



Active Learning

Being involved and concentrating

Keep on trying

Enjoying achieving what they set out to do

Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
To Achieve Personal Greatness...		
<p>Pride</p> <ul style="list-style-type: none"> • Showing a belief that more effort or a different approach will pay off • Showing satisfaction in meeting their own goal • Being proud of what they have accomplished and how they accomplished it • Enjoy meeting challenges for their own sake not just for external reward or praise <p>Perseverance</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Not being easily distracted • Paying attention to details 	<p>Provide new and unusual things for the children to explore especially those that are linked to their interests. Specifically new and interesting stimulus in the curiosity cube. This can also be guided by the types of stimuluses which appeal most to the children's curiosity.</p> <p>Ensure a wide range of play and exploratory areas and activities are available to children both inside and out. This Provision is a balance of core and enhanced provision. Core provision is stable and remains unchanged, providing a familiar base for children to return to and develop learning over time and see the benefits of perseverance and different approaches. Enhanced provision is new and often linked to topic learning, providing exciting opportunities to show fascination, inquisitiveness and engagement.</p> <p>Resource these areas with well-chosen resources that will stimulate focused activity and learning</p> <p>Ensure children have time and freedom to become deeply involved in activities. Using a 'STOP' sign to pause extended learning opportunities at tidy-up</p>	<p>Support children to choose their own activities and to identify how they will do them using the key inquisitive question 'I wonder what you will make with that?'</p> <p>Stimulate children's interest through shared attention and to calm overstimulated children</p> <p>Help children to become aware of their own goal to make a plan and to review</p> <p>Describe what you see children trying to do and encourage them to talk about their own approaches and successes</p> <p>Be specific with praise, note effort and concentration and praise persistence and problem-solving. Heavily praise children showing the school values of perseverance during an activity and pride in an achievement</p> <p>Encouraging children to identify how others have been successful and to work together and share ideas</p>

<ul style="list-style-type: none"> • Persisting with activity when challenges occur • Bouncing back after difficulties <p>Respect</p> <ul style="list-style-type: none"> • Showing fascination in things 	<p>times. Core provision offers stable environments to be returned to. Our 'drying rack' allows a safe space for bucket jobs, writing, crafts and models to be left and returned to.</p> <p>To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator, highly praising their efforts by moving up their peg to the superstar for 'perseverance'. Significant efforts can be rewarded with a certificate at the weekly awards assembly.</p> <p>Children are encouraged to feel proud of their achievements. Children can also have their peg moved to the superstar for feeling 'proud' as one of our core values. Significant pride can be rewarded with a certificate at the weekly awards assembly. Children also have their own wall display that can be used to display particularly proud examples of work, selected by both adults and children.</p> <p>Ensure there is space for all children to contribute and take part in activities. Areas have number limits which the children are aware of. This enables the children to have the space and resources to enjoy the area. If areas are often full children can be rotated to ensure they get a turn. Whole class carpet activities are rooted in whole class engagement with frequent opportunities for talk partners, whole class responses and all children's responses are encouraged and valued.</p>	<p>Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things</p>
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