

SODA (start of the day activities) - how can these be used effectively to focus and prepare children ready for a day of learning.

Starting point

How could the first 15 minutes of the day be used more productively and help to set the children up for the day?

Teachers felt there wasn't a set structure for the start of the day within UKS2, how could we facilitate their learning better at this time of the day?

I felt that when the children arrived in the mornings they would either read, how much reading was actually being done, or try to complete unfinished work. It seemed to be the same across UKS2 with some teachers unsure of what to provide the children with at the start of the day.

As only a limited time of 15 minutes I wanted to introduce a range of activities that would be quick, build on prior knowledge and help embed it but also highlight any areas of weakness. It has been found that by chunking areas of learning it helps children remember more. Important strategy to remember with resources, especially as our first year of SATs.

Project aims:

- * To help focus the children ready for the day's learning.
- * Develop their SPAG, reading and numeracy skills.
- * Extend prior knowledge to help with SATs
- * To know where to offer support.
- * Pinpoint areas of weakness.
- * Help with planning and progression – especially in SPAG lessons.

Actions

- * Questionnaire sent out to Year 5 and 6 staff – what were they doing with the children during registration time?
- * Timetable set up for each class – know what to do each morning.
- * SPAG/DIAL activities put on Shared Area for teachers to access (tested through half termly test – Rising Stars).
- * Feedback from children and staff in the form of a questionnaire.
- * Times table test set at the beginning and end of each half term to help monitor progress in this area.

I really enjoyed the SPAG activities as they really helped me with my SATS. Year 6

Challenges:

* Being pregnant and having to take maternity leave half way through the project so left to run itself.

* Flurrish tablets not always working

* Some children not able to complete any activities as arrive at school between 845 and 9am; 9am is an assembly or lessons start

* Feedback from some teachers - felt at times it was rushed/disjointed.

* Make the activities clearer so they run themselves. no marking

Next steps:

* Have a specific SODA book – use as a revision aid.

* Set up a SOW/ have SODA activities implemented across the whole school.

* Older children to become more responsible for their own learning, how can they expand what they have been given?

* SPAG one week/DIAL the next.

* Learning walks to observe the activities and how the children are responding.

Impact:

* Too early to tell, however, some children felt more confident when completing their SATs test.

* Children able to identify own areas they need to work on/began to recognise areas of prior learning.

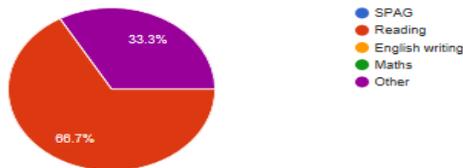
* Rising Stars tests showed an increase in what the children had remembered each half term.

* Benefits seen as most of the children were more focused and ready to work, feedback from them showed they enjoyed the activities, especially SPAG. Teacher's feedback indicated they thought the children preferred Flurrish.

* Able to identify areas of weakness in times tables.

What are your Early Bird activities linked to?

3 responses



time?

4 responses



Do you find these activities beneficial to the children?

3 responses

