

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at www.clcsuccess.com

School: Polehampton Infant School	LA: Wokingham
Teacher: Marianne Wilberforce	Students: Year 2
Contact: mwilberforce@gmail.com	
Learning Focus: To motivate, personalise and differentiate children's learning about minibeasts.	
Curriculum Focus: Science > Life & Living Processes > Minibeasts	
Tools used: Homepage, Wiki, Forum, Blog	
	
<p>How this worked in practice: The Year 2 topic about minibeasts is very popular with children, and the cLc learning platform has been used to extend and enhance this in a number of ways. At the beginning of the topic children were introduced to the story about The Very Hungry Caterpillar, and talked about what the caterpillar, as a minibeast, might find if he were to go outside in their school grounds and local community area. The children then used this stimuli to begin to keep a collective Very Hungry Caterpillar Blog diary and took it in turns to take home the Caterpillar toy and record their activities during the caterpillar's overnight stay, referring particularly to aspects of habitat, food and surroundings that were particular to minibeasts. Alongside this activity the children had a Question Wall forum where they were invited to add questions about minibeasts that they wanted to find out during the topic. Throughout the topic, as children began to find out the answers to their questions they were then able to return to this forum to respond to their own questions and evidence their learning, and also respond to each other's questions to support peer teaching. The teacher was able to use both the questions and answers at the beginning and end of the topic to assess children's knowledge and understanding, and the progression made during the topic coverage. The children were also able to celebrate and evidence their learning about minibeasts by creating a shared wiki where they could add in their newly found knowledge and understanding on each WikiPage. The wiki was set up by the teacher and each child chose a minibeast that they were particularly keen to find out about, adding a WikiLink to make a WikiPage to record their knowledge and understanding about this minibeast. As each child was able to edit each page of the Wiki children could add to each other's fact lists to build up a collective knowledge base in collaboration, and provide opportunity to extend the more able children. Children were able to add their entries using text, sound or images. To complete the minibeast project the children collected all the words in the wiki into a Wordle which can be seen in green in the examples above on the project homepage – with a very definite understanding of their newly found knowledge about camouflage!</p>	
<p>By the end of this sequence of work children had developed skills in:</p> <p>ICT: Word processing (Forum editing) Uploading Images to the cLc, Sound recording</p> <p>Science: Life & Living Processes > Minibeasts</p>	
<p>Next Steps: Children could now begin to add photographs of minibeasts from nature walks to their wiki to create a multimedia knowledge web about their minibeast learning.</p>	