

Curriculum Monitoring Visit – EYFS/Y1

Type of monitoring: ~~Work Scrutiny/~~ Pupil Voice/ lesson visit By: **Kate Goodhew** Date: **05.03.20**

Evidence:

<p><u>Reading being used/ developed/ enjoyed purposeful</u></p> <p>Pupils have received new phonics reading books this week. One pupil described them as “perfect – I love reading”. On reading to me, she spontaneously looked in her bag for her key word cards on struggling to read a word - she recognised that she should know it and attempted to solve the problem on her own.</p> <p>A group of pupils in the book corner were keen to show me the story-books they had and that they were all about animals. Another pupil explained they had made their book corner into a rainforest because that’s what they were learning about.</p> <p>Pupils told me that they had “Buddy Readers” in class 4 who help them read.</p>	<p><u>Use and retention of subject specific vocabulary</u></p> <p>Pupils used some subject-specific vocabulary in their conversations with me e.g. “The penguins are camouflaged so things don’t eat them”. This relates to the science topic (animals and classification). Pupils also told me that they were learning about hot and cold places (geography) and named Antarctica and the rainforest.</p> <p>See communication skills also.</p>
<p><u>Learning/Character habits understood by pupils/ being developed (attitudes to learning)</u></p> <p>I asked several pupils in reception to tell me all about respect:</p> <p>“We have to sit nicely because it helps us to learn and to listen”</p> <p>“I’m trying to keep listening to the teacher - when someone is talking I’m going to ignore them”.</p> <p>Year 1 said:</p> <p>“Don’t be mean to each other. If they want to play we say “yes we can” ‘cos all of us are a lovely class”.</p> <p>“We also respect our toys. If we see it on the floor we tidy it away”, “Once you’ve got stuff out... you put it away”.</p> <p>When asked about whether teamwork was important, one pupil said:</p> <p>“You share stuff when we’re in a team”, another said “We work as a team in R-Time partners”.</p> <p>When asked about when they are stuck, EYFS pupils demonstrated independence telling me: “You can ask a friend or if they don’t know you can ask another person”. “Ask your friend before you ask the teacher”. “Before you ask a friend, <i>try</i>”.</p>	<p><u>Connections in learning (across subjects/ units of work/ year groups) memory and engagement</u></p> <p>The class teacher promotes cross-curricular links in learning-through-play opportunities for reception pupils. E.g. activities related to art, science, geography, English, music etc (Animal masks/topic-related reading/building snow vehicles/music: going on a penguin hunt/writing about penguins).</p> <p>Some pupils identified more than one area of the curriculum when asked about their learning, e.g. “We write about animals all about the world (<i>English, science and geography</i>) and how people talk so some people say ‘Bonjour’ (<i>French</i>).</p> <p>Two pupils linked their learning in science (animal habitats) to their forest school sessions. E.g. “At forest school we go outside and find animals and they live in holes and stuff and bugs come out and we look at them”. Y1 pupils were aware they will learn more about the rainforest in class 4.</p>

<p><u>Creativity</u></p> <p>Pupils were observed independently taking part in creative learning activities (mask-making, building/woodwork, modelling sand). One pupil saw the link between the activity and the topic: "I'm making a peacock bird and birds live in the rainforest". A pupil in the building/woodwork corner told me "I'm making a snow plough, you use it when it's snowing" – he then was able to tell me about his learning about cold places when asked.</p>	<p><u>Communication skills (writing/ speaking and listening)</u></p> <p>There were many confident communicators in this class. Pupils spontaneously came to tell me about what they were doing and were keen and enthusiastic about showing me their creations and books and spoke about them coherently. Pupils demonstrated a good understanding of the questions I asked and answered them appropriately with relevant information. I observed three pupils playing 'schools' and the 'teacher' clearly voiced her expectations of kind behaviour in her classroom, acting out the role beautifully!</p> <p>One pupil was keen to share her writing in her book and showed me her animal description work using two adjectives in a sentence, telling me "I put - delicate, charming butterfly". Impressive vocabulary choices in Y1. Another pupil told me "We all did writing about rainforests".</p>
<p><u>Inclusion – how the teacher supports individuals to achieve</u></p> <p>Not discussed at this visit, as the focus was on speaking to the pupils, but previously looked at this as part of an SEN monitoring visit.</p> <p>The children talked about the R-Time partners in relation to teamwork which reflects how pupils support each other independently.</p> <p>Pupils were asked if they have learning goals and they told me about their handprints in their books, which identify their individual targets (e.g. "we know we can only put one 'and' in a sentence").</p>	<p><u>Reasoning</u></p> <p>Children were able to answer reasoning questions with ease.</p> <p>E.g. "We're learning all about penguins" (<i>Do we have penguins in this country?</i>) "No" (<i>Why?</i>) "Because it's not cold. They don't like to live in warm places" (<i>What lives in the water here?</i>) "ducks and tadpoles like to be in water. We see ducks and tadpoles at forest school".</p>
<p><u>Progress</u></p> <p>Not monitored on this visit.</p>	<p><u>Other (safety, equality, British Values)</u></p> <p>When asked what they learn through playing, reception pupils described positive character and British values. E.g. "We learn about kind hands and feet. I don't hit and I don't kick". "Today I'm going to be kind". (See also Learning/Character).</p>

Summary: Pupils demonstrate recognition of links between curriculum areas.

They are confident and have good attitudes to learning and to each other.