

## How Do We Help Our Children to Remember

Accessible Learning FOR ALL	Ideas for Recapping Learning and Helping Children to 'Remember'	How We Encourage Positive Attitudes and Active Listening	I Look Forward to Developing...
<ul style="list-style-type: none"> <li>• Scaffold and break the learning down into manageable steps</li> <li>• Visuals including widgets for sequencing and story maps</li> <li>• Mapped out curriculum in nursery and reception that is effective, coherent and progressive with school readiness in mind</li> </ul>  <ul style="list-style-type: none"> <li>• Visual, kinaesthetic and auditory learning opportunities through group learning</li> <li>• 'Preview' learning, particularly in phonics, gross motor, mathematics and understanding the world; including history and future, science and nature and the physical world and community</li> <li>• Using visuals including story maps, pictographs (a picture that depicts the meaning of the word)</li> </ul>  <ul style="list-style-type: none"> <li>• Highly-structured, multi-sensory Sounds Write phonics program introduced in Nursery (preview to the Initial Code in reception)</li> </ul>  <ul style="list-style-type: none"> <li>• Kinetic Letters program delivered throughout school with a focus on developing core strength in nursery.</li> </ul>	<ul style="list-style-type: none"> <li>• Nearpod</li> </ul>  <ul style="list-style-type: none"> <li>• Clicker Books</li> <li>• Learning Journey display</li> <li>• 'What a 'good' one looks like'-Examples of work the children have produced, both in child-led and adult-led tasks. We project these on our interactive board and the children present their work to the group</li> <li>• Memory games</li> <li>• Learning poems</li> <li>• Learning songs</li> <li>• Blanks levels questioning both concrete and abstract linked to stories</li> <li>• Activities in the provision which reflect previous week's focus to consolidate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit about what active learning looks like and regular reminders</li> <li>• Giving children time to process information 5-8 seconds</li> <li>• Reminders about what a 'fantastic listener' looks like, including but not limited to...Eyes on the stimulus Sitting posture to reduce distraction</li> <li>• Positive reinforcement when children show the attributes of a 'fantastic listener'</li> <li>• Adult modelling-what does 'thinking' sound like (think out loud)</li> <li>• Adult modelling with opportunities for children to give constructive feedback on 'what worked and what didn't'</li> <li>- Learning muscles 'You can't do it yet'</li> <li>- Try your best like Super Cat</li> <li>- Find what you need like Super Panda</li> <li>- Concentrate like Super Rabbit</li> <li>- Listen and build on ideas like Super Croc</li> </ul>  <ul style="list-style-type: none"> <li>• 'Your ideas are valued'-promoting democracy through voting, turn-taking, collaboration and opportunities to share views</li> <li>• Celebrating children's interest and showing a genuine interest in their hobbies to boost self-esteem and motivation to learn.</li> <li>• Using children's interest to better their learning experiences</li> <li>• Showing children items or introducing concepts/questions before the story is read aloud-afterwards children to share information.</li> </ul>	<ul style="list-style-type: none"> <li>• Our nursery vocabulary-it is always a working progress which evolves from the children's interests and the rhymes, stories and poetry we expose them to</li> <li>• How we display and promote this language to actively encourage our children to use it</li> </ul>

