

## Minutes from BPC Year Group Cluster Meeting

<b>Year group:</b> Year 1	<b>Venue:</b> Barrow Island Primary School
<b>Date:</b> 05.02.2019	<b>Lead Teacher:</b> Allie Kitchin
<p><b>Issues:</b></p> <p>Most schools have now moved away from continuous provision and have moved onto more formal learning now in Year 1. Most spend the mornings on maths and literacy and leave topic work for the afternoons. Main issues are around time constraints and fitting everything in. It tends to be topic work that goes first due to lack of time or when other things crop up.</p> <p>Recording topic work can be an issue - most schools use a combination of worksheets and photo evidence. South Walney have been trying to use Showbie to make class books of learning but experienced problems. Some people felt it as difficult to let parents see exactly what we have been doing in topic / Themed work if we just have a class book of photos.</p> <p>Some schools pair up with other year groups for topic work and the majority of schools present work on a two year rolling cycle of topics.</p> <p>Some teachers felt trying to link maths to topic was tricky and some links tenuous.</p> <p>Some felt some subjects do need to be standalone such as RE / PHSE</p> <p>Showing progress in topic work can be tricky.</p> <p>We also discussed whole school topics which have had mixed reviews.</p>	
<p><b>Actions from issues:</b></p> <p>SW have a progress recording tick sheet for children showing the skills and progress that they pass up to the next year group teacher.</p> <p>Cambridge have found Twinkl mind maps for topics useful to measure progress. Barrow island use Dimensions learning ladders to show progression. Roose use mind maps at beginning and end to show progress.</p>	
<p><b>CPD requirements:</b> None</p>	
<p><b>What is working well in your year group?</b></p> <p>Lots of topics are working well and choice of topics was flexible as long as NC objectives are covered.</p> <p>SW – have a learning menu they hand out to parents as a newsletter each term to encourage participation at home and gain more interest. Their topics have included Me &amp; my world which linked in local area, toys through history. Stories of Katie Morag – which links again to the seaside and local area. A space topic which links to literacy through Bob man on the moon, Toys in space and the historical figure of Margaret Hamilton.</p> <p>Roose have recently had the theme Great Fire of London and carried out report writing, made 3d houses, linked the science subject – Materials and are hoping for a visit from the fire service.</p> <p>Cambridge follow the Chris Quigley creative curriculum. Topic choice is very flexible and they run on a two year rolling project. The topic of India is working well incorporating traditional Indian tales, Indian food, dance, weather and geography links.</p> <p>Topics such as Celebrations are used in many school which can link well into many areas.</p> <p>North Walney have found having mini-topics during afternoon sessions work well. DT and art projects are used also to stimulate writing and discussion.</p> <p>Yarlside had a mini topic of Explorers in Autumn 2 looking at Christopher Columbus which worked well.</p>	

Theme days and weeks across year groups have also worked with topics of : Birds, Den building, WW1, Women in history. Comments were made that when older children came to work with Year 1 in tasks such as the Den building the less academic children excelled in practical tasks which was great for their confidence building.

Barrow Island follow the Dimensions curriculum and use the learning ladders to ensure key skills are covered in the planning. Current topics run in a two year cycle. Whole school Themes are also used linked to current affairs / historical dates such as a Space topic to commemorate 50 years of the first moon landing.

Useful planning has been found on:

Lancashire Grid for Learning that breaks down subjects giving more specific learning objectives to give more focus on what to do.

Twinkl has mind maps for topics / subjects.

Showbie app for children to collate own evidence on topic work.

Mind maps have also been used at the beginning, middle and end of topics to monitor progress.

Outdoor learning and Forest schools days were discussed in relation to topics – which worked well when it was across the Year groups.

**Questions for Head Teachers:**

Would it be possible to hold cluster meetings for subject leaders for their particular subject?

**Next Meeting**

**Venue: Cambridge Primary School**

**Date: Tuesday 21<sup>st</sup> May 2019**

**Focus: Outdoor Learning / Forest Schools / Use of outdoor space**

**Lead Teacher: Beth Hughes**