated as Maddie uses scissors to pierce the top of the cup and it would be much better with a sharp pencil and blue tac underneath to make the hole. The children will know these two inspirational presenters however, so showing them some of the video will hook them in.</p> <p><b>Activity:</b> Explain that over the next few sessions we will be consolidating the things we have been working on for the past 5 weeks. Refer to the displays and the experiences we have been working on. How has it helped us to become better learners? Ask the children what they have learned so far? How can we apply this to every day so that these positive learning experiences continue? (during your class discussion, encourage the use of the oracy starter frames from last week).</p> <p>Explain that they will be doing a group project where each group will create a game using ping pong cannons. Ask your LSA to demonstrate how to make the ping pong cannons (or use the video) while you write or draw instructions on the whiteboard.</p> <p>Explain to the class that they will now be put into small groups and will be creating their own canons in preparation for their challenge to create a game using the ping pong cannons. Encourage positive learning behaviours and support within the group as well as using the instructions as a guideline to support the make.</p> <p>Stop the children after a short time and suggest that they could start talking about ideas for a game whilst they make their cannons.</p> <p>At the end of the session bring the group together and watch Maddie and Greg's game idea. from 15:50mins-17:43mins <a href="#">Lets go live</a> . Whilst the video plays talk about the encouragement and support they are giving one another. How are they moving each other's learning on? Suggest that the children talk about their project with each other before Thursday. In PE, you may want to give the children some time at the beginning or end of the session to work on their techniques with their ping pong cannons.</p> <p><b>Day 2:</b></p> <p>Put the children in their groups straight away and reflect on the challenge. Watch the video clip again from 15:50mins-17:43mins <a href="#">Lets go live</a> and establish the ground rules for group work we worked on and how encouraging one another can have a positive effect on learning. Display the 'game plan' doc (<a href="#">make sure each group has a copy of a blank one too - A3 might be best</a>) and show an example of it filled in (as if you were using Maddie and Greg's idea). Explain that the groups will need to spend time talking about their own ideas for a game and noting them down on the planning sheet before collecting their balls / pom poms to have a go at the game. Stop the children halfway and ask some to share what they are working on. Remind them that this is an important part of learning and someone may like something you are doing and use an adapted version somewhere in their design but what a compliment, "how brilliant that you have helped your fellow classmates learning to move on!" At the end of the session share some ideas. I would suggest giving the children another opportunity to come back to their game and work out the kinks or teach another group, depending how far they get. Show them that you value what they have done by coming back to it and remind them that an important part of a positive learning experience is to come back and try things again, adapt, improve etc.</p>	

Being me in my learning world: Metacognition (MC) developing Children's understanding 2X30mins lessons per week

Year group: Year 5		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> My reflections of lockdown'. positives that have come out of lockdown' (optional)</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that they would not have before. It's a strange time but we must take positives from it and learn from it. "It's how we grow as learners."</p> <p><b>Activity:</b> Read <a href="#">Coronavirus</a> by Axel Schffler from page 16 onward. Ask the children to reflect on the lockdown and what it was like. What were the good things you drew from the experience? What was hard about the experience?</p> <p>The children will use the doc 'my reflections of lockdown'. They will use this page to draw themselves in the middle or who they were with. They can then fill the shapes with sentences, comments or things they learnt or liked about lockdown. They then have room to fill the outside with more pictures, decorations, comments, experiences, anything they like. It's their page to present however they want about their learning experience from home.</p> <p>The children can alternatively fill out the saved doc 'positives that have come out of lockdown'</p> <p><b>Safeguarding:</b> Some children may have found the experience very hard at home and need to talk. Make sure any vulnerable children have the opportunity to do this activity in a small group or 1-2-1.</p>	<p><b>Resources:</b> we can... poster, 'I'm supposed to be at school today' poem and my feelings about coming back to school doc.</p> <p><b>Objective:</b> To reflect on my feelings about coming back to school. To plan ahead.</p> <p><b>Activity:</b> Read the poem 'I'm supposed to be at school today', stopping before the section where the children go back to school. Reflect on how it felt when we couldn't all come into school or if you were one of the children at school... how did that feel? What was it like to learn remotely? Encourage children to share ideas and feelings and explain that it is really good to get your worries out because keeping them locked inside can hinder your learning.</p> <p>Ask the children to fill out the doc 'my feelings about coming back to school'. (you may want to print this on A3) Encourage the children to be open and honest with themselves. <b>Show an example and model a section talking out loud as you do.</b></p> <p>-Finally, even though it might feel like all of a sudden school was not there we were still there in the background calling to make sure you were ok, supporting your learning from a far, thinking and praying for you every day. Now we are back at school, we can start to rebuild and heal. Share the 'we can poster... 'and talk about what this means to them.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it's really important we are vigilant of all of the children in the room and keep a check on how they are feeling, this may change from day to day.</p>
2	<p><b>Resources:</b> calm music (teacher's choice), what helps me learn doc</p> <p><b>Objective:</b> To identify what helps me to learn.</p> <p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths</p>	<p><b>Resources:</b> plasticine or blue tac, lolly sticks, a tray of 12-15 random objects with a cloth to cover them all. Whiteboard/jotter, 'I am learning to make connections' doc</p> <p><b>Objective:</b> I am learning to make connections. I can make related and emotional connections.</p> <p><b>Activity:</b></p>

	<p>before you start something can help to clear your mind. It's also good for concentrating and calming you down if you feel cross or excited which is perfect for new learning.</p> <p>Reveal the objective on the board and ask the children to offer some suggestions. Share the thoughts of the class. Ask the children to write down on their sheet ways they feel that they learn best.</p> <p>Talk about the challenge on the sheet and ask the children to have a go at writing one of their sentences/ words using their non-dominant hand (first attempt).</p> <p>Ask them to reflect on these questions below and share ideas at their table (you may want to display these on the board).</p> <ul style="list-style-type: none"> <li>• Why am I finding this more difficult compared to using my dominant hand?</li> <li>• Would I be better with practise?</li> <li>• If I were to start again would I find it easier?</li> <li>• How are my friends doing?</li> </ul> <p>Invite the children to draw on other ways to help them learn to perfect their writing using their jotter pad. <i>CT to model having a go and talking out loud as you do 'That really doesn't feel right? I wonder if I think about my prior learning, that might help. Agh when I write with my right hand my paper is to the right of my body so maybe I need to write with the paper on the left.'</i> Etc Allow time for talk and reflection. Do not give the children too many examples as you want them to struggle a little, try new things to help grow their brain.</p> <p>After some practice time ask for children to share some things they tried. What's helping you? Now reflect on these questions</p> <ul style="list-style-type: none"> <li>• What if I hold the pencil in a different grip?</li> <li>• Should I consider moving or tilting the paper?</li> <li>• Is it a physical problem I have or is it in my mind?</li> <li>• What do I need to do to speed up?</li> <li>• If I was to help someone else, what advice would I give them?</li> </ul> <p>Finally ask the children to write their 2<sup>nd</sup> attempt. Has it improved? Why? Did you find that you were using other things to help you learn? Jot down some other ways that helped you.</p>	<p>Reveal the word connection and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have put a lolly stick in. If there are not many responses, ask the LSA to offer ideas about what the word connection means to them. When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections this is what we want you to visualise. The more connections you make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Show the children a tray full of 12-15 objects (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Give the children 60 seconds to recall as many of them as possible on a whiteboard or jotter pad. Ask them to reflect with their partner ...Which ones did you remember? Why do you think you remembered those ones? Reflect on the items that they recalled easily and wipe the boards clean.</p> <p>Explain that we are going to help our brain to remember the items by making an emotional or related connection. One of the ways we can do this is by making up a short story about the items, eg. Before I go to <b>bed</b> I pick up my <b>pencil</b> and write a <b>letter</b> to my grandma, she gives the best cuddles in the world. She gave me this <b>cuddly toy</b> and this <b>bookmark</b>, she got it when she we to ... etc (The items are highlighted and as you tell the story add in actions or point to the items to help the children focus and make those connections.</p> <p>Give the children 60 seconds to write as many as they can. Reflect - was it better this time, why?</p> <p>Ask the children to draw ten different items on the doc 'I am learning to make connections' and pair up with their talk partner. Reveal all the drawings and tell a story about them as you do. The partner will write down as many as they can on their whiteboard. Repeat with the other half of the pair telling the story for their drawings. Ask the pair to reflect on this method – could we improve or adapt it in any way to make it more successful? Thinking about how you learn are there any other ways we can help our brains to remember all the items. Children write down their ideas, try these out with their partner and reflect at the end – what was the most successful for you? Was this the most successful or was it that you learn best in that way? Bring them back to the objective what does the word connection mean?</p>
3	<p><b>Resources:</b> two pictures of your choice related to the topic or interest of the class. The question Matrix.</p> <p><b>Objective</b> I can ask and answer more complex questions. I know that asking questions is an important part of learning.</p> <p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. <i>As you do this speak out loud why we are doing this.</i></p>	<p><b>Resources:</b> question Matrix, KWL doc, a selection of artefacts, books, ipads with video clips, text etc related to the topic (4 at each table along with the round robin doc -one each)</p> <p><b>Objective:</b> I can ask a variety of questions to further my learning. I can discuss my ideas and prior knowledge with an explanation.</p>

	<p>Reveal a picture on the board (this could be a page or character from a book you are reading or something else related to your topic) and ask the children what do you see? Introduce the question matrix and verbalise 'I am going to choose a why from this side and is from the top... why is ....'. Use lolly sticks to ask several children to offer a <u>why is</u> question related to the picture one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p> <p>Refer back to the Question Matrix 'Lets choose a question that starts with <u>how would....</u> this time. CT to ask the LSA to model a <u>how would</u> question based on the picture. Take responses. Ask the children if they can now think of an own <u>why is</u> and <u>how would</u> questions with their learning partner.</p> <p>Give the pairs a different picture and ask them to ask a question from the question matrix, start with something familiar like where and who to build on their learning and then grow your brain to try something more challenging by choosing a question starter that we have not tried yet.</p> <p>At the end of the session, reflect as a class; what types of questions did you ask? How did it help you learn more about the picture or grow your brain even more?</p> <p><b>NB: there is no set picture for this lesson so that you can choose pictures based on your topics coming up or an interest of your class.</b></p>	<p><b>Activity: 2 mins:</b> Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</p> <p>Show the children the KWL doc. Start with knowledge and ask what do they already know about the topic on...? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p> <p>Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas and that the next part of the session will spark new questions and deeper thinking.</p> <p>Make sure the question matrix is visible or at the tables for the children to refer to when thinking about their questions and encourage deeper thinking.</p> <p>Send the children off in groups of 4 (you can double up children so two of them are looking at the same artefact if you have odd numbers of children). There will be four artefacts, books, ipads with video clips or text and four round robin question docs (one each). See the example in the resource folder to see how it works. At the end of the cycle, each person will have their own artefact back and will read the responses from their group.</p> <p>Ask the children to discuss their findings and come up with some questions or a question for the 'what would we like to learn' section of the KWL doc they could record these on post it notes. Share these with the class and the teacher will write these on the KWL sheet.</p> <p>After the session these round robin question docs could all be collated and put in the reading corner for the children to access or part of a guided reading activity to build on the knowledge and ideas of others perhaps or on a topic display board.</p>
4	<p><b>Resources:</b> talk cards, word cards, calm music (teacher's choice)</p> <p><b>Objective:</b> To discuss what makes a good speaker and listener To identify different scenarios and behaviours where talk is important.</p> <p><b>Activity:</b> Explain to the class that we are going to 'talk about talk' ask what they think this means? Reveal the 'talk cards' and ask the children to talk about the different scenarios in the pictures with their talk partner. When might we do this type of talk? What are the common features of each one? Can you think of any other pictures we could have used? Share as a class.</p> <p>Now give each pair the 'word cards' doc. Ask the children to read the list of words and clarify any words they are unsure of (you could add these to a vocab display or word wall, vocab lolly box, diary etc if you wanted the children to revisit these another time).</p> <p>Explain that they will need to put the words with pictures and think about why they have placed them there. Reflect as a class.</p>	<p><b>Resources:</b> 'learning partner challenges' (see this doc for other resources)</p> <p><b>Objective:</b> To create a success criteria for learning partners</p> <p><b>Activity</b> Refer back to the work we did last lesson and what we learned about good discussions. What makes a good 'learning partner'?</p> <p>Reflect as a class and start to develop a large success criteria for learning partners that you can all refer to when-ever you are talking/listening based on our discussions today what does a good learning partner need to have? Ask the children to discuss this with their learning partner and jot down some ideas that will then be shared.</p> <p>Discuss with the class that listening is often the most difficult of the two skills. You have to keep your brain tuned in to what the other person is saying, you need to look at them and show your interest, you need to concentrate hard on what they are saying in order to give a good response. That is why it takes practise. <b>LSA and teacher example where the LSA says something to the teacher and the teacher is so distracted by marking that they don't answer with a good response... how does this make the LSA feel (you could swap roles if you prefer).</b></p>

	<p>Play some soothing music at the end of the lesson and ask the children to reflect for a moment; how they like to talk? Not everyone likes to talk in large groups, some prefer one to one. Some people like to talk on the phone, others do not. A lot of us experienced talking in different ways during lockdown including video calls, how did that make you feel? Too much technology can not be good for us but in this instance talking to a family member or a friend you have not seen for a while might have made lockdown easier.</p> <p><b>Safeguarding:</b> Be aware of any disclosures regarding using technology to communicate.</p>	<p>Speaking requires you to think about what you want to say and then articulate it in a way that the other person can understand. You need to speak clearly and in standard English for example <b>CT say to the LSA “can you pick that thingy there and chuck it in the back” Mr/Mrs .... Could you please pick up that green board maker and put it back in the box by the back door, thank you”</b>. Discuss why this is better.</p> <p>Give the children a choice of ‘learning partner challenges’ and ask them to have a go with their learning partner thinking about the success criteria. Put a timer on the board and at the end of the session reflect back on the success criteria. Do we need to add anything more? What were you good at? What needs work?</p>
5	<p><b>Resources:</b> Critical Partner example doc, ‘Critical friend reflection mat’  <b>Objective:</b> To learn the value of a good critical friend.  <b>Activity:</b> Ask the children to play a game of what am I with their learning partner. Person A thinks of an object for example ‘dolphin’ and keeps this in their head. Person B asks person A questions to find out the answer (person A can only answer yes, no or sometimes). E.g. person B: Do you live on land? “no” Do you live in the ocean? “yes” Do you have claws “no” Are you a mammal? “yes” are you a dolphin? “yes”. If your class have not played this before <b>share an example with your LSA</b>. Set a timer and tell the children that they can fit in as many as they can in the time set, swapping roles each time. A variation of this would be to ask the children to choose a noun, adjective, verb when deciding what they will be.</p> <p>Remind the children of the work we did last week, referring to the poster for good learning partners and explain that we are going to add to our poster (if not already on there) ‘to be a good critical friend’ talk about the word critical, shout it, whisper it, say it in a robot voice, say it as if you were a mouse, sing it, mouth it etc. Look at the spelling of the word and discuss what it means to them.</p> <p>Establish that this word can often feel negative but has many good uses and, if delivered in the right way can help to move us on as learners and grow our brains even more. Share ‘critical partner example doc’ on the board and ask two students to read it aloud/ act out the scene.</p> <p>Reflect as a class how the critical friend was supporting the learner to move their learning forward. They were not being rude or judgemental about their work or just giving them the answers.</p> <p>The learning partners will go off together and look at a recent piece of work (teacher’s choice as to what book or piece of work this might be). Give the children a set time to look through one book/ piece and explain that when the bell rings/ the timer ends you will swap roles. Using the ‘Critical friend reflection mat’ after, ask the children to reflect on the experience together and invite some to share.</p>	<p><b>Resources:</b> ‘KS2 sentence starter oracy frames’, ‘sorting ground rules’ doc and ‘recording ground rules’ doc  <b>Objective:</b> To learn the ground rules for talk when in a group.  To use sentence starters more confidently to develop good oracy skills.  <b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a>  What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good growing my brain’ etc.</p> <p>Display or make available the ‘KS2 sentence starter oracy frames’ and ask the learning partners to look at the statements and discuss what they are good for. Discuss this as a class and ask the children to choose 2 that they are going to use during our lessons for the next few weeks. Once they have mastered using these two, they can try another two for the following two weeks and so on (make sure these are displayed clearly in the classroom).</p> <p>Now ask that the pairs join up with another group to make a four. Explain that we are going to look at the ground rules when working in a group. Are they going to be the same as working in pairs? What might be different? Cut out the strips from the ‘sorting ground rules’ doc and ask the group to sort these statements out however they wish, to help them decide what the top three priorities for them as a group are. They can record these on the ‘recording ground rules’ doc or verbally when discussing as a class. CT and LSA to float making notes on good responses and examples of positive group discussions. Explain that one person from every group will feed</p>

		<p>something back from the entire group and that you would like them to use one of the sentence starter, oracy frames.</p> <p>What were the most important rules? How can we apply this to our everyday school life? Allow the children a moment to reflect on this quietly to themselves.</p>
6	<p><b>Resources:</b> tins, balloons, pots pans etc, ping pong or small, bouncy balls</p> <p><b>Objective:</b> To identify what helps us to learn and why. To identify positive learning behaviours.</p> <p><b>Activity:</b> Watch <a href="#">Lets go live</a> make episode with Maddie Moate and Greg Foot from 22.46 min to see how to make the resource before the lesson (you will need several tins with balloons over the top and small balls). You could show the children how you made them at the end of the lesson or ask them how you made it, looking at the design carefully. NB: You can also use saucepans, buckets etc instead of the bounce pads or have these on hand for the children to use later</p> <p>Play the clip from 26.06 min -31.28 min and discuss the learning that is going on at various points. What is helping them learn? Point out the constant dialogue between the two of them and the small adjustments they are making as they go. <b>Think out loud that you are so inspired by the video you want everyone to have a go now. Point out that this is another form of learning in itself; to be inspired by others, to magpie ideas.</b></p> <p>Group the children up and give them a selection of bounce pads. Remind them of the rules for group work and all the work we have done around positive talk. Let them have a go at the activity and after some time having a go, reflect on their learning using the doc 'Lets go bounce, positive learning behaviours'. What helped you? What didn't help you and why? Explain that they will work as a team on the sheet to write down what is helping them to learn. Explain that the thought bubble is for any ideas they may have along the way to improve the activity. Give the children more time to have a go and reflect on their learning. Put up the question what could we learn from today? Using the speaking oracy frames or the questions matrix, ask the class to consider how it could be improved.</p> <p><b>Day 2:</b> Going back to the group sheets ask the children to work on the reflect part. Why is it important that we reflect on our learning from the previous lesson? The children will collect or create the things they need and begin with their adaptations. They need to get as many bounces as possible. Give the children time and space to experiment and adapt. CT and LSA to listen from afar and jot down some good responses or findings. Halfway through the lesson ask some of the groups to share some of their work, what learning is going on? How is that helping you. Is there anything you had to overcome that was getting in the way of your learning? The children will continue to make improvements/ adjustments CT and LSA to take photos or each group for their worksheet and under the photo they can record their highest score. At the end of the session reflect on the positive learning behaviours. How can we use these in other lessons, whilst in school or other learning opportunities?</p>	

Being me in my learning world: Metacognition (MC) developing Children's understanding 2X30mins lessons per week

Year group: Year 6		
Week	Lesson 1	Lesson 2
1	<p><b>Resources:</b> My reflections of lockdown'. positives that have come out of lockdown' (optional)</p> <p><b>Objective:</b> To reflect on their home learning experience.</p> <p>The point of this lesson is to allow them time to celebrate all the things they have learnt and experienced that they would not have before. It's a strange time but we must take positives from it and learn from it. "It's how we grow as learners."</p> <p><b>Activity:</b> Read <a href="#">Coronavirus</a> by Axel Schffler from page 16 onward. Ask the children to reflect on the lockdown and what it was like. What were the good things you drew from the experience? What was hard about the experience?</p> <p>The children will use the doc 'my reflections of lockdown'. They will use this page to draw themselves in the middle or who they were with. They can then fill the shapes with sentences, comments or things they learnt or liked about lockdown. They then have room to fill the outside with more pictures, decorations, comments, experiences, anything they like. It's their page to present however they want about their learning experience from home.</p> <p>The children can alternatively fill out the saved doc 'positives that have come out of lockdown'</p> <p><b>Safeguarding:</b> Some children may have found the experience very hard at home and need to talk. Make sure any vulnerable children have the opportunity to do this activity in a small group or 1-2-1.</p>	<p><b>Resources:</b> we can... poster, 'I'm supposed to be at school today' poem and my feelings about coming back to school doc.</p> <p><b>Objective:</b> To reflect on my feelings about coming back to school.</p> <p>To plan ahead.</p> <p><b>Activity:</b> Read the poem 'I'm supposed to be at school today', stopping before the section where the children go back to school. Reflect on how it felt when we couldn't all come into school or if you were one of the children at school... how did that feel? What was it like to learn remotely? Encourage children to share ideas and feelings and explain that it is really good to get your worries out because keeping them locked inside can hinder your learning.</p> <p>Ask the children to fill out the doc 'my feelings about coming back to school'. (you may want to print this on A3) Encourage the children to be open and honest with themselves. <b>Show an example and model a section talking out loud as you do.</b></p> <p>-Finally, even though it might feel like all of a sudden school was not there we were still there in the background calling to make sure you were ok, supporting your learning from a far, thinking and praying for you every day. Now we are back at school, we can start to rebuild and heal. Share the 'we can poster... 'and talk about what this means to them.</p> <p><b>Safeguarding:</b> Remember some children may want to share feelings separately with a trusted adult, particularly vulnerable children. Please also remember that we have no idea what each experience has been like so it's really important we are vigilant of all of the children in the room and keep a check on how they are feeling, this may change from day to day.</p>
2	<p><b>Resources:</b> calm music (teacher's choice), what helps me learn doc</p> <p><b>Objective:</b> To identify what helps me to learn.</p> <p><b>Activity:</b> Start the lesson with a piece of calm music. Ask the children how the music makes them feel? While the music is playing take three deep breaths with your hand on your tummy, can you feel it going in and out. Explain that doing deep breaths before you start something can help to clear your mind. It's also good for</p>	<p><b>Resources:</b> plasticine or blue tac, lolly sticks, a tray of 12-15 random objects with a cloth to cover them all. Whiteboard/jotter, 'I am learning to make connections' doc</p> <p><b>Objective:</b> I am learning to make connections.</p> <p>I can make related and emotional connections.</p> <p><b>Activity:</b></p> <p>Reveal the word connection and ask the class what they think this might mean. Have a ball of plasticine/ blue tack and for every idea they have put a lolly stick in. If there</p>

	<p>concentrating and calming you down if you feel cross or excited which is perfect for new learning.</p> <p>Reveal the objective on the board and ask the children to offer some suggestions. Share the thoughts of the class. Ask the children to write down on their sheet ways they feel that they learn best.</p> <p>Talk about the challenge on the sheet and ask the children to have a go at writing one of their sentences/ words using their non-dominant hand (first attempt).</p> <p>Ask them to reflect on these questions below and share ideas at their table (you may want to display these on the board).</p> <ul style="list-style-type: none"> <li>• Why am I finding this more difficult compared to using my dominant hand?</li> <li>• Would I be better with practise?</li> <li>• If I were to start again would I find it easier?</li> <li>• How are my friends doing?</li> </ul> <p>Invite the children to draw on other ways to help them learn to perfect their writing using their jotter pad. <i>CT to model having a go and talking out loud as you do 'That really doesn't feel right? I wonder if I think about my prior learning, that might help. Agh when I write with my right hand my paper is to the right of my body so maybe I need to write with the paper on the left.'</i> Etc Allow time for talk and reflection. Do not give the children too many examples as you want them to struggle a little, try new things to help grow their brain.</p> <p>After some practice time ask for children to share some things they tried. What's helping you? Now reflect on these questions</p> <ul style="list-style-type: none"> <li>• What if I hold the pencil in a different grip?</li> <li>• Should I consider moving or tilting the paper?</li> <li>• Is it a physical problem I have or is it in my mind?</li> <li>• What do I need to do to speed up?</li> <li>• If I was to help someone else, what advice would I give them?</li> </ul> <p>Finally ask the children to write their 2<sup>nd</sup> attempt. Has it improved? Why? Did you find that you were using other things to help you learn? Jot down some other ways that helped you.</p>	<p>are not many responses, ask the LSA to offer ideas about what the word connection means to them. When everyone is out of ideas or suggestions look at the ball of plasticine with lolly sticks in. Explain that the lolly sticks represent how many connections your brains have made to that word. When we talk about our brain making connections this is what we want you to visualise. The more connections you make the more likely this word will end up in your long-term memory which means that you will not forget the word or it's meaning and be able to use it.</p> <p>Show the children a tray full of 12-15 objects (the tray is covered over with a cloth) Explain that you are going to reveal the items and tell the children what is on the tray. Give them 30 sec to remember and cover them back up. Give the children 60 seconds to recall as many of them as possible on a whiteboard or jotter pad. Ask them to reflect with their partner ...Which ones did you remember? Why do you think you remembered those ones? Reflect on the items that they recalled easily and wipe the boards clean.</p> <p>Explain that we are going to help our brain to remember the items by making an emotional or related connection. One of the ways we can do this is by making up a short story about the items, eg. Before I go to <b>bed</b> I pick up my <b>pencil</b> and write a <b>letter</b> to my grandma, she gives the best cuddles in the world. She gave me this <b>cuddly toy</b> and this <b>bookmark</b>, she got it when she we to ... etc (The items are highlighted and as you tell the story add in actions or point to the items to help the children focus and make those connections.</p> <p>Give the children 60 seconds to write as many as they can. Reflect - was it better this time, why?</p> <p>Ask the children to draw ten different items on the doc 'I am learning to make connections' and pair up with their talk partner. Reveal all the drawings and tell a story about them as you do. The partner will write down as many as they can on their whiteboard. Repeat with the other half of the pair telling the story for their drawings. Ask the pair to reflect on this method – could we improve or adapt it in any way to make it more successful? Thinking about how you learn are there any other ways we can help our brains to remember all the items. Children write down their ideas, try these out with their partner and reflect at the end – what was the most successful for you? Was this the most successful or was it that you learn best in that way? Bring them back to the objective what does the word connection mean?</p>
3	<p><b>Resources:</b> question matrix, 2 pictures or text of your choice that is related to your topic.</p> <p><b>Objective:</b> I can identify how different types of questions can help me to think more deeply.</p> <p>I know that asking questions is an important part of learning.</p> <p><b>Activity:</b> Start the session with some deep breathing and yoga poses/ stretches to calm the mind ready for learning. <i>As you do this speak out loud why we are doing this.</i></p>	<p><b>Resources:</b> question Matrix, KWL doc, a selection of artefacts, books, ipads with video clips, text etc related to the topic (4 at each table along with the round robin doc -one each)</p> <p><b>Objective:</b> I can ask a variety of questions to further my learning. I can discuss my ideas and prior knowledge with an explanation.</p> <p><b>Activity: 2 mins:</b> <i>Ask a child to help you lead the deep breathing and yoga poses/ stretches to calm the mind ready for learning. As you do this speak out loud why we are doing this.</i></p>

	<p>Reveal a picture on the board (this could be a page or character from a book you are reading or something else related to your topic) and ask the children what do you see? Introduce the question matrix <b>and verbalise 'I am going to choose a why from this side and is from the top... why is ....'</b>. Use lolly sticks to ask several children one after the other (the idea of this is to create an ethos of everyone's opinion is valid and that you don't have to worry about your answer it's safe to share ideas in our classroom).</p> <p>Refer back to the Questions Matrix and point out the arrows what do they think higher and lower are referring to? Explain that the higher question starters demand a deeper level of thinking or inference. <a href="#">Here is an video link</a> for teachers that you may wish to share with your class.</p> <p>Ask the pupils to work with their talk partner to ask a deeper question. ... can they answer it between them? Ask if anyone would like to share their example.</p> <p>Give the pairs a different picture/text and ask them to work in their talk partners and using the question matrix, ask challenging and insightful questions that help you both reflect on the picture or text in front of them.</p> <p>Reflect as a class, what types of questions they asked. How did it help you learn more about the picture/text or grow your brain even more?</p> <p><b>NB: there is no set picture for this lesson so that you can choose pictures based on your topics coming up or an interest of your class.</b></p>	<p>Show the children the KWL doc. Start with knowledge and ask what do they already know about the topic on...? CT to write down their responses in the knowledge column (ask the children to discuss ideas with their learning partner.)</p> <p>Before you send them off to their tables show them the next part of the KWL doc and explain that are now going to think about what we want to learn next. Explain that we want their ideas and interests, we value them and their ideas and that the next part of the session will spark new questions and deeper thinking.</p> <p>Make sure the question matrix is visible or at the tables for the children to refer to when thinking about their questions and encourage deeper thinking.</p> <p>Send the children off in groups of 4 (you can double up children so two of them are looking at the same artefact if you have odd numbers of children). There will be four artefacts, books, ipads with video clips or text and four round robin question docs (one each). See the example in the resource folder to see how it works. At the end of the cycle, each person will have their own artefact back and will read the responses from their group.</p> <p>Ask the children to discuss their findings and come up with some questions or a question for the 'what would we like to learn' section of the KWL doc they could record these on post it notes. Share these with the class and the teacher will write these on the KWL sheet.</p> <p>After the session these round robin question docs could all be collated and put in the reading corner for the children to access or part of a guided reading activity to build on the knowledge and ideas of others perhaps or on a topic display board.</p>
4	<p><b>Resources:</b> talk cards, word cards, calm music (teacher's choice)</p> <p><b>Objective:</b> To discuss what makes a good speaker and listener To identify different scenarios and behaviours where talk is important.</p> <p><b>Activity:</b> Explain to the class that we are going to 'talk about talk' ask what they think this means? Reveal the 'talk cards' and ask the children to talk about the different scenarios in the pictures with their talk partner. When might we do this type of talk? What are the common features of each one? Can you think of any other pictures we could have used? Share as a class.</p> <p>Now give each pair the 'word cards' doc. Ask the children to read the list of words and clarify any words they are unsure of (you could add these to a vocab display or word wall, vocab lolly box, diary etc if you wanted the children to revisit these another time).</p> <p>Explain that they will need to put the words with pictures and think about why they have placed them there. Reflect as a class.</p> <p>Play some soothing music at the end of the lesson and ask the children to reflect for a moment; how they like to talk? Not everyone likes to talk in large groups, some prefer one to one. Some people like to talk on the phone, others do not. A lot of us</p>	<p><b>Resources:</b> 'learning partner challenges' (see this doc for other resources)</p> <p><b>Objective:</b> To create a success criteria for learning partners</p> <p><b>Activity</b> Refer back to the work we did last lesson and what we learned about good discussions. What makes a good 'learning partner'?</p> <p>Reflect as a class and start to develop a large success criteria for learning partners that you can all refer to when-ever you are talking/listening based on our discussions today what does a good learning partner need to have? Ask the children to discuss this with their learning partner and jot down some ideas that will then be shared.</p> <p>Discuss with the class that listening is often the most difficult of the two skills. You have to keep your brain tuned in to what the other person is saying, you need to look at them and show your interest, you need to concentrate hard on what they are saying in order to give a good response. That is why it takes practise. <b>LSA and teacher example where the LSA says something to the teacher and the teacher is so distracted by marking that they don't answer with a good response... how does this make the LSA feel (you could swap roles if you prefer).</b></p> <p>Speaking requires you to think about what you want to say and then articulate it in a way that the other person can understand. You need to speak clearly and in standard</p>

	<p>experienced talking in different ways during lockdown including video calls, how did that make you feel? Too much technology can not be good for us but in this instance talking to a family member or a friend you have not seen for a while might have made lockdown easier.</p> <p><b>Safeguarding:</b> Be aware of any disclosures regarding using technology to communicate.</p>	<p>English for example CT say to the LSA “can you pick that thingy there and chuck it in the back” Mr/Mrs .... Could you please pick up that green board maker and put it back in the box by the back door, thank you”. Discuss why this is better.</p> <p>Give the children a choice of ‘learning partner challenges’ and ask them to have a go with their learning partner thinking about the success criteria. Put a timer on the board and at the end of the session reflect back on the success criteria. Do we need to add anything more? What were you good at? What needs work?</p>
5	<p><b>Resources:</b> Critical Partner example doc, ‘Critical friend reflection mat’</p> <p><b>Objective:</b> To learn the value of a good critical friend.</p> <p><b>Activity:</b> Ask the children to play a game of what am I with their learning partner. Person A thinks of an object for example ‘dolphin’ and keeps this in their head. Person B asks person A questions to find out the answer (person A can only answer yes, no or sometimes). E.g. person B: Do you live on land? “no” Do you live in the ocean? “yes” Do you have claws “no” Are you a mammal? “yes” are you a dolphin? “yes”. If your class have not played this before share an example with your LSA. Set a timer and tell the children that they can fit in as many as they can in the time set, swapping roles each time. A variation of this would be to ask the children to choose a noun, adjective, verb when deciding what they will be.</p> <p>Remind the children of the work we did last week, referring to the poster for good learning partners and explain that we are going to add to our poster (if not already on there) ‘to be a good critical friend’ talk about the word critical, shout it, whisper it, say it in a robot voice, say it as if you were a mouse, sing it, mouth it etc. Look at the spelling of the word and discuss what it means to them.</p> <p>Establish that this word can often feel negative but has many good uses and, if delivered in the right way can help to move us on as learners and grow our brains even more. Share ‘critical partner example doc’ on the board and ask two students to read it aloud/ act out the scene.</p> <p>Reflect as a class how the critical friend was supporting the learner to move their learning forward. They were not being rude or judgemental about their work or just giving them the answers.</p> <p>The learning partners will go off together and look at a recent piece of work (teacher’s choice as to what book or piece of work this might be). Give the children a set time to look through one book/ piece and explain that when the bell rings/ the timer ends you will swap roles. Using the ‘Critical friend reflection mat’ after, ask the children to reflect on the experience together and invite some to share.</p>	<p><b>Resources:</b> ‘KS2 sentence starter oracy frames’, ‘sorting ground rules’ doc and ‘recording ground rules’ doc</p> <p><b>Objective:</b> To learn the ground rules for talk when in a group.</p> <p>To use sentence starters more confidently to develop good oracy skills.</p> <p><b>Further advice for teachers:</b> What is Oracy? <a href="https://www.theschoolrun.com/what-is-oracy">https://www.theschoolrun.com/what-is-oracy</a></p> <p>What is a power pose? 5 mins video (for staff) <a href="https://www.youtube.com/watch?v=DhLVC6eXOio">https://www.youtube.com/watch?v=DhLVC6eXOio</a></p> <p><b>Activity:</b> Begin the lesson by asking everyone to stand in a ‘POWER POSE’ for at least 10-30 seconds and explain that this is a great way to start the day, a challenge, when you are worried about something etc. It releases good endorphins into your body and helps you to focus / refocus. You may also want to invite the children to affirm something in their mind or out loud. ‘I am focussed, I am ready to learn, I am good growing my brain’ etc.</p> <p>Display or make available the ‘KS2 sentence starter oracy frames’ and ask the learning partners to look at the statements and discuss what they are good for. Discuss this as a class and ask the children to choose 2 that they are going to use during our lessons for the next few weeks. Once they have mastered using these two, they can try another two for the following two weeks and so on (make sure these are displayed clearly in the classroom).</p> <p>Now ask that the pairs join up with another group to make a four. Explain that we are going to look at the ground rules when working in a group. Are they going to be the same as working in pairs? What might be different? Cut out the strips from the ‘sorting ground rules’ doc and ask the group to sort these statements out however they wish, to help them decide what the top three priorities for them as a group are. They can record these on the ‘recording ground rules’ doc or verbally when discussing as a class. CT and LSA to float making notes on good responses and examples of positive group discussions. Explain that one person from every group will feed something back from the entire group and that you would like them to use one of the sentence starter, oracy frames.</p> <p>What were the most important rules? How can we apply this to our everyday school life? Allow the children a moment to reflect on this quietly to themselves.</p>

6

**Resources:** tins, balloons, pots pans etc, ping pong or small, bouncy balls

**Objective:** To identify what helps us to learn and why. To identify positive learning behaviours.

**Activity:** Watch [Lets go live](#) make episode with Maddie Moate and Greg Foot from 22.46 min to see how to make the resource before the lesson (you will need several tins with balloons over the top and small balls). You could show the children how you made them at the end of the lesson or ask them how you made it, looking at the design carefully. NB: You can also use saucepans, buckets etc instead of the bounce pads or have these on hand for the children to use later

Play the clip from 26.06 min -31.28 min and discuss the learning that is going on at various points. What is helping them learn? Point out the constant dialogue between the two of them and the small adjustments they are making as they go. **Think out loud that you are so inspired by the video you want everyone to have a go now. Point out that this is another form of learning in itself; to be inspired by others, to magpie ideas.**

Group the children up and give them a selection of bounce pads. Remind them of the rules for group work and all the work we have done around positive talk. Let them have a go at the activity and after some time having a go, reflect on their learning using the doc 'Lets go bounce, positive learning behaviours'. What helped you? What didn't help you and why? Explain that they will work as a team on the sheet to write down what is helping them to learn. Explain that the thought bubble is for any ideas they may have along the way to improve the activity. Give the children more time to have a go and reflect on their learning. Put up the question what could we learn from today? Using the speaking oracy frames or the questions matrix, ask the class to consider how it could be improved.

**Day 2:** Going back to the group sheets ask the children to work on the reflect part. Why is it important that we reflect on our learning from the previous lesson?

The children will collect or create the things they need and begin with their adaptations. They need to get as many bounces as possible. Give the children time and space to experiment and adapt. CT and LSA to listen from afar and jot down some good responses or findings. Halfway through the lesson ask some of the groups to share some of their work, what learning is going on? How is that helping you. Is there anything you had to overcome that was getting in the way of your learning?

The children will continue to make improvements/ adjustments CT and LSA to take photos or each group for their worksheet and under the photo they can record their highest score. At the end of the session reflect on the positive learning behaviours. How can we use these in other lessons, whilst in school or other learning opportunities?