

Building On Early Learning and Childcare:

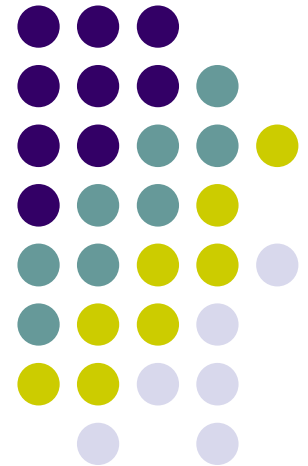
improving transition into primary school

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Argyll & Bute Early Learning & Childcare Service

Session 1

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Curriculum for Excellence



'Achieving a consistent pedagogical approach across the ELC sector and early primary stages should be a key aspiration of all'

(Curriculum for Excellence 2007)

Realising the Ambition



'there needs to be a consistency
between practice in early
learning and childcare and early
primary school so that the
transition is as seamless as
possible'

(Realising the Ambition 2020: pX)

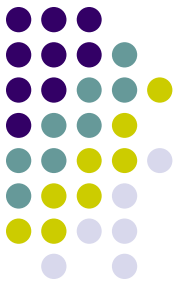
Building on what has gone before



3 elements of principle

1. the benefits of building on what has gone before
2. how children learn at 5, 6 and 7 years of age
3. what 'developmentally appropriate' practice looks like





'Building on' not 'Getting ready for'

Connections

Meaning

Consolidation



How children learn at 5,6 and 7 years of age



1. There is developmentally *very little difference* between 4, 5 and 6 year old learners
2. The learning of 5 year olds, 6 year olds and 7 year olds is neither linear nor predictable
3. 5 and 6 year olds *still* learn most effectively through self-initiated activity

Developmental changes around age 7



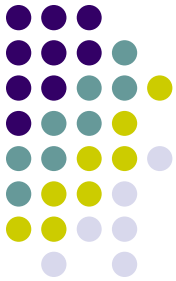
- **more abstract** ways of learning
- approach **problem-solving** in a more logical way
- **solve problems** in their heads
- are developing **metacognitive skills**
- are more **physically developed** to manage writing tasks



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show us how
you feel...

PLEASE DRAW A PICTURE BELOW ABOUT MOVING INTO YEAR ONE

643



Whilst drawing, the child talked about this...


I would like to learn
some more difficult
spelling.

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show us how
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PLEASE DRAW A PICTURE BELOW ABOUT MOVING INTO YEAR ONE

644



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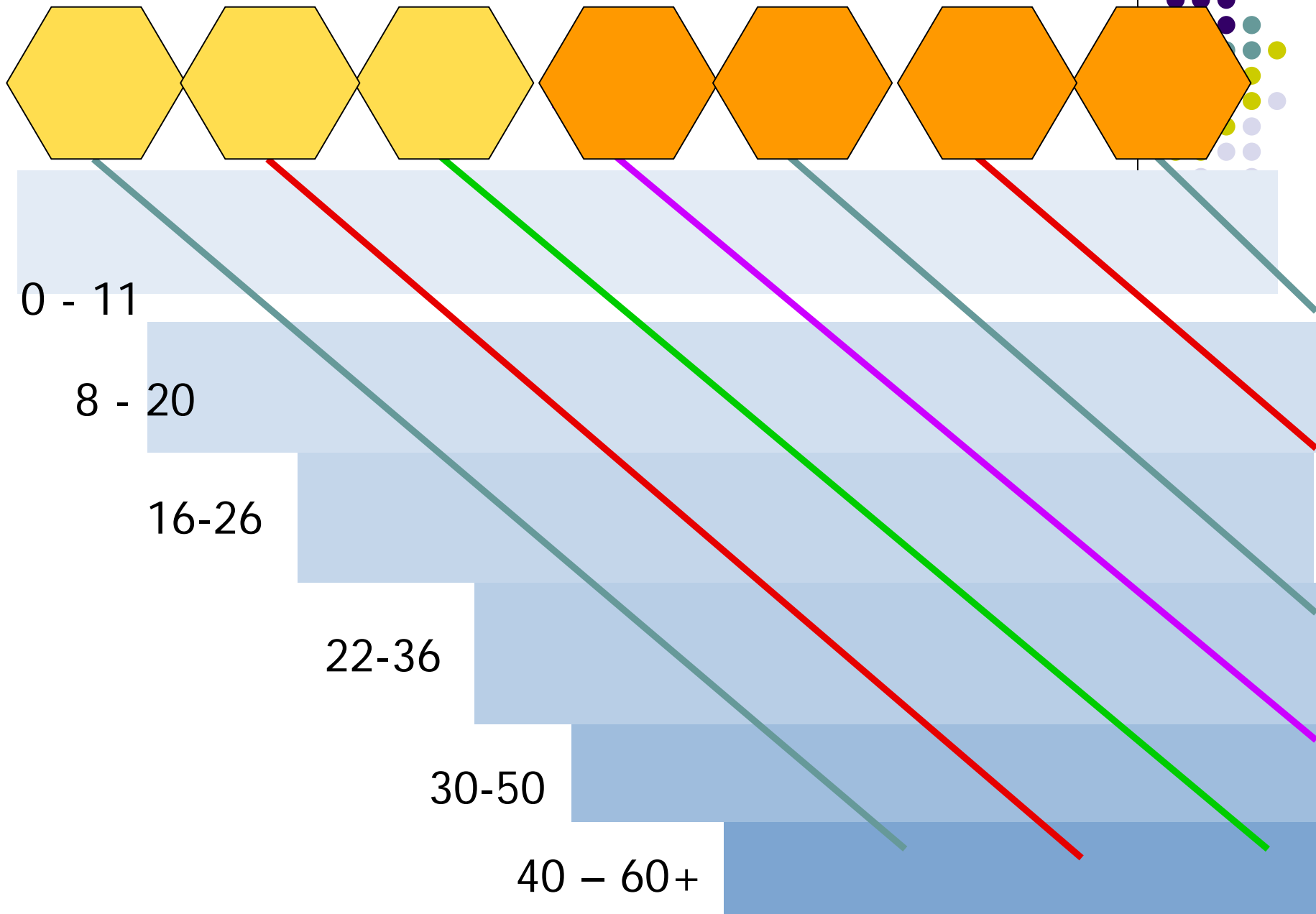
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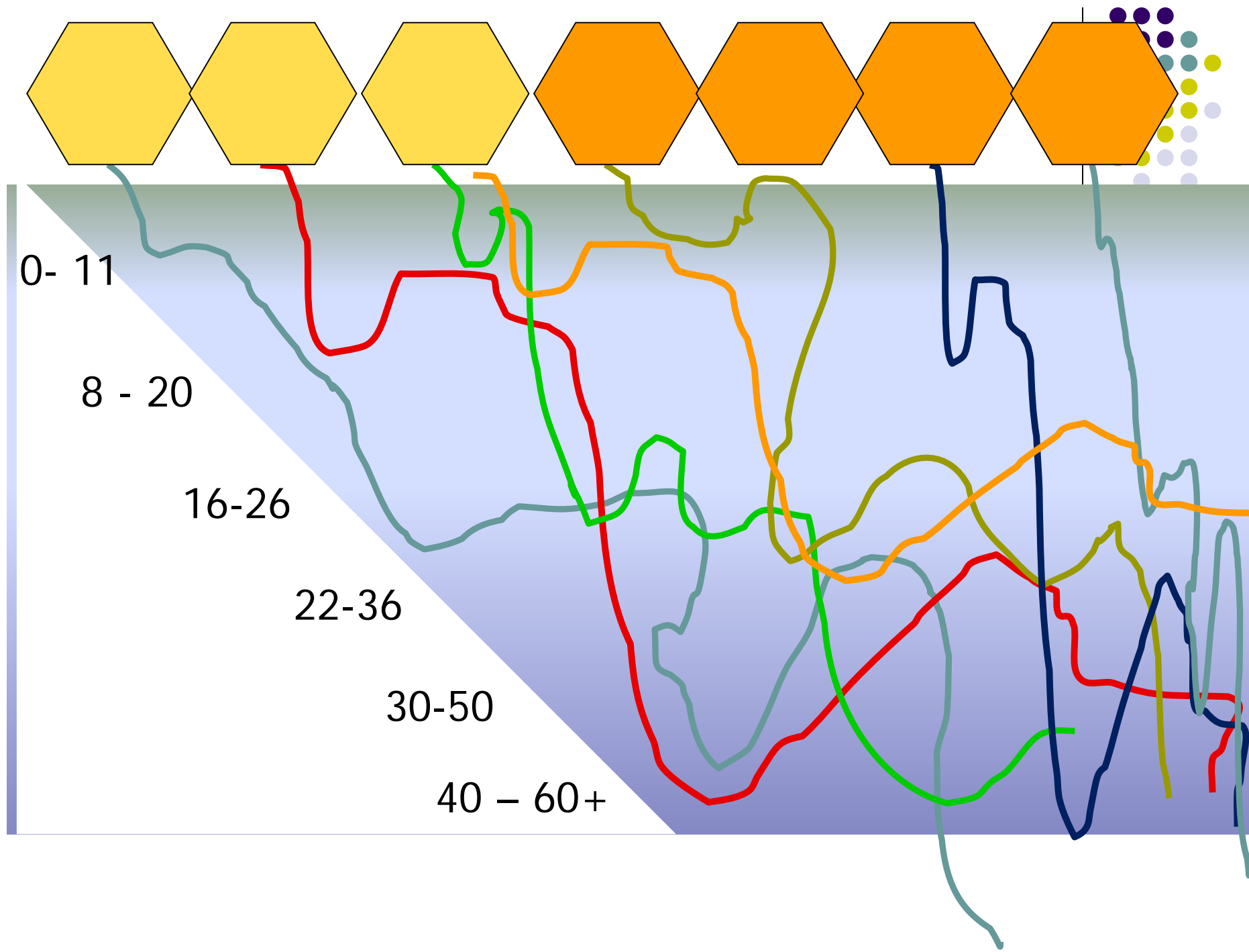
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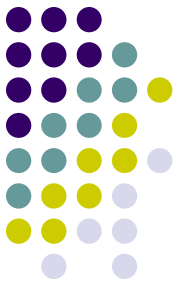




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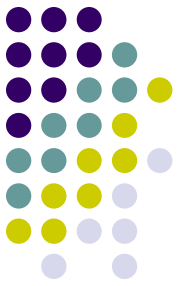


Building the Curriculum

Research indicates thatthere is no long-term advantage to children when there is an over-emphasis on systematic teaching before 6 or 7 years of age

(Building the Curriculum 2007)

How teachers believe their Primary 1 children learn best



- naturally and spontaneously
- in a relaxed and supportive atmosphere
- given time and space
- being physically active
- when motivated
- by initiating their own enquires
- when engaged and involved
- rehearsing and repeating
- alongside peers
- supported by knowledgeable adults



What is a 'developmentally appropriate' curriculum?



a developmentally appropriate curriculum:

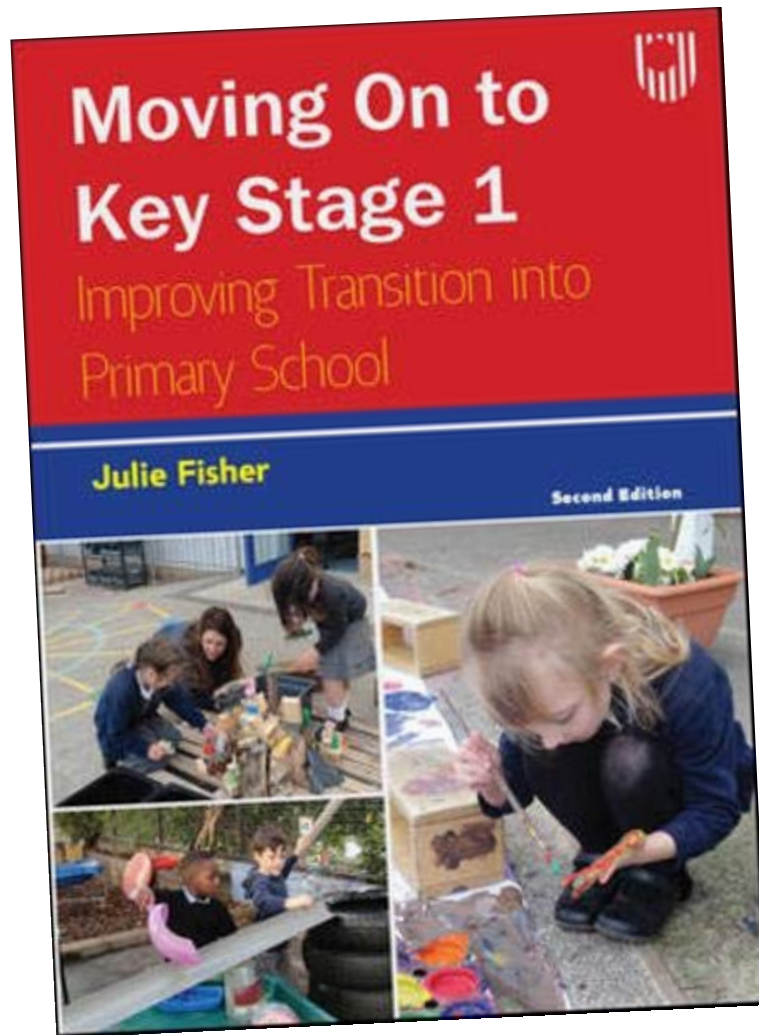
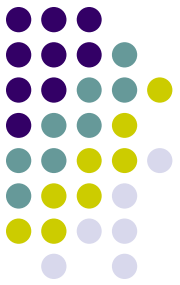
is planned to be appropriate for the age span of the children within the group and is implemented with attention to the different needs, interests, and developmental levels of those individual children.

(Bredakamp 1987:3)

What does 'developmentally appropriate' practice look like?



- fun and enjoyment (teachers as well as children)
- highly motivated learners
- high levels of involvement
- learning that is meaningful (for *all* children)
- self-regulation



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