

This assignment I will focus on one target child within my placement class. During my placement I will observe, interview both the child and teacher and get the target child to take photos of areas and of things that help them to learn. I will then analyse all this information and then suggest possible next steps to improve the child's learning. For the purpose of this assignment I will keep the identity of the school, teaching staff and children anonymous. The school will be referred to as school A and the chosen child as child A. This will be in line with the guidelines published by BERA (2018). A permission letter has been signed by the school which gives me permission to work with the child and collect the child's work as evidence (Appendix 1). As well as the consent form from the school I have been given a list from the headteacher of all the children in the class and whether or not their parents have given permission for their photographs to be taken and used. The chosen child will be asked whether or not they want to take part and they will be made aware that if at any point they want to withdraw then they have the right to do so.

For my last placement on the PGCE course my preferred age range is Key Stage 2. The school in which I have been placed is in the county of Neath Port Talbot. The school has around 200 pupils and these are split over two sites. On the one site is the nursery and reception classes while the other site houses the rest of the school. The school is split into single age year groups apart from one class which is year 5/6. Within the school 25.9% of the children are eligible for free school meals which is much higher than the Welsh average of 18.4%. The Welsh average for EAL is 6.2% while the school is well below with only 1.8%. There are children within the school who have additional learning needs. 12% of the children in the school receive action while 9.9% receive action plus (Welsh Government, 2018 and Estyn, 2019). The class in which I am going to be completing my final placement is year 3. The class has one teacher and a teaching assistant which spends some of the school week in the classroom. The class has 24 pupils, which is split evenly with 12 boys and 12 girls. Within the class one child who has severe autism which has a one-to-one for and there are two children who have hearing difficulties and wear hearing aids which we sometimes need to wear and mic for when teaching.

The child which I have chosen to track and suggest improvements for is a boy. He is a sociable child who is part of the school council and Crew Cymraeg. From the start of my placement in the school this child has asked myself if I needed help with anything and is always eager to answer questions and contribute during lessons. The child favourite subject is language and is confident with the use of ICT during lessons and helps others when they have problems.

To be able to analyse the performance of Child A and suggest possible next steps I will need to collect some data on Child A. I will need to collect qualitative data on the child as I am only looking at

one target child in the class and I need to be able to get opinions from the child about their learning. Once I have collected the opinions of Child A about their learning, I will be analysing these to suggest some next steps to improve their learning (Mack, N *et al* (2005). The data collection method which I will adopt is the mosaic approach. This will allow me to look at the child holistically and get a whole picture of the child's learning and everyone that is associated with their learning (Clark, 2007). This method splits up the collection of data into tiles and enables me to gain data from all aspects of the child's learning. The different tiles in which I will use to gather data are observations, photographs, interview, feedback from children and annotated work from Child A (Greenfield, 2011). By observing Child A, it allows me to see first-hand what Child A is like in their learning but a limitation with this method is that it can take some time and the opinion could be biased as you are the observing and making notes on the child (Welsh Assembly Government 2008). Another limitation of observations is that you need to sit away from the learning as if you are sitting close then you could influence the learning and the child may act in a particular way because they think that's what you want to see leading to a false reflection of the learning that normally takes place (Simpson and Tuson, 2003). Another tile within the mosaic approach is getting the child to take photographs of areas which help their learning. It is important that the photographs are taken by the child as it is the child's learning that you are analysing. A strength of using photographs is that you can look back on them and discuss with the child why they have taken these photographs (Alderson, 2000). A limitation of photographing is that you need to have had consent from the school and parents beforehand. The signed form from the school is included (Appendix 1). I would encourage the child to try and take photographs without the faces of other children in them but if there are other children in the photographs then their faces will be blacked out to anonymise their identity. I will follow the published guidelines by the UNCRC Article 12 (2019) by including Child A in the collection of data and allowing them to express their opinions. I do this by using the interview tile from the mosaic approach and this will also allow me to get the opinions from the teacher. For this reason of not knowing the child that well I will conduct a semi-structured interview. A strength of using a semi-structured interview is that I will have a set of questions prepared beforehand but it does give the opportunity to gain other information if we go off topic (Wood and Smith, 2016). A limitation of this tile is that the child may be nervous and will not want to speak with myself. I have asked the class teacher for suggestions of what child to track and the suggestion was a child who is chatty and someone who will speak with myself (Vasquez, 2000). When I conduct the interview with the child, I will not conduct it with only one child so that the child does not feel singled out, but I will only record data on the child that I am analysing (Keller-Hamela, 2019). The interview could be recorded, and this would allow myself to listen to the interview at a later date but due to ethical

considerations I will only make notes on what Child A says (Appendix 2). I will collect examples of the child's work and make annotations on these to show how well the child completed that piece of work and what steps we can take to make it better. This feedback will be given to the child, but I will also ask the child if they have any feedback about their learning and what could be done to improve and better their learning.

The data collected from the learner and the analysis that is completed looks at the learner from a holistic view. Nottingham's (2013) ASK model will allow me to do this as it doesn't only look at the knowledge the learner is taking from the lesson but also the skills they are using and gaining and their attitude towards their learning. It is important to consider all three aspects as a child could be very good at one subject but if they are not interested then they will not want to succeed while a child who is not so good at a subject could be very motivated and have a very good attitude to achieving the best they can.

The areas of the curriculum of which I have focused my data collection on are literacy, numeracy, art, science and the wellbeing of the child.

At the start of my placement in the school the children in the class were preparing themselves for the national tests. As the children were practicing most of the tests under the test conditions this allowed myself to observe my target child thoroughly in the areas of literacy and numeracy. Within numeracy the child was very confident in completing the tests, but they did have to be reminded after every test to go back and check their answers. When the child did go back and check their answers, they would only scan them, and this led them to making simple calculation errors which could have been identified had they checked their work thoroughly. Once the national tests were over it gave me a chance to see how the child worked in an everyday maths lesson. The child has a good attitude to learning numeracy and they also have the knowledge to support this. This can be seen from the work completed on addition using the column method (Appendix 3). The child completed their own work and then asked if they could move onto the next level of difficulty. After the child completed the first set of questions, they were given written and verbal feedback from myself. The child showed a good attitude to their learning and wanted to challenge themselves by moving onto the next level. As can be seen in the example the child was able to use their knowledge of column addition and implement this when challenged with harder and bigger numbers. There are aspects of the child's learning in numeracy that they have struggled with. One area of the curriculum that the child struggled with was fact families. I demonstrated to the class how to complete fact families on the interactive board which the child said is one of the areas within the classroom in which helps them to learn (Appendix 4). When the child went off to complete some questions in

their books, they were able to construct the addition sums but struggled with the subtraction (Appendix 5). As this was the case for a number of children in the class the next session was focused on going over this again. As the child had said during the interview that they enjoyed using the CTouch to help their learning I used a visual aid to support the learning. The child was engaged in the session and was willing to answer questions and come up to the front of the class to solve problems, but when they went back to solve the problems in their books, they struggled again with the subtraction sums. Another area within the classroom that the child said supported and helped with their learning was the math's board which supports him when working on their times tables (Appendix 6). Child A is currently working at a Level 2 but is showing good progress and will soon be working at level 3 (Mathematics Curriculum Document, 2016).

When interviewed the child was asked what subject in school, they enjoyed the most and the child replied with literacy. The child said they enjoyed this subject the most as they enjoyed reading and using their imagination when writing. The school operates a BugClub reading system (Pearson, 2019). This is an online system where the children get allocated books and then they can read these on a portable device at home. My child was not able to read the books on a device so was able to take books home. The child did not always bring their book into school and needed to be reminded that if they had finished their book then they need to bring the book back in and we can change it. I was able to listen to Child A read during the guided reading sessions. The child was a confident reader and they understood what they were reading as they were able to answer the questions at the end. As shown in (Appendix 7) Child A has been looking at features of an explanation text. Child A was able to listen to instructions in this session and pick out the features. When asked why they had used different colours within the text, Child A gave me the feedback that it made the different features stand out and this would make it easier for them to identify the features at a later date. This showed me that the learner is able to use different strategies to better their learning and work independently. This led onto Child A planning to write their own explanation writing. Because Child A had colour coded their previous piece of work, they were able to complete the plan independently as they knew what features needed to be included. Even with Child A working independently on this task they do struggle with spelling (Appendix 8). Due to unforeseen family circumstances Child A was absent when the class wrote their explanations. When tracking Child A's work, comments have been made about them trying to improve their presentation. On some occasions Child A rushes their work and taking some more time to complete the task would improve their handwriting and presentation. In line with the national levels Child A is currently working at level 3 (English Curriculum Document, 2016).

The wellbeing of the Child has a big impact on how well they learn (Morrison Gutman, *et al*, 2012). Child A has had some unforeseen family circumstances which has resulted in them missing some days of school. When speaking with the class teacher it was noted that Child A attendance is normally very good and they rarely take time off school. When Child A returned back, they were back to their normal self and completing their work to a good standard. Child A is involved in extra curricular activities within the school. Child A is one of the children within the class who is part of Crew Cymraeg. When asked about crew Cymraeg they commented by saying that they enjoyed Welsh and wanted to speak and promote this as much as possible. This is a very good attitude to have with the Welsh Government wanting to have one million Welsh Speakers by 2015 (Welsh Government, 2017). When Child A gave me a tour and took pictures of places that helped them learn they pointed out the Welsh display (Appendix 9). Every morning they complete the weather board and Crew Cymraeg ask the other children within the class the questions. Child A responded by saying that they enjoyed having the responsibility of completing this task every day. I have not had the opportunity to observe or take part in a PE lesson with Child A but they did take photos of the hall and the outside space saying they enjoy PE and playtimes as its good exercise for them and they also enjoy playing and being sociable with other children in their class and school (Appendix 10). Child A also pointed out that they enjoyed the activities that took place on wellbeing Wednesday. One of the activities that they enjoyed choosing to complete was gardening in the polytunnel. They commented by saying it allowed them to learn outside and give them a chance to learn new skills (Appendix 11). This wellbeing Wednesday also gave Child A a chance to work with other children in different year groups within the school. The topic that we are looking at currently is making a difference. Within the topic Child A will be working alongside a local resident's home. They are working with the residents to make improvements in their gardens. After our initial visit we received some feedback from the children and Child A said that they enjoyed meeting the residents and reading with them and they are looking forward to working with them over the next few weeks. There was one occasion where the children were playing some maths games. I observed this lesson and let the pupils lead the lesson. During this session of the activities was to play a math's monopoly style game. Child A was playing this game and got upset. When questioning the group about what the issue was, it came to light that Child A is very competitive and sometimes if they are not winning then they can get upset.

Another area which I collected data for was science. As mentioned, Child A commented that a place, they enjoy learning in is the polytunnel. With the topic being make a difference we will be covering a lot of science. When walking around the school to see where we could make improvements in the outside areas, I observed Child A completing this task. I could see that they were working

independently but also collaborating their ideas with other children in the class. This shows that they have good team working skills as well as being able to work independently. They were also eager to share their ideas with myself where I was to give them feedback and other things to think about (Appendix 12). (Science National Curriculum Document, 2008) says that children should learn about their environment and how plants grow. (Appendix 13) shows that we have completed this task in class. Child A interacted well on the carpet and with the visual PowerPoint, but they struggled when it came to write down in detail about what a plant needs to grow. Feedback was given to Child A about how much detail could have been included in the writing. While they struggled with this task another activity which Child A completed very well was completing the recycling Venn Diagram (Appendix 14). While on the carpet they were contributing but also asking questions about the different materials. When it came to complete the task in their books, they listened to the instructions well and have taken on the comments about improving their presentation.

Donaldson (2015) states that he wants all learners to be ambitious and capable and also creative. As part of the topic we have been looking at making models out of recycled materials. As Child A was absent when we started this, I gave Child A the opportunity to choose which group they wanted to join. I thought this was an important factor for the child's wellbeing as they needed to work well as a group. Child A showed throughout this lesson that he was capable of working as part of a team and during my interview with him he stated that he liked working as part of a group as this allowed him to work as a team and share ideas. Child A showed that they were creative in this lesson as they worked with other children in the class and build an imaginative model out of the materials (Appendix 15). Within this session Child A demonstrated all three sections of the ASK model. They had the skills to work as part of a team and share ideas, they had the correct attitude to join another group and continue working on the model they had started the day before and they were learning and experimenting different ways to use materials to build a model.

From the data collected from Child A and the analysis completed there are areas which would benefit from some next steps. With recent events going on in the Child A life his wellbeing could be affected. The child needs to know and be assured that as you are his class teacher you are always there to talk about any problems that they have. They need to know that these conversations are confidential but if any alarming information is mentioned then the correct personnel will have to be informed (Day, 2015). If they do not want to talk to you directly then a box can be placed in the classroom where children can write down their feelings, queries or worries and you will go through these at the end of each day and put in the appropriate action needed (Arnold, 2005). This approach of having an anonymous box within the classroom is used widely and does give the children an opportunity to share what they are feeling. Having parents support within learning is very important

and if the problems did continue then informing the parents would have to be considered. The Sutton Trust toolkit (2019) shows that with parental support and engagement a child can have an extra 3 months of education a year.

As discussed in the interview with Child A they enjoy working and learning in the outdoors. Education City (2019) says that teaching and learning in the outdoors is good for children as it gives them the freedom to learn and there are some aspects that can not be taught in the classroom. Learning outside can also boost a child's confidence and improve their wellbeing. As has been discussed if a child's wellbeing is not good then they can not perform to their best. With the school I am currently in they have lots of different areas where the children could work outside and a strength to their outside space is that the children are not near the other classroom so other children's learning would not be affected by any noise being made. As has been discussed in the analysis Child A is not reading much in school or at home. A strategy implemented could be to take the children outside for half hour once a week and this would encourage the children to bring their books into school. A limitation to their strategy is that we don't always have the good weather.

One aspect of literacy that Child A could improve is the presentation of their work within their books. The child crosses out their work and there is a lot of spelling errors within their work. The children need to be encouraged to spell words correctly in their work and if they are unsure then they can ask a teacher but children learning independently can help them learn better (Meyer, *et al*, 2008). While a child can ask you to spell words, they can become reliant on you and it is difficult to spell every word a child needs during a lesson. For each subject the children could be given a word mat which has a range of words which are used regularly, or commonly misspelt (Bedford Catholic School, 2019). When Child A finds a word, they can't spell then they can use the word mat to assist them and this would solve the problem with you having to spell the same word. Another problem Child A had was the presentation of their work sometimes. A solution to this is that Child A could use ICT more when they are completing final drafts of work. This is inline with the DCF (Welsh Government, 2018) wanting children to use ICT to redraft their work. A strength of using ICT is that the children will get instant feedback on any spelling errors, but a limitation is that we don't want children to become reliant on using the computers.

During my time teaching Child A mathematics he found some aspects difficult and so we tried in another lesson using visual aids and this had a positive impact on his understanding. When starting a new topic I will show the children some visual aids or videos to hook them into the topic and to give them a basic understanding of what we are going to be learning. This strategy can be used across the whole curriculum. Using visual aids also allows you to see what the children understand as they can

come up and answer questions. From my discussion with Child A they said that they enjoyed using ICT to support their learning and took a picture of the ICT area in the classroom as place that helps them learn (Appendix 16). This needs to be utilised more by getting children onto the computers as they can play maths games online and they will get instant feedback on how well they are achieving (Hatch, 2011). Some of these games also increase or decrease the difficulty depending on how well the children are doing. For each day a group could use the computers and iPads to play these games and it will give you an indication of how well they understand a concept and whether or not more time needs to be spend going over this concept again (Astbury, 2017). A limitation with this strategy is that sometimes there are technical difficulties with using the technology but if they are logged on beforehand it should eliminate this issue, but you will always have a backup plan in case.

Another important strategy for the improvement of Child A is to get him to check his work. During the tests it was apparent he knew what he needed to do and was able to explain but was making simple calculation errors which could have been resolved by him checking his work (Fisher and Frey, 2014). A strategy that could be used it getting children to regularly check their work in class. You could put a timer on the board with 5 minutes and get them to check all the work they have done in that lesson for the 5 minutes. Any changes they need to make then they can change. It is important that the children know that in maths for example checking you work is not looking at the questions but working the questions out again and seeing if you have the same answer. If you have the same answer, then move onto the next question but if not work the question out again until you have two answers the same (Harris, 2017). When you then go through the answers with the children you don't go through them in the correct order. This will make sure that the children are following with you. You also write the answers on the board in a random and get some children to tell you which answer they think it is before going through the solution with them (Rogers, 2010).

The data collected on Child A only covered a select few of the subjects that we teach in school. If I had more time, then I would have been able to collect more data from a bigger range of subjects and this could have led me to suggest different next steps for the learner. With the data that I have collected I have been able to suggest next steps that could be used cross curricular and would not be too difficult to implement into the classroom. These next steps could also be used for other learners within the classroom so their learning will also improve. From completing the mosaic approach on Child A it has allowed me to find out and learn things about their learning which I would have not noticed as easily or would have taken a long time. Over a longer period of time this could affect the learner significantly. It is important to track all of your learners and know what the next steps for them all are (Cambridge assessment, 2019)

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Appendix

Appendix 1



Yr Athrofa
Institute of Education
Adding Quality to Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): Lloyd Sims

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

MR. LEWIS WALLIS

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Signature]

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2

Interview with target child.

Do you like coming to school and why?	Yes. I like to learn and play with my friends.
What subject do you like the best?	English like to write stories. Wellbeing Wednesday
Is there anything you don't like about school?	No, enjoy coming to school.
Do you take part in any extra-curricular activities?	Crew Cymraeg School Council
What help do you get from your teachers?	Help to read and when we don't understand.
What do you think about Maths?	Enjoy maths but sometimes find it difficult
What do you think about English?	Favourite subject. Like writing stories and listening to teacher read to us.
What do you think about PE?	Really enjoy being outside. Keeping healthy and playing with friends.
Where is the school is your favourite place to learn?	Outside, yard and polytunnel for gardening on Wellbeing Wednesday
Is there anything else we could help you with in school?	Would like to learn using ICT and games and work in groups more

Appendix 3

211517

WALT: Add 9 + 9 on using column method

1. 96 + 41 <u>137</u> ✓	11. 71 + 50 <u>121</u> ✓	1. Extens 49 + 53 <u>102</u> ✓	10. 89 + 68 <u>147</u> ✓
2. 70 + 60 <u>130</u> ✓	12. 30 + 92 <u>122</u> ✓	2. 55 + 74 <u>129</u> ✓	11. 88 + 45 <u>133</u> ✓
3. 90 + 11 <u>101</u> ✓	13. 55 + 77 <u>132</u> ✓	3. 89 + 78 <u>167</u> ✓	12. 95 + 66 <u>161</u> ✓
4. 70 + 65 <u>135</u> ✓	14. 56 + 67 <u>123</u> ✓	4. 98 + 66 <u>164</u> ✓	13. 79 + 89 <u>168</u> ✓
5. 97 + 51 <u>148</u> ✓	15. 33 + 91 <u>124</u> ✓	5. 74 + 49 <u>123</u> ✓	14. 98 + 44 <u>142</u> ✓
6. 63 + 41 <u>104</u> ✓	ENL	6. 78 + 74 <u>152</u> ✓	15. 78 + 49 <u>127</u> ✓
7. 87 + 70 <u>157</u> ✓		7. 89 + 49 <u>138</u> ✓	ENL
8. 91 + 17 <u>108</u> ✓		8. 49 + 55 <u>104</u> ✓	
9. 72 + 55 <u>127</u> ✓		9. 95 + 58 <u>153</u> ✓	
10. 34 + 31 <u>65</u> ✓			

Gwainth da

★ Good understanding.
Remember one
number in each box
to improve presentation.

16

Tuesday 21st May

Numeracy

WALT: Addition using the column method.

Interacted well on the Carpet and answered correctly. Completed work well in your book and asked for next level of difficulty. Completed these with no problems. Very good understanding.

Next step - Using Column method to Subtract numbers

- Remember only number per a square to improve Presentation.

Appendix 4



Appendix 5

WALT: complete the fact families.	
1. $23 + 17 = 40$ $40 - 23 = 17$ $17 + 23 = 40$ $40 - 17 = 23$ ✓	
2. $27 + 23 = 50$ $23 + 27 = 50$ $50 - 27 = 23$ $27 - 50 = 13$ ✓	$50 - 13 = 27$
3. $29 + 12 = 41$ $12 + 29 = 41$ $41 - 12 = 29$ ✓	$41 - 29 = 12$
4. $34 + 14 = 48$ $14 + 34 = 48$ $48 - 14 = 34$ ✓	$48 - 34 = 14$
5. $29 + 21 = 50$ $21 + 29 = 50$ $50 - 21 = 29$ $50 - 29 = 21$ ✓	
6. $40 + 21 = 61$ $21 + 40 = 61$ $61 - 40 = 21$ ✓	$61 - 21 = 40$
7. $35 + 42 = 77$ $42 + 35 = 77$ $77 - 42 = 35$ ✓	$77 - 35 = 42$

yndrech da

★ We will continue working on this in the next session.

Remember you need 2 addition and 2 subtraction sums.

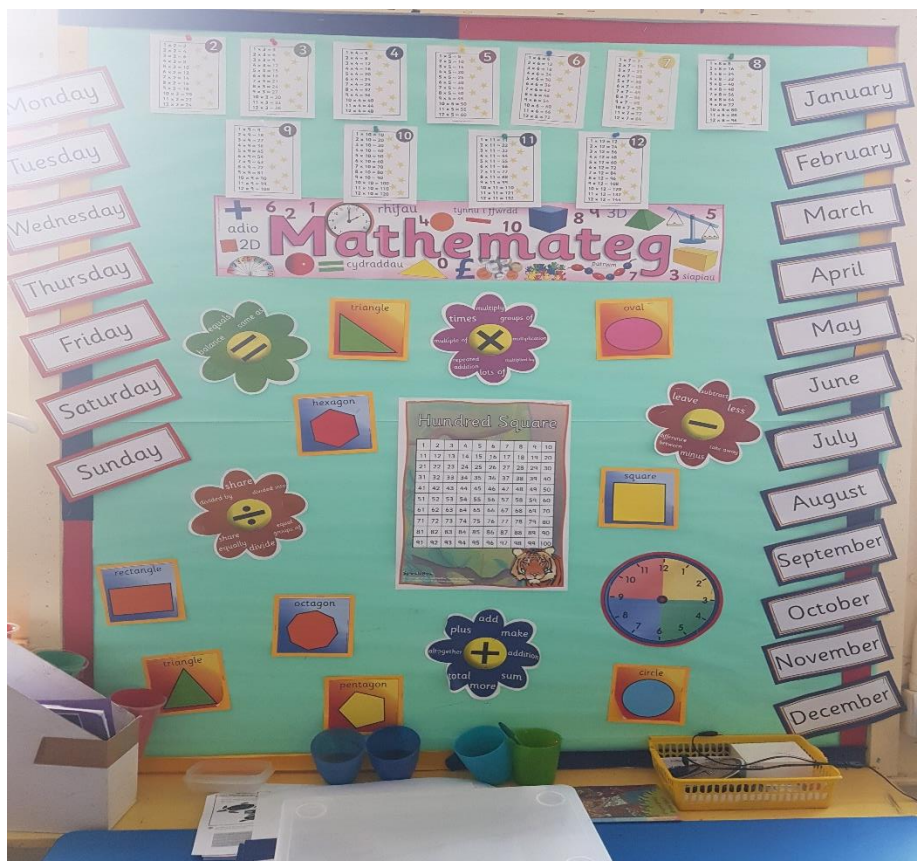
Thursday 16th May
WALT: Complete the fact families
Contributed and discussed well
during time on the carpet.
When working in books struggled
with remembering you needed 2 addition
and two subtraction sums.

Next steps - Use a visual aid to
help and support
understanding of fact
families and what needs
to be included

e.g.

$$\begin{array}{rcl} 6 + 4 & = & 10 \\ 4 + 6 & = & 10 \\ 10 - 6 & = & 4 \\ 10 - 4 & = & 6 \end{array}$$

Appendix 6



Non-fiction models

TERM 2: EXPLANATIONS
(Easier)

^{title}
How a Jellyfish Stings

Jellyfish are invertebrates. This means that they do not have backbones. They have circular bodies without a head and have tentacles that hang down into water.

They live in water and swim or drift with the currents in the sea. They are found throughout the world, though they prefer warmer water.

They attack their food with tentacles that are covered with tiny stinging threads known as nematocysts. If any creature touches one of these threads, the nematocysts explode outwards. The threads stab their prey with sharp tips. Most nematocysts inject a poison into their victim. This stuns or kills their prey so that the jellyfish can then wrap it up to stop it from escaping. It is then hauled upwards to be digested.

Further wobbly facts

The man-o'-war is one of the most feared jellyfish in the world. Its tentacles can grow up to 20 metres in length. Its body is a strange bluish shape.

Topic Word in Red

title in Blue

Subheading

Da iawn. Main points identified
and good use of colour.



Title related to topic

Introduction

Paragraphs 1st - Where
Connectives - is, so, because

Conclusion, interesting so

3rd person
Technical words

Wednesday 8th May

Literacy

WALT: To identify the type of language
used in an explanation text.

Completed the WALT with minimal support.
Listened to instructions well and used
Colour coding well to pick out the
features.

Next steps - Use the explanation
example to plan your
own explanation text
using the features
identified

~~17.05.19~~

Dydd Gwener 17 Mai.

~~WAT~~

WAT: begin to plan my explanation.

How to make a cup of tea.

You need a Kettle a tea Bag and Sugar a Spoon and a cup and Milk and then you boil a Kettle and add a tea Bag and add it in a cup and add milk and sugar and the stir the cup and the drink.

and this is an interesting fact the tea leaves make India, Kenya and China.

20.05.19 and London had a lot of tea Bag
Before eve today in London where posh and tea was popular drink in the UK Millions of tea Bag and are sold every. Tea comes from leaves grown in hot countries like India, Kenya and China.

Da iawn

* Made a good start planning your explanation.

Thursday 17th May
WALT: Begin to plan explanation
Followed the example to make a good.
Included a title, introduction paragraph,
Main body and facts to conclude.

Next Steps - Check Spellings
- Try and shorten some
of your sentences
- Try and improve your
Presentation

Appendix 9



Lloyd Sims
1700593

Appendix 10



Lloyd Sims
1700593

Appendix 11



Appendix 12

Stop 1 take tree ^{down} down New
~~down~~
Railings

Stop 2 New Railings more plants

Stop 3 a new stock door New Pipes
do MOLISH the Ger place

Stop 4 take the New the ~~down~~
Take new shed and put into big yard.

Da lawn. Some good suggestions
of improvements for the outdoor areas.

Tuesday 7th May

Topic

Walk around school outside areas and
make notes on possible improvements.

Worked well independently and as part
of a team. Came up with some good
ideas of improvements.

17.5.19

WALT: What does a Plant need to grow

cause water to drink and because it need to be held at the right tempcher because it likes light and light because it like and the ymdrech da

Can we add any more detail.

Thursday 17th May

WALT: What a plant needs to grow

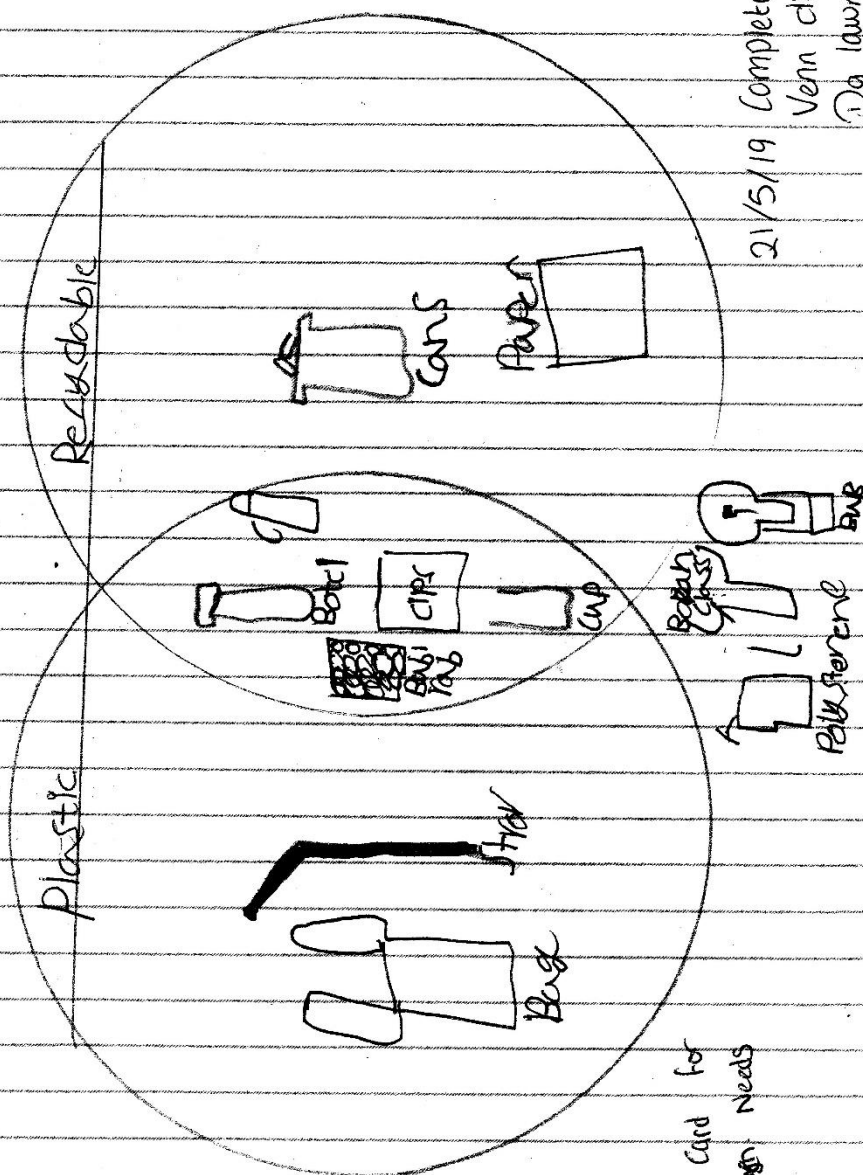
During the time on the carpet they watched the video and contributed. When it came to writing this down they have not included much detail.

Next Steps - Check they understand what a plant needs to grow

- Add some more detail

20/5/19

~~Diagrams~~
WALT: Recycling Venn Diagrams



21/5/19 Completed the
Venn diagram.
Dia lawn.

Completing Card for
Item as given Needs
to finish

Monday 20th May

WALT: Recycling Venn diagram

Was engaged on the Carpet and eager to answer questions relating to topic. Started the Venn diagram but needs to complete as was making a card for our trip to local resident home.

Next Steps - Finish completing the Venn diagram to show full understanding.

Tuesday 21st May

Completed Venn diagram to show full understanding.

Appendix 15



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Appendix 16

