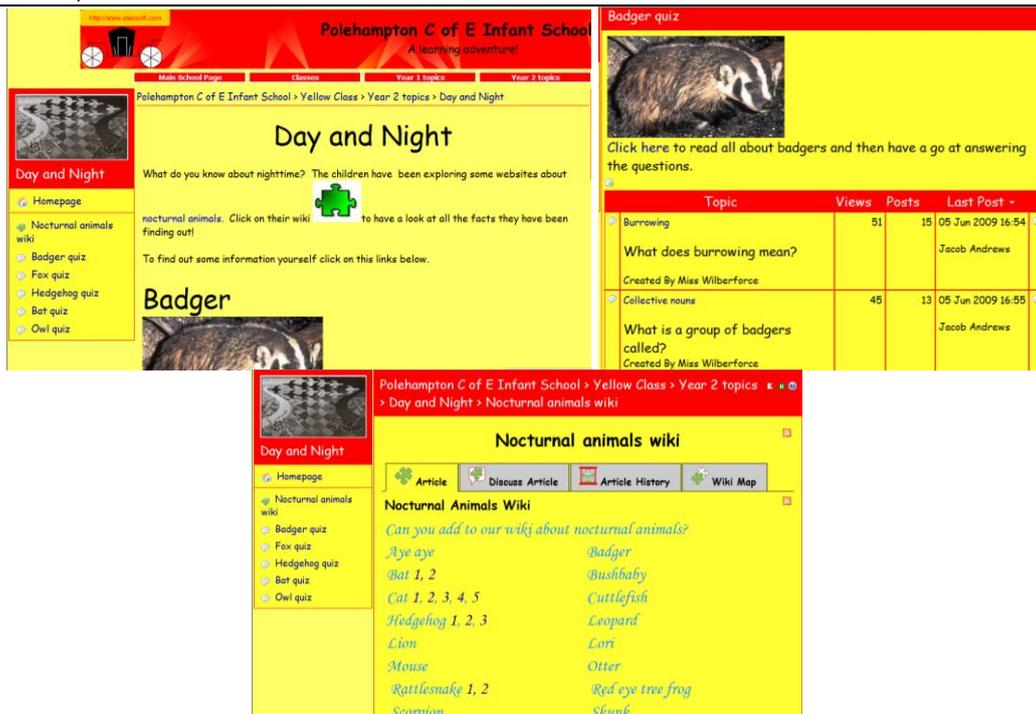


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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 personalise children's learning about nocturnal animals.	
Curriculum Focus: Science > Life & Living Processes > Nocturnal Animals	
Tools used:  Wiki,  Forum	



The screenshot displays two overlapping web pages from the cLc Learning Platform. The top page is titled 'Day and Night' and features a navigation menu with 'Main School Page', 'Classes', 'Year 1 topics', and 'Year 2 topics'. The main content area includes a 'Day and Night' section with a grid image and a 'Badger quiz' section with a badger image and a prompt to click for more information. A table lists forum posts related to burrowing and collective nouns for badgers. The bottom page is the 'Nocturnal animals wiki', which has a sidebar with a 'Nocturnal animals wiki' menu and a main area with a list of animal articles including Aye aye, Badger, Bushbaby, Cuttlefish, Leopard, Lion, Lori, Mouse, Otter, Rattlesnake, and Skunk.

How this worked in practice: The children in Year 2 at Polehampton Infant School were exploring Day & Night as their topic during the SATs period, and this acted as a good springboard for developing their science subject knowledge about nocturnal animals. To support the children's learning, a number of animal discovery activities were provided both offline and online through the cLc learning platform. These included a range of  links to useful and interesting websites from the Day & Night homepage for children's self-discovery. Alongside this the children were able to build up a collaborative knowledge bank about their newly found knowledge about nocturnal animals which can be seen above as the Nocturnal Animals  Wiki. One of the activities that most excited and engaged the children were the animal quizzes which were created using  forums so that children could easily see the range of questions included (these ranged from animal habits to vocabulary describing animals and so in this way made the experience truly cross curricular). These  forums were also  linked to information sheets and videos so that children were not being 'tested' but being prompted to share their knowledge and build upon it by answering the questions collectively within the  forum and then using the links to explore further information avenues where they can learn new facts to bring back to the  forum to share with their classmates.

By the end of this sequence of work children had developed skills in:

ICT: Word processing (Forum editing) Uploading Images to the cLc

Learning: Self and Peer Assessment

Science: Life & Living Processes > Nocturnal Animals

Literacy: Vocabulary, Question writing, Non-chronological reporting, Shared writing

Next Steps: Children could now begin to explore creating nocturnal animal sounds/soundtracks to add into their  wiki pages using the  sound recorder.