



Year R Newsletter

Issue 9: 2016/2017

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Building Learning Power

At Langstone Infant School we are committed to building young people's learning power; not just what they are learning, but more importantly learning how to learn. One of the major developments for our school has been the introduction of Professor Guy Claxton's pioneering work on helping young people become better independent learners.

This suggests that there are four learning dispositions: Resilience, Resourcefulness, Reflectiveness and Reciprocity (The four R's)

Just as people go to a gym to develop their physical fitness, pupils come to Langstone Infant School to develop their learning fitness. Just as bodies can become fitter, so too can minds. Building Learning Power is an integral part of lessons, assemblies and all that we do at our school.

The four R's have various 'learning muscles' which can be stretched, trained and made more efficient: -

Resilience - Perseverance, Managing Distractions, Absorption, Noticing

Resourcefulness - Questioning, Capitalising, Making Links, Reasoning, Imagining

Reflectiveness - Planning, Meta-learning, Distilling, Revising

Reciprocity - Imitation, Interdependence, Empathy and Listening, Collaboration

Your children will use these words when they talk to you about what they have been learning in school. Children now have a greater understanding about attitudes to learning, how they learn and that learning is something that they can be actively involved in and is not a passive activity.

We would like to share some 'Learning Super Stars' with you:

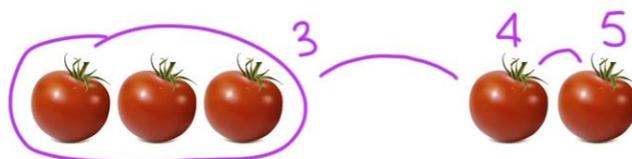
			
Resilient Tortoise	Reflective Owl	Resourceful Squirrel	Relating Bee
Liam Watson	Jessica Brooks	Lucas Fowles	Kyla Stevens
Tegan Smith	Edie Cleeve	Ethan Muir	Harriet Gibson
James Newbrook	Ashton Cook	Eddie Parker	Blubell Danks

Super Learning

In maths we have been learning to add numbers by counting on. Here is a link to a YouTube clip that demonstrates how to do this; <https://www.youtube.com/watch?v=WRb5iK5fZD0>

When adding two amounts by 'counting on' the children should not count the first group individually, they should pop that number in their head and then count the second group.

How many tomatoes are there altogether?



3 and 2 make 5.