



**St Edmund's and St Thomas' Catholic Primary School – Independent Learner Milestones**



**KS1 – 'Authors of Our Own Learning'**

<b>Independent Learner Indicators</b>	<b>Pedagogy/Provision</b>
<b>By the end of Y2, a typical learner will:</b>	<b>A curriculum which teaches fundamental skills and incorporates opportunities for children to put the skills into practice. Real and imaginary worlds are discovered and explored across the subjects.</b>
<ul style="list-style-type: none"><li>- be invested in their learning outcomes, confident in their own abilities and willing to try new experiences.</li><li>- make connections, draw on prior learning and personal experiences and use strategies previously taught to tackle new problems able to transfer skills and knowledge.</li><li>- relish challenges and be curious about new things and ask questions to find out more.</li><li>- be motivated to stick at a task and use different approaches to solve a problem.</li><li>- work successfully with a partner able to collaborate and turn take.</li><li>- begin to apply basic skills to other areas of the curriculum</li><li>- have a deeper understanding of their own needs and feelings and be aware of the needs and feelings of others. They will act to help others.</li><li>- reflect on their learning and make changes to ideas/plans</li><li>- be 'happy' to share their "mistakes" with others to facilitate learning and recognise where they can make corrections.</li></ul>	<p>The KS 1 curriculum is a language-rich curriculum. Children are immersed in a world of literature. Narrative led- learning is used to help children visualise settings, explore fantasy worlds and 'hot seat' characters to enhance understanding. Role play is used to explore new learning and solve problems.</p> <p>The KS 1 curriculum provides children with opportunities to try new things and explore new areas of learning, some of which is related to their local area.</p> <p>Staff use demonstration teaching extensively and effectively providing commentaries articulating the thinking processes used to read, write and solve problems.</p> <p>Children are taught how to question – (why, how). Staff ask higher order, open ended questions and respond flexibly to responses to promote thinking, problem solving and deeper understanding.</p> <p>Mixed ability pairings are used to peer teach. 'Talk to your partner' is a strategy employed across the curriculum. Children are given plenty of opportunities to work collaboratively.</p> <p>Children are actively encouraged to collect own resources in classroom. The layout of the classrooms and learning bases is designed to facilitate</p>

- be articulate communicators and confident users of language, able to explain their ideas and give an opinion

this. Children are taught to use charts, word-banks and prompt sheets to support problem solving and promote independent learning.

Children have roles of responsibility within the classroom, across the key stage and as members of school council groups.

Children are given opportunities to share their learning with their class, phase groups and families.