

PREPARING FOR A LEARNING JOURNEY



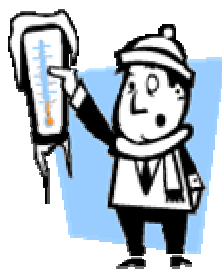
BEFORE embarking on each landmark, ensure the following:

Temperature

The optimal room temperature for learning is approximately 70 degrees centigrade.

If it is too hot or too cold, then the learner starts to experience stress.

Overheating causes a decrease in all-round performance in tasks requiring concentration, accuracy, physical dexterity and sensory acuity.



If it becomes too hot or too cold you could:

- Take a brain break
- Make a warm or cold drink
- Add or remove layers of clothing
- Open or close windows
- Move to another area or outdoors

Diet and nutrition

Learners perform best when they receive a diet that is high in protein and low in carbohydrates.



To boost your brain power, you could:

- Eat a healthy snack

Hydration

The brain is about 2.4% of total bodyweight. At rest, it uses 20% of the energy in our system. Water helps the brain to function properly. Dehydration leads to inattention, drowsiness and poor learning performance.

Children need the equivalent of eight to twelve small glasses of water a day for optimal functioning.



To avoid dehydration, you could:

- Take regular water breaks
- Drink water whilst learning

Attention

Humans have natural highs and lows in their attention, throughout the day. These occur in cycles between 90 minutes and 110 minutes.



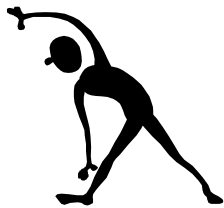
To maximise learning, you could:

- Chunk down tasks
- Build in regular brain breaks
- Keep an, 'energy chart'. Find the best time to learn!

Exercise

We need to move!

Research suggests that exercise may be the best brain food. Physical activity release natural neutral growth factors in the brain.



To enhance learning through exercise, you could:

- Take brain breaks
- Rearrange your learning environment to ensure that you are free to move

CREATING A LEARNING SPACE



Finding and making your own personal learning space is important. Before you embark upon each new learning journey create a secure environment.

STEP 1

☺ *Create your own personal learning zone*

Find a solid work station (table/ desk) and chair. Talk to the adults in your family about the various places that you could do your homework

Display photographs of family, friends, pets

Find a clock or watch

Display timetable/ line of enquiry (landmark 1a)

Keep a box of resources, including a dictionary, paper, coloured pens, pencils, ruler, rubber, pencil sharpener, highlighter, post - it notes, etc near to your work zone

STEP 2

☺ *Organise the space*

Label tools/ resources

Clear out clutter, regularly

Make resources accessible. Organise the space with plastic wallets, containers and holders

STEP 3

☺ *Preparing to undertake learning*

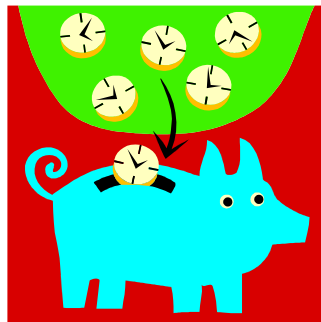
Identify the times that you work best

Draw up a timetable; mark in those activities undertaken regularly and allocate time throughout the week in which to undertake learning. Display it in a prominent position

Look up television programmes in a TV guide and record favourite programmes to watch after learning tasks are completed

Agree not to answer telephone/ door during allocated scheduled learning times

Inform family and friends of the times allocated to work



SUCCESS



😊 *Self talk: how to stay positive*

10 questions to ask if you are stuck...

1. What is another way that I could try this?
2. How would a teacher do this?
3. How could I show my younger brother or sister how to do this?
4. Where could I look for ideas of how to solve this?
5. What have I done before?
6. Who has done this before?
7. Who could help me to solve this problem?
8. What books might help me to do this?
9. What activity could I do first before I return to this?
10. What would happen if I just had a go?

THINKING ABOUT YOUR WELL BEING

Sometimes you may not feel like working and it can be difficult to concentrate.

Here are some ideas to help you change your **MOOD**.

- ☺ Take a short **walk** - it will quicken your breath and your heart rate, helping you to feel refreshed.

- ☺ Change your **environment** - you may have spent too long in one place. If you have been inside, go out for some fresh air. Try moving to another room and having something different to look at.

- ☺ Listen to your favourite **music**.
Music is a great way to help you feel calm, inspired, cheerful, relaxed or enthusiastic.

- ☺ **Laugh!** It may feel strange at first, but if you smile, giggle or laugh you can trick yourself into feeling better.

- ☺ **Be creative.** Art is a wonderful way of changing your mood. You can be creative in so many different ways. Why not try...painting, dancing, sewing, writing, doodling, making music, colouring in, telling stories, collage, arranging photographs.

- ☺ **Smells** can have a powerful impact - what smells do you love? Take a deep breath and imagine your favourite smell.

*Have fun trying these ideas with your family
and see if you can change their mood too!*



RELAX KIDS

There are lots of wonderful ideas and exercises on the website at:

www.relaxkids.com

You may have tried some of these skills in school during a Relax Kids session.

They will help you to:

- ☺ feel more confident
- ☺ sleep better and feel relaxed
- ☺ improve your concentration
- ☺ feel positive
- ☺ increase your imagination and creativity

STRETCHING (YOGA)

Practise stretching slowly, concentrating on your balance and breathing.

Tall Tree - You could simply try standing tall and then on one leg, with your arms in the air. Imagine you are a tall tree, solid and strong.

Sleepy starfish - Lie on your back, with your legs and arms apart. Breathe in and out slowly and imagine you are a starfish resting at the bottom of the ocean.

MASSAGE

Massage can help calm you and relax your muscles.

Try some of these:

- pat, stroke or tap your head
- shrug your shoulders up and down
- rub your hands together fast and then place them over your eyes
- massage your hands
- massage your feet
- squeeze your ears gently

BREATHING

Being aware of your breathing will help develop concentration as well as getting fresh air into your system and having a calming effect.

Take a deep breathe **IN** through your nose, and **OUT** through your mouth.

- ☺ Take in a deep breath, and let out a **BIG** sigh. See how noisy you can make your sigh.
- ☺ Imagine you are blowing up a balloon. Take a deep breath in and slowly see your balloon getting bigger and bigger as you blow out.
- ☺ As you breathe in, imagine you are breathing in light. Feel your body fill with light, from the top of your head to your toes. Send the light around your whole body. Now breathe out the light and send it around the room.

POSITIVE THINKING

Be positive! Think of a quality that you have that you are proud of - you may be a good friend, caring, helpful or smiley.

Try repeating one of these to yourself 10 times - say it as if you **REALLY** believe it!

- ☺ I am special
- ☺ I am strong
- ☺ I am clever
- ☺ I am loved
- ☺ I am lucky
- ☺ I am happy

VISUALISATION

Take yourself on a journey in your mind. Use your imagination. Drift away.

- ☺ Imagine you are in a beautiful place - a forest, at the beach or in a field
- ☺ Remember a time and place when you felt very happy and content - What did you see? What could you hear? How did you feel?
- ☺ Go on a fantasy journey in your mind - you could be part of a fairy story, or travel in space, or slide down a rainbow!

Enjoy your journey!

USING QUESTIONS TO IMPROVE LEARNING

QUESTIONS CAN BE USED IN ORDER TO...

- Assess **WHAT** learners **KNOW** or **REMEMBER**
- **CHALLENGE** or **BROADEN** the range of learning experience of pupils
- **EXTEND & DEEPEN** thinking & learning
- Encourage learners to **ASK QUESTIONS**
- **DEMONSTRATE** their thinking
- **ENGAGE** learners through **INTERACTIVE LEARNING**
- **REFLECT**
- **SUMMARISE** or **EMPHASISE**



DIFFERENT TYPES OF QUESTIONS



LITERAL QUESTIONS

- Recall
- Comprehension

Literal questions all involve **recall**:

- Designed to help children recall or revise material which has already been covered
- Make relatively low intellectual demand on some children



Quality questions

Quality questions often:

- Probe more deeply into pupils' understanding, using a follow - up question
- Require learners to think before answering
- Begin with 'Why.....?'' 'How.....?'



HIGHER - ORDER QUESTIONS

- Application
- Analytical
- Synthesis
- Evaluation

APPLICATION QUESTIONS

- Information learned can be **APPLIED** in different contexts
- Knowledge learned in one situation can be transferred to another
- Links can be made, for example, from one story to another

GENERAL examples of application questions

Can you think of another event which has a similar theme?

Do you know of another story which deals with the same issues (e.g. cultural, social, moral)?

Which products/ objects have mechanisms like this?

Do you know other events with similar themes or issues?

ANALYTICAL QUESTIONS

- Build on existing knowledge
- Identify implicit meanings, make inference and deduction and become aware of the authors' intentions
- Understanding of significant themes, ideas, events and characters and refer to the text when explaining views

GENERAL examples of analytical questions

What makes you think that?

How do you feel about that?

Can you explain why...?

make this character funny?

Can you support your view with evidence?

What do these words mean and why do you think the author chose them?

How has the author created the mood?

QUESTIONS REQUIRING **SYNTHESIS**

- Take an idea from one context and reapply it in another context
- Innovate text
- Develop a critical stance
- Lead to the construction of an argument or an opinion, or making predictions

GENERAL examples of questions requiring synthesis

What is your opinion? What evidence do you have to support your view?

Using all the evidence available, can you tell me what you feel about...?

What would this character think about.....?

EVALUATION Questions

- Make judgements about what has been analysed and define reasons for those judgements
- Compare and contrast
- Interrogate and evaluate
- Require use of evidence and reasoning

GENERAL examples of evaluation questions

What makes this successful? What evidence do you have to justify your opinion?

Does it work?

Which is better, and why?

HOW DO YOU KNOW WHEN THEY KNOW IT?

There are a variety of techniques used by teachers to establish the extent to which children have learnt and understood a concept.

The following INDICATORS are a useful TOOL to help COMPARE and EVALUATE learners' responses and attitude to learning

☺ *CHANGES IN Demeanour*

Children who understand a concept display positive body language and facial gestures. For example, those children who are confident in their understanding of a concept may appear to be BRIGHT EYED

☺ *EXTENSION OF A CONCEPT*

Children who have understood something, often take the idea further on their own initiative

☺ *MAKING MODIFICATIONS TO A PATTERN*

Students who understand, make their own modifications - changes. Those who do not, initiate or follow rules

☺ *USING PROCESSES IN A DIFFERENT CONTEXT*

Learners who are sure of the 'BIG PICTURE' can shortcut a procedure

☺ *ABILITY TO EXPLAIN*

Students who have understood something are usually able to explain it, supporting reasoning with suitable examples

☺ *ABILITY TO FOCUS ATTENTION*






Persistence on a task or with a particular strategy is taken as a sign of understanding and of expectation in outcome







HOW CAN ICT HELP YOU?



There are many benefits to using a computer and/or the internet:

-  Your ICT skills will improve and you will become quicker and more efficient
-  You can edit and change the presentation of your work easily
-  You can have access to a wide range of resources
-  You are developing skills that will help you all through your life
-  It is fun!

THINK!

-  Stay safe online - Read 'Dongle's Factsheet' for details of **SMART** working.
-  Stay focused - particularly on the internet where there is so much to read. Make sure you don't get distracted.
-  Do you understand the information and can you put it in your own words? Avoid copying and pasting large chunks of text. Your research must be **your own** work.
-  Keep a record of the websites you visit and text you use - you may want to return to it or quote it at a later date.



Websites about Internet Safety:

These are all designed for children and there is lots of information to read, videos to watch and tasks to do:

www.kidsmart.org.uk

www.thinkuknow.co.uk

www.bbc.co.uk/cbbc/help/web/staysafe

Websites to help you with research or learning:

www.kidsclick.org

www.yahooligans.com

www.askforkids.com

www.woodlands-junior.kent.sch.uk/

www.coxhoe.durham.sch.uk/

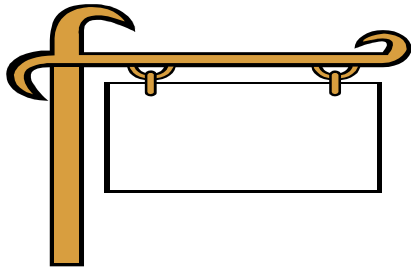
www.bbc.co.uk/schools/bitesizeprimary/



WHEN UNDERTAKING RESEARCH, CONSIDER THE FOLLOWING AREAS:

- * The title of the research focus
- * The focus of the research
- * Possible sources (e.g. websites, books, people to interview)
- * Areas for researching - specific aspects to be investigated
- * Presentation of findings





SIGNPOSTING

Further information is available on the school's website or in the following documentation:

- * www.evelyncpschool.co.uk
- * Parent Handbook
- * Every Child Matters Parent Handbook
- * School Prospectus

Here are some things our children would like you to consider:

Take a step back

Mistakes are the beginning of learning – not the end

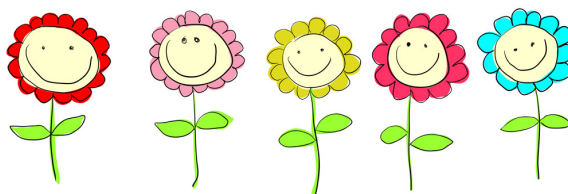
Give us space to learn

Encourage us, but don't tell us

Let us make mistakes

Let us share our new strategies with you

Check with us once we've had a go



HOW MUCH HOMEWORK?

Government guidelines on homework give a broad indication of how much time pupils might reasonably be expected to spend on homework. The guidelines emphasise the importance of homework and how it helps your child to learn, rather than focusing on whether it takes a certain amount of time.



The guidelines for primary school children are:

- ☺ Years 1 and 2:
1 hour per week

- ☺ Years 3 and 4:
1.5 hours per week

- ☺ Years 5 and 6:
30 minutes per day

Children should not be expected to spend significantly longer on homework than the guide times set out above. It does not matter if activities do not take as long as the guide times as long as they are useful.