

Utilising the Entrecomp framework, critically evaluate your own creativity and enterprise and consider how you might be able to develop the creative and enterprising skills of the primary learners through your own pedagogy. (strategies)

Over the years the definition for creativity has been hugely debated by theorists and psychologists. In a recent Ted Talk, Sir Ken Robinson states his definition being, “The process of having original ideas that have value” (Robinson, 2012) Another researcher describes creativity to be “A state of mind in which all our intelligences are working together” (Lucas, 2001. P.40). In addition, Naiman’s definition is that “creativity is the act of turning new ideas and imaginative ideas into reality” (Naiman, 2018), whereas Gardener explains creativity to be “the ability to solve problems and fashion products and raise new questions” (Gardener, 1997). In the context of explaining to children what creativity means in an educational background, Robinson’s quote (Robinson, 2012) regarding creativity as having original ideas that have value, is the most relevant definition for the purpose of this assignment. During the assignment I will evaluate my own experiences and my own level of creativity, I will also investigate how I could develop the children’s creativity in schools.

“The right mix of creativity along with curriculum helps students to be innovative and encourages them to learn new things” (Edsys, 2017). A creative teacher will encourage the children to explore original ideas and learn from the decisions they make within the classroom. This will help the children to start to develop their own skills starting within the classroom and beyond to everyday life experience. A creative classroom according to Edsys will really change the way the children look at education and how they can apply their new skills to real life problems. One way a creative classroom will help the children is learning through fun. Activities such as storytelling and skits will allow the children learn without the pressure of learning (Edsys, 2017). In this way, allowing the children to undertake activities which are fun and enjoyable could result in the children being more engaged in the activity which will therefore increase its value as a learning experience. Not only does including creativity and enterprise in the curriculum allow students to use their problem-solving skills from the classroom to their everyday lives, but it also allows the children to deepen their knowledge as the engagement levels in the classroom increase.

However, not all children will benefit from the creative classroom, for example the story telling, and skits earlier mentioned would require the children to work independently and work together with other members of the group. A report written by ISTTE in 2013

showed the observations of some creative activities. The report explains that some children in the classroom will need extra support to keep them focused on the activity to gain the same amount as the rest of the group. This could potentially be hard if there are multiple students needing extra support; it would be hard for the teacher to help with the individual work the children are completing.

Many theorists have been studying creativity and the best way to help unlock the creative abilities the children already have. Tina Seelig has constructed a model called 'The Innovation Engine'. The model has 6 factors that she believes can unleash creativity. The first 3 factors; knowledge, imagination and attitude are at the centre of the model. These three are the main skills the children need to enhance their abilities. In addition, there is culture, habitat and resources, which are external factors that when implemented will help unlock creativity.

In the recent report that Donaldson published in 2015, he explains that he wants the new curriculum to have 4 purposes, one of which being that our children will be "enterprising, creative contributors who are ready to play a full part in life and work" (Donaldson, 2015). The curriculum also mentions besides the six areas of learning, that the curriculum should also cover wider skills, one of which being "creativity and innovation – generating ideas, openness and courage to explore ideas and express opinions" (Donaldson, 2015) Donaldson mentions the concept of enterprise as well as creativity in education, which can be defined as the process of equipping learners with and enhanced to generate ideas and the skills to make it happen (Qaa.ac.uk, 2018). Having creativity and enterprise as one of the 4 main purposes as well as a wide skill, this conveys the importance of the skill in the new curriculum.

As part of the work Donaldson carried out throughout Wales, he asked teachers and students what they wanted from a new curriculum. The students mentioned "They wanted a greater focus on life skills, personal confidence, basic skills, work skills, career advice and health and well-being." (Donaldson, 2015). According to the European Training Foundation (ETF), due to future change in the economy, it requires a more flexible workforce, with multiple skills that can be applied to any situation. Donaldson has taken all this into consideration and has placed creativity and innovation into the reformed curriculum. A framework was created by the government called the Entrecomp framework to help teachers and specialists to build a more entrepreneurial culture. This framework has three

main branches: Identifying ideas and opportunities; mobilizing and managing resources; turning ideas into action. Each aspect has specific competencies to help bring value; these competencies include creativity, financial literacy and learning through experiences (ETP, 2017). This framework has all the aspects to help address what the students are looking for in the new curriculum, for example, financial literacy will help the children's life and work skills. Learning through experiences will help the children to use the skills learned and apply them to the work place. Teachers can use the framework to make sure teaching and learning is more effective and students could use the framework to assist the development of their own competencies, also giving the students more of an opportunity to work independently (ETF, 2017).

As mentioned previously, teachers can use this framework to ensure that their own creativity and teaching will be the most effective it can be. As a developing teacher I will use the framework to assess my own level of creativity and enterprise. The first competence I wish to discuss is "mobilizing others, inspire and get inspired." The framework addresses that we should be able to "inspire, engage and get others on board" (Bacigalupo et al, 2016). I have shown I am able to engage the children through a range of lessons for example, an introduction lesson on averages. (Full lesson plan, Appendix 1). Encouraging the children to be used in the explanation of averages, bringing some children to the front of the class as data, involves the children in the activity and engages them in the task. I have shown my reflections on this lesson in appendix 2. This is supported by Ben Franklin who states "Tell me, I forget. Teach me, I may remember, involve me and I learn" (Franklin, n.d.). This displays the importance of involving the children in their own learning and will result in the children learning more effectively. In appendix 3, I have shown how I engaged the children during a language lesson, placing persuasive writing techniques around the classroom for the children to find, remember and make notes (Full lesson plan, appendix 4). This activity allows the children to use the environment to help support their learning, encouraging a flexible environment which enables the children to stay focused on the task benefiting their learning, "ideally you will want as much flexibility as possible" (Desailly, 2015).

Against the framework for this competence, I have assessed myself to be a level 6. I feel I can inspire others, despite challenging circumstances (Bacigalupo et al, 2016). To develop myself further, I wish to aim for level 7 on the framework where it states, "I can

maintain momentum with my team (Class) when involved in challenging situations” (Entrecomp, 2016). Currently I have shown I am able to engage the class in some lessons across the curriculum however, I struggle to ensure that all lessons are engaging for the children. I also need to develop by ensuring that the whole lesson is engaging and inspiring and not just the introduction to the lesson. In future practice and in my career, I aim to ensure that as many of the lessons for the children are engaging and inspirational. This involves more time and thought being put not the planning of lessons, as well as having the courage to try out new ideas to challenge the children’s thinking.

The next competency I wish to discuss is creativity, developing ideas. The framework explained that we should be able to “develop, creative and purposeful ideas. The first example where I demonstrated I can encourage development of ideas was in a science lesson (full lesson plan, Appendix 5). During the lesson, the children first attempted to use the materials provided to construct the circuit and make the light bulb light up. They then needed to develop their knowledge and build on the simple circuits, experimenting what happens when they add different materials, such as a motor, extra batteries or even another bulb (Appendix 6). In the classroom it is important to encourage the children’s idea development as the NSW government states, “Developing ideas requires the student to think deeply about a topic and analyse various aspects” (NSW government, 2016). Allowing the children to practice experimenting and developing ideas will help in their skill development, which will help the children in their future careers. This is then further supported by Donaldson who explains he wants the children to be ready for their future careers (Donaldson, 2015). Another example of how I have encouraged the children to develop their ideas was through a dance lesson (full lesson plan, appendix 7) At the start of the lesson we explored types of movement together, the children then had to build upon the basic movements and conduct a series of movements together. In the first lesson of the unit I found it very difficult to keep the children on task, which would have hindered the children’s experiences and will have meant the children did not gain much from the lesson. However, after I explored behaviour management techniques, I was then able to ensure that the class were all developing their own ideas and collaborating as a group.

Against the framework I have assessed myself at level 6 as I feel I am able to “set up processes to involve stakeholders (pupils) in finding, developing and testing ideas” (Bacigalupo et al, 2016). I have shown I am able to set up an activity for the children to start

to develop their ideas, however to further develop myself and reach level 7, I need to ensure that I can tailor the activities and the way the pupils are involved in the activities to ensure the most value out of the activity.

Continuing with the thread of creativity, another element within the thread is to define problems. I feel I need to improve my own skills in this area. During the course of my teaching practice I have shown little evidence of encouraging the children's problem-solving skills. Problem solving is really important in developing the children's creativity and enterprising skills. Allowing the children to learn these skills from a young age at school gives them the opportunity to deepen their knowledge and skills to use them in the future both in their jobs and lives. A report written by Stottler outlines that problem solving isn't just about helping the environment today and making it better but "It is also about innovating, creating new things and changing the environment to be more desirable." (Stottler, No Date) This again is why it is really important for the children to have these skills, which is why as a teacher I need to improve on my teaching of these skills in order to give the children this opportunity. Against the framework I would say I am able to "shape open-ended problems to fit my skills" (Bacigalupo et al, 2016) in order to reach the next level, I need to be able to "describe and explain the different approaches" (Bacigalupo et al, 2016). To further develop myself and to reach the next level I need to ensure that I try to incorporate problem solving throughout as many activities as suitable, in order that I multiple ways of including the skill have been introduced to increase the depth of the children's knowledge.

Land and Jarman (1992) generated a test for creativity; he conducted the experiment with NASA and children, the results showed that at the age of five they have 98% creativity. Testing the same children 5 years later and then 10 years later, the results showed that as the children got older their creativity levels dropped down to 12% in 10 years of education. The question was then posed as to whether the decrease in creativity levels is due to our education system and teachers shutting down creative actions in classrooms. During a Ted talk, Ken Robinson (2018) outlined how creativity is being killed in schools. He explained that this could have been due to the curriculum being very intense leaving little time for the teachers to include creativity in the day. Another reason he explained was due to the testing system, the testing system tests all the students on their ability to tick a box on the curriculum. This results in the children all expected to be at the

same level by a time in their education, meaning conformity. Robinson explains that creativity isn't about conformity, but rather it should allow the children to experiment and explore their own strengths and weaknesses. He advises that he thinks the curriculum should be going in the opposite direction to conformity and more about the children's skills and an individual. Furthermore, he shows that some teachers are not inspiring enough to allow the children to be creative and rather than praising the creative work the children complete, some teachers may shut down the creativity and encourage the children to think logically without room for imagination. In the Ted talk Robinson, after discussing problems with creativity in school then goes on to discuss how teachers can improve creativity. Examples include: training teachers to understand there are multiple solutions to a scenario and a problem, giving the children the correct learning environment to enable higher creative flow and finally giving the children the time in lessons for divergent thinking. (Robinson, 2018)

As previously mentioned, the learning environment is an important factor for encouraging creativity and how the lesson is taught. There are three main ways in which teaching can occur, these are pedagogy, heutagogy and andragogy. Pedagogy is very teacher led where learner's contribution to the lesson is very minimal, as Knowles states in 1973 "the art and science of teaching children" (Knowles, 1973). This form of teaching would have the children sitting and listening to the teacher absorbing the information. Andragogy is more self-directed learning where the children get more involved in the teaching and is used more with adult learning. And finally, Heutagogy which is a very holistic way of teaching. The children are at the centre of the learning, where the learner contributes and investigates. This final way of learning involves the environment being very flexible which as I outlined earlier on in the assignment is very important the children's development of skills to use the classroom to their advantage. This would be one main technique I would adopt in the classroom, allowing the children to walk and explore the area keeping their focus and engagement on the task. As Seelig mentions within the innovation engine, the habitat factor is closely related to the environment. She states, "the types of environments we build, and those spaces and the organization affects our imagination." (Milena Z. Fisher, 2012). Constructing the correct environment for the children will enable them to use their imagination. However, the more traditional way of teaching, where the children are sitting at desks, promoted good behaviour. With

experience from placement, allowing children to walk around the room generated higher levels of noise and tended to worsen behaviour.

Another technique that could be used in the classroom is to encourage the children to develop their divergent thinking skills. Robinson explains divergent thinking to be “the ability to see lots of different answers to a question, lots of different ways of interpreting a question” (Robinson, 2018). Similarly, Guilford mentions divergent thinking is the generation of thoughts and ideas from multiple viewpoints (Guilford, 1967). Encouraging divergent thinking in the classroom will help benefit the children’s creativity and innovation skills. For example, having the skill to generate multiple answers to a problem will benefit the children to overcome problems in the future, with multiple solutions to ensure that a task is completed. Children could use divergent thinking in the classroom to deepen their knowledge of a topic, experimenting with different questions and answers which will enable them to experience and attain full understanding of topics. Therefore, the children will be more likely to be able to recall the information later in life or education.

In conclusion, creativity and enterprise in the classroom is an important skill for children to develop. Ensuring that children gain the knowledge and skills they need for future life is one of the main aims of the new successful futures report. Using the Entrecomp framework in schools will give the foundations of being able to combine creativity and enterprising skills to enable children to develop potential and equip them for the future. In future practise and teaching I will ensure that I give the children the opportunity to complete work in a creative way to keep the children on task and engaged. Giving the children this opportunity will benefit they children who work better when in a different environment or style of learning. Another strategy I wish to undertake is giving more time for problem solving and divergent thinking, this is an important skill the children need to develop to help deepen their knowledge and to ensure that they are able to solve problems in a range of situations. Finally, I will ensure that I make the learning environment more flexible where the children can explore and investigate the task, keeping the children engaged. These steps will ensure that children gain the most out the education process.

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Appendices

Appendix one

Ceredigion, Arberth, Islwyn The Ceredigion Centre  The South Wales Valleys Centre for Teacher Education		18
Session Plan – Key Stage 2		
Name of trainee: Molly Finn		Session ref:
Personal target(s) in relation to QTS:		
Year group: 6	No. of learners: 22	ALN:
Additional Adults: 1		
Learning objective(s): To use mean, mode, median and range to describe a data set.		Success criteria: - Recall the types of graphs - Understand the meaning of the 3 averages and range - Interpret the averages from data set
Links to previous learning: last lesson the children were identifying the different types of graphs and how to use them.		
Curriculum coverage (range, skills) - represent data using: – lists, tally charts, tables, diagrams and frequency tables – bar charts, grouped data charts, line graphs and conversion graphs - extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts) - use mean, median, mode and range to describe a data set		
Literacy(LNF)		Numeracy (LNF)
		- represent data using: – lists, tally charts, tables, diagrams and frequency tables – bar charts, grouped data charts, line graphs and conversion graphs - extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts) - use mean, median, mode and range to describe a data set
DCF Starter activity on Kahoot on the iPads	Thinking Using their knowledge to find the averages of a data set.	ESDGC YCC Incidental welsh
Key vocabulary(English/Welsh): Data Information Graph Chart Axis Scale Tally Frequency Mean Median Mode Range Bar Chart / Graph Line Graph Pie Chart Scatter Graph		
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
	<u>Introduction</u> To start the lesson off recap what the children were learning in yesterday's lesson: bar graphs, pictograms, line graphs and how to use them. Ask them to open up Kahoot on the iPads and make a nickname, share the code with them and complete the quiz as a class.	Who can remind me what our topic is this week?

Main activities

Share the learning objective and the success criteria with the children and ask if anyone can tell me how much they know about the averages. Bring up 9 students to the front of the class 4 boys and 5 girls, first visually describe to the children mode, most common, explain an effective way to remember how to work it out and ask the children to use the children at the front to find the mode of the data. Do the same with the other averages and the children at the front with an active way of remembering the data.

- Median is the middle number, take one student off at a time
- Mean is the meanest one to work out add them up and divide by how many there are
- Range you need to subtract the lowest number from the highest.

Fist to five to see if they understand all of them and answer any questions.

Next give out the worksheets for the children to practice the averages, LA: complete the Smaller sheet

MA: complete the big sheet

HA: extension sheet, work out the mean from a word problem.

Walk around the tables to make sure the children are okay with the activity and to provide support when necessary.

Plenary

Colour bomb- give to each child a coloured slip of paper, they need to write one of the following:

- Something they learnt
- Something they found interesting
- Something they want an answer to

Once they all have at least one of those, lightly screw up the paper and all together throw them in the air.

The children need to pick up a ball that wasn't theirs and share if they find it useful for the rest of the class.

Appendix two

Assisted Reflective Conclusions (ARC) Model

Date: 21st Jan (mon)

Critical incident (focus): Maths - data handling

Experience	
Feelings "What are your feelings regarding the experience?"	I feel this was a successful lesson, the children enjoyed the activity at the start of the lesson and throughout.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	+ engaged with the introduction to Averages. + worked well using people as the data to get them involved. - ~~they~~ need to include more incidental work. - some of the children found the task too easy.
Evaluate and analyze "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	I will keep the starter activity the same as the children got involved and were really engaged in the activity. The most disappointing aspect was the main activity could have been more challenging for the children.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	Next time I would give the higher ability students a harder worksheet, maybe including decimals to extend other skills. I could maybe ~~not~~ have the task as a three chilli challenge to push the other children as well as the higher ability.

Transformed experience

Appendix three

Camellian Adding Advancement The Children's Centre				The South West Wales Centre of Teacher Education		1B
Session Plan - Key Stage 2						
Name of trainee: Molly Finn			Session ref:			
Personal target(s) in relation to QTS:						
Year group: 6		No. of learners: 22		ALN:		
Additional Adults: 1						
Learning objective(s): To identify the features of persuasion writing				Success criteria: • Define persuasive writing • Identify some of the features • Recognize examples of persuasive language.		
Links to previous learning: the children have been looking at examples of persuasive adverts and the language and features used.						
Curriculum coverage (range, skills) • Contribute purposefully to group discussions to archive agreed outcomes • Use a range of strategies for finding information eg scanning for detail • Write for a variety of purposes eg to persuade						
Literacy(LNF) • Contribute purposefully to group discussions to archive agreed outcomes • Use a range of strategies for finding information eg scanning for detail • Write for a variety of purposes eg to persuade				Numeracy (LNF)		
DCF	Thinking The children will need to after reading the text identify the features and think why they have used it.		ESDGC	YCC		
Key vocabulary(English/Welsh): - Alliteration - Repetition - Direct address - Emotive language - Tripling - Rhetorical questions - Facts and stats - Persuasion - Identify - Define						
Time	Session activities, organisation and management				Key questions & Assessment for Learning opportunities	
	Introduction Explain to the children they will be learning about the features of persuasive writing, ask them what they already know and share a definition with them. The first activity they need to complete will be a 'hide and seek activity', around the room are features and their definitions. The children need to leave their books on their tables find the definition remember it and write it in their books, the cards around the room are not allowed to be touched or moved.				What is persuasive writing? What language is used?	

Starter → sheets from discuss what they might use persuasive writing for 3-2-1 @whiteboards

Main activities Ask the children to discuss on their tables what they might use persuasive writing for, write as many as they can in one minute and then try beat the score for a further 30 seconds. Team with the most amount gets the most amount of points, ask them to find 3 most important, 2 they can explain and 1 they don't think any other table will have. Once the children understand the definitions hand out the differentiated pieces of persuasive text, the children need to highlight and identify what features are in the text. Provide help for the students throughout. Pause part way through to see if there is any confusion and to answer any questions the students may have. Extension – see if you can create some of your own examples of the techniques.	When would we use persuasive language? eg. Advert. Can you identify the key features in this text?
Plenary Colour bomb- give to each child a coloured slip of paper, they need to write one of the following: • Something they learnt • Something they found interesting • Something they want an answer to Once they all have at least one of those, lightly screw up the paper and all together throw them in the air. The children need to pick up a ball that wasn't theirs and share if they find it useful for the rest of the class.	

Appendix 4

Assisted Reflective Conclusions (ARC) ModelDate: 24th January 2018Critical incident (focus): English - persuasive writing.

Experience	
Feelings "What are your feelings regarding the experience?"	I feel this lesson ~~went~~ was successful the children engaged in the activity throughout and found features in the text.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	+ The children enjoyed the activity. + The children were able to find the features in the text. + I managed to keep the noise level at a good level. - The LA needed a little more support - I could have had a better discussion about the features.
Evaluate and analyze "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	In order for another successful lesson I will plan lessons with activities to get them walking around the classroom as they were engaged. The cause ~~could~~ would have been my lack of knowledge about what the LA are capable of. I need to observe their ability.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	In order to solve the disappointments I need to make sure I plan the activities with enough time for discussion so that the children are able to understand the features at a better level before finding them in the text. I will also observe the children's capability better in the future and make sure my resources are fully differentiated.
Transformed experience	

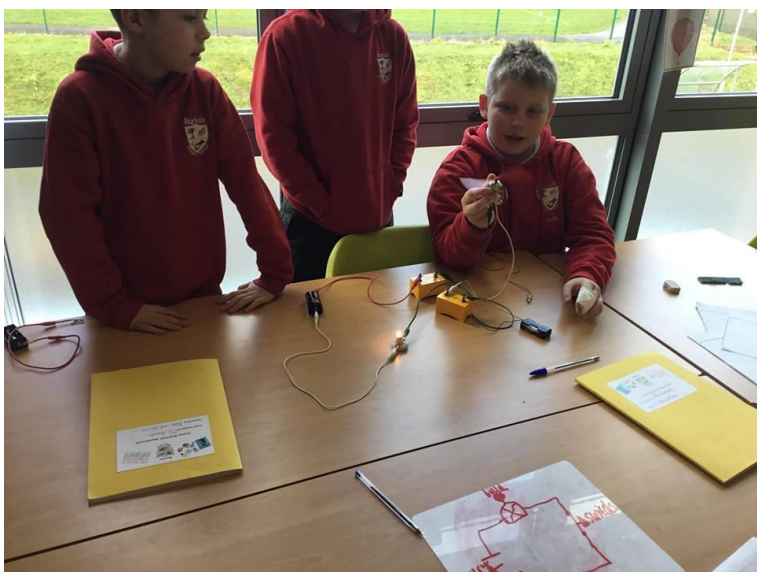
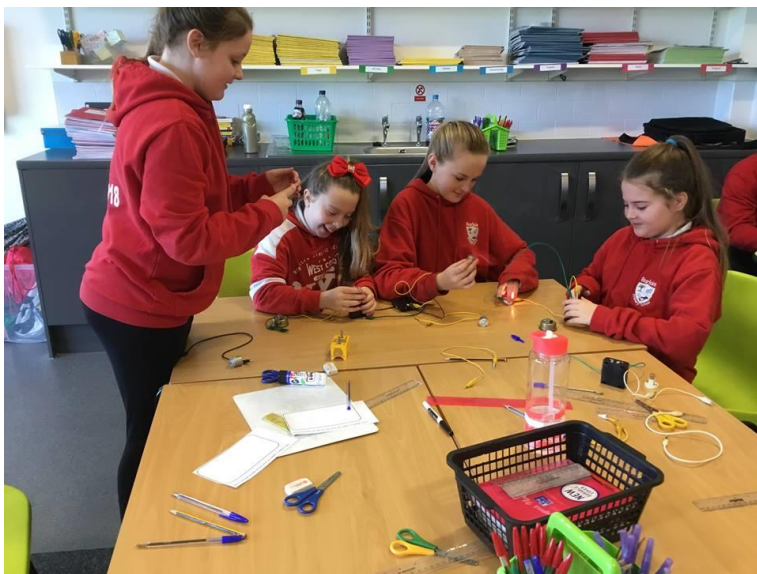
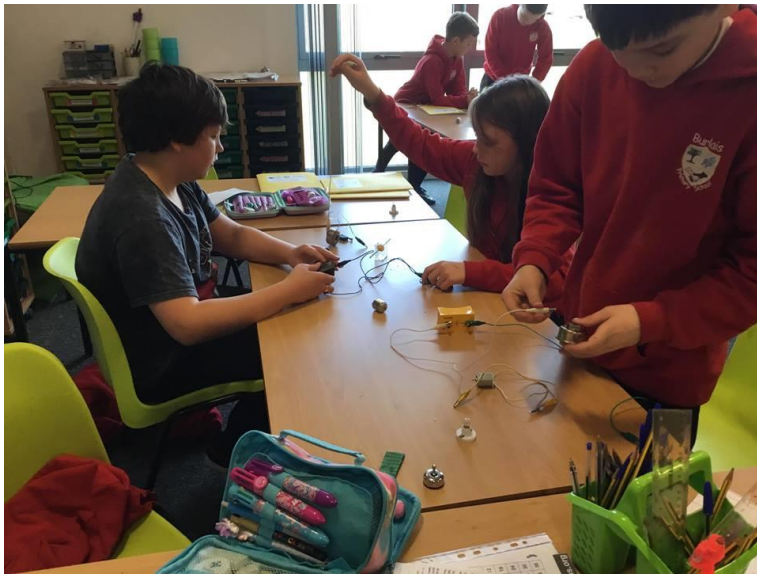
Appendix five

Camillan Address Statement The Children's Centre			The South West Trust Centre of Teacher Education			1B
Session Plan - Key Stage 2						
Name of trainee: Molly Finn			Session ref: 190118(1) SCIENCE			
Personal target(s) in relation to QTS: ~~30~~						
Year group: 6		No. of learners: 22		ALN: *		
Additional Adults: 1						
Learning objective(s): To create a circuit and explore electricity.			Success criteria: - Understand what we use electricity for. - Create an electrical circuit. - Discover what adding and removing items from the circuit will cause.			
Links to previous learning: The children are learning about energy as their topic.						
Curriculum coverage (range, skills) - The uses of electricity and its control in simple circuits. - The behaviour of current in electrical circuits.						
Literacy(LNF) adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment			Numeracy (LNF)			
DCF Interactive video with questions after.		Thinking The children will need to predict what they think will happen in the investigations.		ESDGC		
Key vocabulary(English/Welsh): Electrical circuit Electrical current Static electricity Appliances Bulb Battery Voltages Prediction Investigation						
Time	Session activities, organisation and management			Key questions & Assessment for Learning opportunities		
5-7 mins	Introduction On the whiteboards instruct the children to write down as many items around the classroom that uses electricity to function. Give 1 minute and then a further 30 seconds to beat their other score and give out 5 -4-3-2-1 points depending on how many they have. Ask the children to give 3 important, 2 they can explain and 1 nobody else would have. Asks them to get the statement packs out of the box and give the children a few minutes to sort the pack into true or false, then go through the pack as a class making sure the children understand the statements. Play video and ask questions after to develop the children's learning further - https://www.youtube.com/watch?v=Uf76pThNXZc			Does anyone know the difference between static electricity and electric current? Why might the bulb not light up? If not, kilometres what do we measure electricity in?		
5 mins	Main activities Hand out to each of the tables a box full of all the equipment they need to make the circuit, put a few items in that might confuse them. Instruct the children like a lamp they need to make the bulb light up, give a point to the group who			What does a circuit need to ensure the bulb will light up?		

Whiteboards
statement pack
video
simple circuit
Investigation
Colour Bomb.

20-30 mins	completes the circuit first. Give out the investigation cards, ask them to predict what they think might happen using their prior knowledge of electricity. They will then need to carry out what the card says and write their findings after their prediction. HA: complete 3 investigations MA: Complete 2 investigations LA: Complete 2 investigations with help from extra adult. Pause the children part way through to see how they are finding the investigations and if they have found any thing interesting. Ask the children's knowledge from when they came in the lesson to this point of the lesson using fist to five AFL strategy. Go through the investigations as a group to see what they have found. Question the children and test their knowledge of what might happen, extending the circumstances as the discussion goes on, e.g. what would happen if you added on another bulb?	Why do you think the bulb got brighter? Why do you think that happened? What could you change to make the bulb dimmer?
5-10 mins	Plenary Finish the lesson off with an activity called 'colour bomb'. Ask the children to write on the white side of the paper, what they have learnt today or if they have any further questions that they want to be answered. Screw up the pieces of paper and throw them towards the front of the class into the box. Pick out a few of the papers and discuss as a class to see if the class agrees they have learnt the same. At the end of the lesson the table with the most amount of points gets a dojo point each.	

Appendix six



Appendix seven

Canolfan Adreiddio Adfereddig The Ceredigion Centre The South Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Molly Finn		Session ref:	
Personal target(s) in relation to QTS:			
Year group: 6	No. of learners: 22	ALN:	
Additional Adults: 1			
Learning objective(s): To continue to develop their routines using the five basic movements.		Success criteria: - recall the basic dance actions - continue to create links between actions and topic. - Start to give peer feedback to other groups.	
Links to previous learning: Children started to investigate			
Curriculum coverage (range, skills)			
- develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate - perform and develop an appreciation of movement from different traditions, times and places, including some traditional dances from Wales - respond to a range of stimuli and accompaniment			
Literacy(LNF)		Numeracy (LNF)	
DCF	Thinking Children would need to think about what they could do to show links to energy.	ESDGC	YCC Colours in the starter
Key vocabulary(English/Welsh):			
Traveling Jumping Turning Stillness Gesture Energy Routine Movement			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
	Introduction To start off the lesson make sure the children are warmed up. Ask the children to line up at one end of the hall and altogether jog to the other end, when I shout 1 they need to touch the floor with their left hand, when I shout 2 they need to touch the floor with their right hand and when I should 3 they need to touch the floor with both hands. Once the children are warmed up as them if they can recall the 5 basic movements and ask one of the children to show an example of each, - travelling - turning - jumping - stillness - gesture		Why do we need to make sure we are warmed up?
	Main activities		

Warm up.
 Talk about 5 movements
 Continue with routine
 Pair up groups give feedback
 & walk around groups developing

Get the children into the groups they were in last week and ask each of the groups to come up with an action for each of the movements using their team members linking in with electricity. Give them some time to remember their routines from last week and to improve and increase them using the movements they just created. Plenary ask the children to pair up in groups and perform to each other what they have created ask to give positive feedback on what they liked and maybe something to improve on. Then continue to develop the routine for the rest of the lesson.	What movements could you create?
Plenary Make sure the children have a cool down of a gentle jog around the space and get a child to lead some stretches for the rest of the class to follow. Ask the class if anyone can recall the 5 basic actions and maybe show an example of the action. Leave enough time for the class to get dressed really for the next lesson.	What are the 5 basic dance actions?

Appendix eight

Assisted Reflective Conclusions (ARC) ModelDate: 30th Jan 18 (Tues)Critical Incident (focus): Dance

Experience	
Feelings "What are your feelings regarding the experience?"	I feel this lesson went a lot better than the previous dance lesson.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	+ Most of the children were engaged + Most of the children had made links between the topic and their dance. - Some of the children acted as if they wasn't feeling well and refused to take part in the activity.
Evaluate and analyze "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	I will continue to use the ^{new} behaviour strategies developed from last week which were effective in making sure the children were focused on the task. I need to make sure ^{all} the children take part to the standard that is expected for their age.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	Make sure the students not taking part have a job or role to do, so they can ~~be~~ still learn from the lesson. Next I will make sure to get everyone doing something ⁱⁿ the next lesson.
Transformed experience	