

# DEEPENING CHILDREN'S LEARNING

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GROVE HOUSE NURSERY SCHOOL AND CHILDREN'S CENTRE

**In this workshop we'll share our journey of how we really began to understand what children know and love and how a curriculum can be planned from this beginning. We'll talk about why everyday conversations matter and share children's stories as part of their learning journey. We'll also talk about how a flexible environment can enhance the learning process.**



# WHAT WE'RE COVERING IN THIS WORKSHOP:

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- Introduction
- Over 3's
- Toddlers
- Babies
- The continuing journey...?
- Questions
- Writing your own plan

## REQUEST

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Please respect the privacy of our children by refraining from taking photographs of learning stories or displays that include pictures of them.

# THE START OF OUR JOURNEY...

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- Started to look at how we could deepen the children's learning;
  - the environment and
  - observations and
  - how the planning facilitated the learning...to encourage investigation and conversation.
- We felt the environment needed to be more open and accessible to the children and so did our conversations...
- Our centre development plan was to change all these things
- Initially changed environment & then brought in consultant to support us to develop SST

# WE ASKED...

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If I was a child at this nursery:-

- How would I feel?
- Are there things here that interest me? All the time?
- Can I find them and reach them?
- Can I choose how I play with them?
- Can I come back to them and change the way I play if I want to?
- Is there somebody here who can help me understand when I get stuck?

# SUSTAINED SHARED THINKING...

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Siraj-Blatchford (REPEY2002)

‘An episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend understanding’.

# SUSTAINED SHARED THINKING...

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‘When children explore and share their ideas with others they try to solve problems and develop their thinking together – constructing their own learning. Sustained shared thinking involves the adult being aware of the children’s interest and understandings and the adult and children working together to develop an idea or a skill’

(EYFS Learning and Development 4.3)

# RECORDING THE LEARNING PROCESS CAME NEXT...

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- Once we looked at SST and began to practice it's principles our observations of children developed ...
- Today we're sharing the development of our observations that now show the process of learning and allow for deeper learning to be noticed and shared
- Part of the process of learning involves sharing the learning stories with the children so they can 'think about their own thinking' (meta-cognition)

# OVER 3'S...

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- Ranbir

## Kings, Queens and Castles



(May 2017)

# TODDLERS...

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- Clare



# INFANTS...

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- Veerpal



**Aya – bathing baby**

# DEVELOPING STORIES...

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- Rozina



**Storying...**  
**collecting children's own stories**

QUESTIONS...

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## WHAT WILL YOU DO TO 'MIND THE WORD GAP'...

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Take 15 minutes to reflect on what you've seen and heard so far today and use the evaluation sheets to think about what you could do next to extend the vocabulary of the children you are working with...



# THANK YOU FOR ATTENDING OUR WORKSHOP

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- Look around at displays, learning stories and
- Collect handouts