



Integrated Learning Spring Review



Children have expressed their love of being able to choose activities at times during the day. Parents has asked if this way of learning will be introduced across the school because they can see that their children love coming to school and enjoy learning.



The Y1 Team

Daubeney

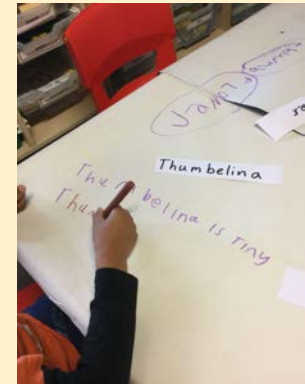
Miss Shaikh, Miss Lawrie,
Miss Alam & Miss Lucey

Sebright

Miss McIver, Ms Burrows &
Mr Hamlin

Lauriston

Miss Julian, Miss Wilson, Miss
Brooks and Annabelle



Why are we doing this?



Young children need to learn in a fun, hands on and meaningful way which gives them a love of learning.

Gaps in learning because of the pandemic meant that our youngest children missed opportunities to play, develop their own interests and socialise with their peers.

Previous Y1 provision was very formal and all whole class which does not meet their needs.

Making sure children are Key Stage 2 ready.

Experience of implementing this in two other schools leading to an improvement in outcomes.

Parents were also glad that we had shifted towards the integrated style of learning. Their main concerns were that children were far too young to be sitting behind a desk all day. I think it also reduced any anxieties children had about starting year 1.



Integrated Learning in KS1

What is Integrated Learning?

- An approach to teaching and learning that builds upon the EYFS Principles of learning through play and creating independent learners.
- An Integrated Day provides a rich learning experience for children who might not yet be ready for formal, simultaneous learning in KS1.
- Focuses on embedding independence and thereby ensures children are developmentally ready for 'formal' learning.

Why use the Integrated Learning Approach?

Children are:

- developmentally ready, making choices in their own time, building on practice in EYFS;
- making links between the subjects, in topics, their learning is deeper;
- more motivated and learning behaviour has improved, where children are beginning to take responsibility for their own learning;
- more confident and take pride in their learning and their achievements.

Transition from Reception to year 1 has been much smoother / less behaviour / less anxiety and much less anxious parents / children enjoying their learning / energy and passion from staff



How are the Independent Activities Planned?

What should they consist of?

- Children should work with a teacher, additional adult, in independent groups or by themselves.
- All independent learning tasks are taken from objectives that are being covered during the week (or consolidating previous objectives).
- They incorporate all curriculum areas: Maths, English, Art/DT, PHSE and Science and CC.
- The activities should be practical and open ended – allowing all children to access them – providing challenge.
- As they are changed throughout the week, teachers spend time explaining these when they are being introduced.
- All activities are monitored regularly throughout the day and children are trained to also monitor the 'jobs' they complete.

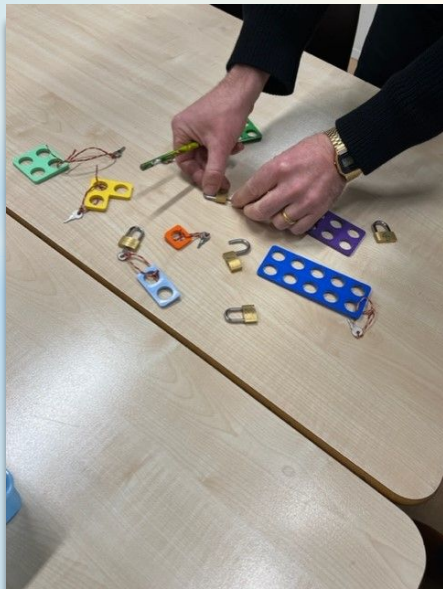


Amazing learning behaviours with children excited and engaged in their learning. SEND needs being catered for within the class without any extra support.



What are the challenges to Integrated Learning?

- Planning suitable tasks which can be accessed by all children independently.
- Making sure Y1 National Curriculum objectives are covered
- Developing confidence and trust in the ability of the children to complete independent English and Maths tasks without adult direction to a good standard.
- Organisation is so important to ensure that learning jobs are providing sufficient interest, challenge and motivation for the children.
- Ensuring that every child has completed the independent activities before moving on to the next one.



The children understand the expectations for independent work and are beginning to become more motivated to complete tasks to the best of their ability, rather than to rush. Since they contribute so heavily to the displays and working walls, they are becoming resourceful in using these to help their independent learning and take pride in their achievements.



What an integrated learning environment should look like

- 30 chairs but no expectation that children have to learn sitting down all the time.
- A carpet area
- A reading area
- A role play area – topic related which do not have to be your traditional home corner or shop
- Tables which children know are the 'teacher table' plus Maths, Writing, art etc.
- An independent writing table with book templates, different graphics, prompts for learning etc.
- Continuous provision equipment such as construction, Lego, junk modelling, dolls house, models, sewing etc. (Things which the children love)
- A fine motor area which daily 'funky fingers' activities / handwriting
- Tough spot trays
- Something sand and watery...bringing the outside in



Expectations for Books



30 mins Guided Reading

30 mins Guided Writing

30 mins Guided Maths

6-8 children daily

Guided sessions mean children get opportunity to read, write and do maths with their teacher in a small group once per week. If a child is absent on their day, they can be slotted in to another group. to an adult in a small group. This process can and should be mirrored by the additional adults, but they could also be used to oversee independent sessions to allow you to work with your group.

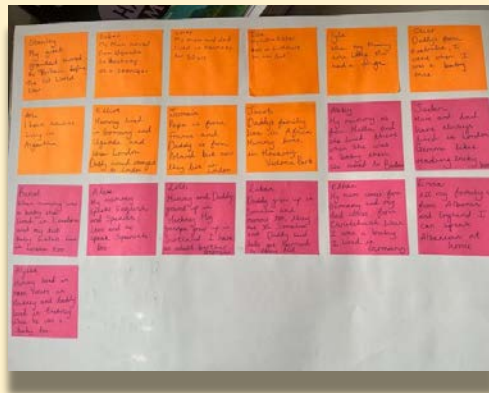
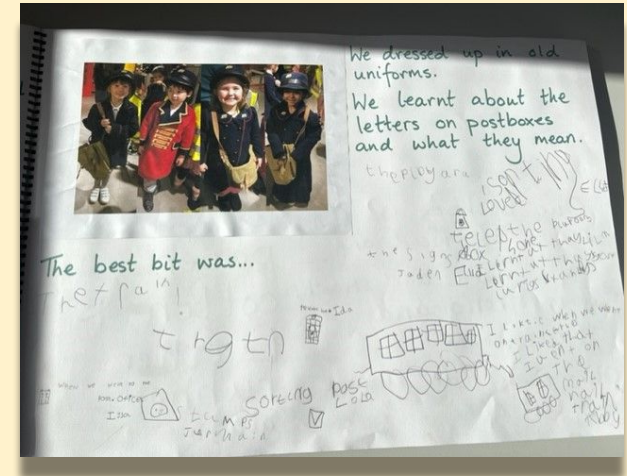
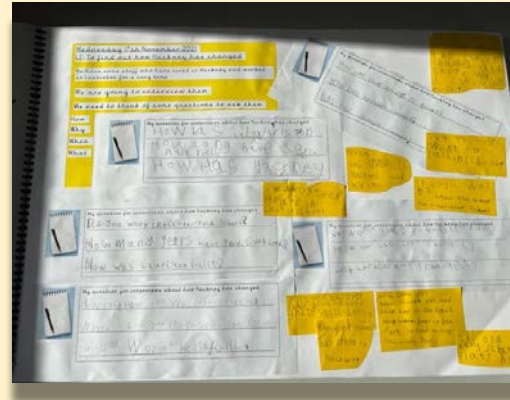
They should have opportunity to do some independent work daily:

- Writing
- Maths
- Phonics
- Handwriting
- Science / Topic / Other



This would mean there is at least TWO guided pieces of work in books, plus independent work that can either be stuck in or kept in a folder.

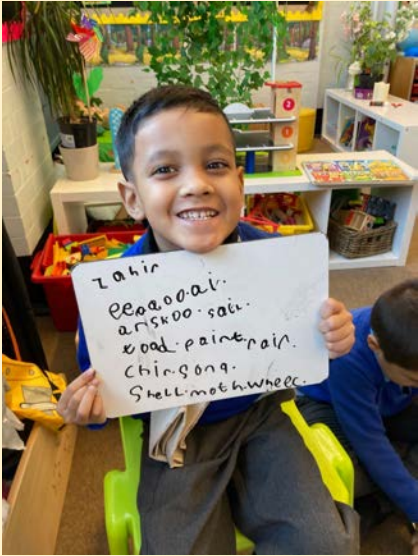
Floor Books



The children are so engaged with the 'big book' and will often ask that their work be included. Children, some of whom are often reluctant to write, are enthusiastic when asked if they want to write a label or speech bubble the big book. We have been evaluating our work as a class at the end of recent topics and looking back through the big book has presented excellent opportunities for embedding the themes and language, as well as sharing our knowledge and skills. As a teacher, it also presses me to ensure I am covering all areas of the curriculum equally and creatively.



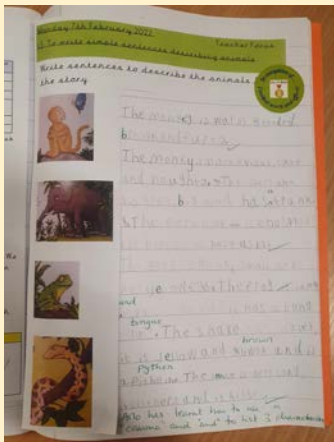
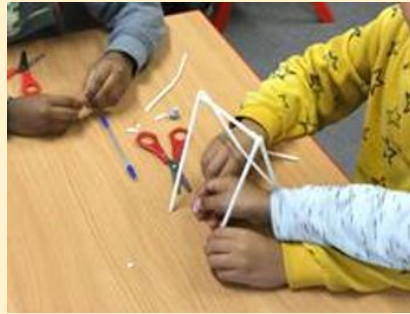
Some lovely things from Sebright



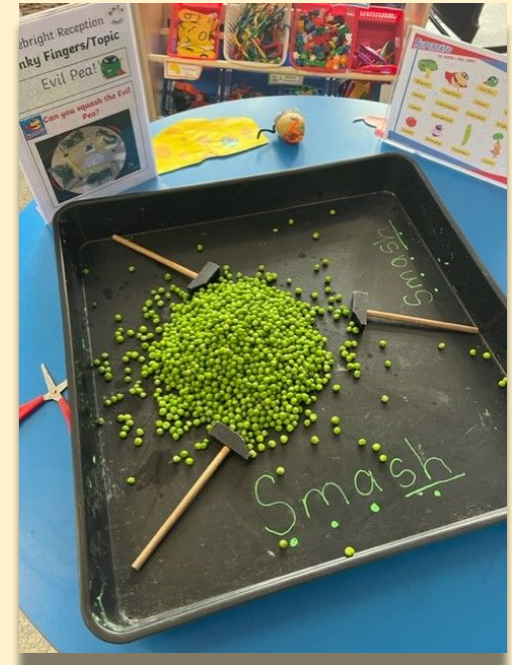
Some lovely things from Daubeney



Some lovely things from Lauriston



The children are so much more confident to 'have a go' as they can try activities without a teacher.



Children and teachers' enthusiasm for this model is really telling. Children are really positive and eager to explain their learning and managing to articulate what they have learned/are learning brilliantly. Lovely creative learning opportunities with such careful thought being put in by the teachers and other adults in the classroom.

