

Connected Learning

Case Study

Lough View Integrated Primary and Nursery
School

Year 5 ICL Pilot

Background

Lough View Integrated Primary and Nursery School has 400 children from East, South-East and South Belfast and beyond. The current Year 5 classes have been taught through the enriched curriculum since Year 1.

ICL

Having taught Year 5 before, we knew what the curriculum requirements were for the year. In September we were able to decide on broad topics and take a more flexible and creative approach to the ordering of this existing curriculum. We had already planned to do a local study but the ICL, **'Where I Live'** shifted our focus away from content to skills, capabilities and opportunities for children to be part of the assessment process.

Planning

We looked at ideas generated in previous years to see what skills the children were already developing and used a topic web to brainstorm others not previously covered. This web was then broken down into a 6 weekly plan with clear learning intentions for each area of the curriculum. Learning Intentions were later shared and discussed with the children. We aimed to work within the existing timetable but used the Literacy and Numeracy hour wherever possible as part of the ICL. Occasionally we abandoned the timetable to accommodate a full day skills-based activity.

Starting Points

We placed the six week ICL, **'Where I Live'**, at the centre of a wider twelve week local study that included C.S. Lewis and the Titanic. The initial stimulus for the topic was the recently released film **'The Lion, the Witch and the Wardrobe'** which we had read as a class novel the previous term. We discussed with the children the three parts of the study and used a planning board and

discovery board with open questions to involve them in the process and create a sense of ownership.

Development

We divided the plan into three areas: the stimulus was a trail of the local area; the preparation work and follow-up activities.

The children worked with local maps and Google Earth to follow a route of the local trail. They handled building materials and identified these in photographs of the local houses and shops. Children discussed the properties of the materials and why they were fit for purpose in our climate. This led to comparisons with building materials and design in other countries. An architect was invited to talk about the skills needed for his job and answer questions prepared by the children. Children could see how the skills he referred to were similar to the skills they were developing, such as, creativity and working with others. He developed the children's creativity and team work skills through a building challenge. This required the children to work together with set criteria including aesthetics, strength and height. The children, through self and peer evaluation (using '2 stars and a wish'), judged the success of their models against the original criteria.

The children studied estate agent brochures, looking at persuasive language, changing adjectives to see how it affected the meaning, and used the framework to write persuasive brochures for their own houses. We set up an 'estate agents', displaying their brochures and we discussed the communication skills necessary for this role-play scenario.

The children were set the challenge of discovering the history of the street names, commemorating First World War battles and Second World War generals.

During the local study trail the children looked at photographs of road markings as part of road safety and found lines of symmetry in road signs. On the trail the children followed their route map answering questions based on the services and building materials discussed in the classroom. They sketched different house types and shop fronts to be used in a model village back in school. A significant stop was at a green space with a "No Ball Games" sign. This was

used as the stimulus for a writing focus on discursive writing, involving teacher modelling, teacher and children planning and writing together and children planning and writing independently. The final stop of the trail was a recycling yard with a talk with the council's recycling officer.

Back in school, the children painted a large Roamer mat and made a town from photocopying paper boxes. They used their observational drawing skills to translate their field trip sketches and photographs into model shop fronts. Money and time were taught in the Numeracy hour for the next two weeks. The children used these skills in the following fortnight to programme Roamer characters to shop, calculate correct totals and change. Routes had to include the correct Green Cross Code procedure for the zebra crossing. Photographs on the model of the actual shop opening times etc. were used for real-life time duration work.

The children also set up a Lough View Bus Company kiosk, with timetable and fare information. They dressed up as employees and customers and used the scenario to develop their money and timetable problem solving skills. To accompany the role-play scenes, the children created a long mural where they rolled tyres to print roads, painted symmetrical road signs, explored colour combinations, displayed their street poetry in the shape of vehicles and their 'sound walk' script from their composing sessions.

Evaluation

Both children and teachers were motivated and inspired by the freedom and 'edge of your seat' creative pace of this first year!

Each element will be included next year but improved by a further focus on the skills and capabilities and more opportunities for assessment for learning.

- We would make more use of the listed resources within the ICL as we tended to create/find our own.
- We would plan less content next time.