

# Scheme of Work



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<b>Course title: Learning through Play</b>	<b>Accreditation opportunities (Including Functional Skills)</b>
<b>Course code:</b>	
<b>Tutor: Jonothan Hope</b>	<b>Length, start and end date: 6wks</b>
<b>Course aim(s):</b> 1.	
<b>Progression opportunities: KUWTC Maths, KUWTC English, Big Top Learning</b>	

No	Differentiated learning outcomes							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
1	List at least three emotions related to learning a new skill.		Recognise own emotions when learning and identify strategies for successful learning.		Demonstrate ways of offering practical encouragement to others when learning a new skill.		Initial assessment	
2	Identify 1 activity that my child enjoys		Identify triggers for misbehaviour and 2 activities to keep them engaged		Recall how to play three activities that effectively engage children in play			
3	Create at least two Top Trumps cards using the agreed criteria and range.		Recall how to play at least two games with children		Demonstrate how to play 3 games and use strategies for encouraging participation and learning		What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?	
4	Build a simple cardboard game and play it with my child.		Plan, evaluate and build a cardboard game.		Plan, evaluate, build, test and improve a cardboard game.			

5	Construct a structure to roll, bounce and balance items.	Construct a structure to roll, bounce and balance items and test ways to make it more successful	Construct, test and improve a structure to roll, bounce and balance items. Describe changes made and why.	
6	Create a simple 'photos only' treasure hunt using smartphone app.	Create at least 4 clue questions using smartphone app, incl. 1 written question.	Create at least 8 clue questions and support child to find clues, incl. 2 written questions.	

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
1	1	Tutor observation Initial Assessment Group discussion Learner diaries Learner feedback	<b>Circus Skills – Learning Journey</b> What is play and how does it help us learn Circus skills – emotions associated with learning How do you learn – ears, bodies, eyes quiz Circus demo by tutor Carousel at 4 stations, 15 mins on each: Poi, Flower sticks, Juggling, Spinning Plates. Children arrive – teach scarves, flower-sticks, catching balls Learning diaries
2	2	Question and group discussion – ideas shared by all. Prompt and draw out ideas / thoughts from quieter learners.  Ideas discussed and noted on flipchart	<b>Fun Activities for Home</b> Overview of session Reiterate ground rules Homework discussion <i>Discussion</i> Discuss triggers for when children act up. <i>Teaching</i> Often they are bored or they want something / your attention. <i>Discussion</i>

### Good practice checklist

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?

		<p>Question and group discussion – ideas written on flipchart and prompted to write in notebooks.</p> <p>Discuss barriers and how to overcome these 4 thinking points.</p> <p>Check parents' understanding of how to play games, support as required by circulating room.</p> <p>Discuss ideas – parents share experiences and practical ideas of how to carry out ideas.</p> <p>Participation and input. Ideas noted by other parents. Feedback re suggestions.</p> <p>Group discussion.</p> <p>Check learners as they discuss in pairs. Check feedback during group feedback discussion Learning diaries</p>	<p>The best way to deal with misbehaviour is to plan ahead and avoid the triggers.</p> <p><i>Discussion</i> Discuss what your children like to do independently and with parents. Create a group list – parents to write ideas they like in their own notebooks.</p> <p><i>Teaching</i> Often it boils down to having some good ideas ready and prepared.</p> <p><i>Activity</i> Set up a range of fun activities that are free that parents could play with their children and teach them so they could play on their own or with siblings.</p> <p><i>Activity - discussion</i> Share amazing fun activities list to each parent. Allow parents time to read through it and share ideas in pairs. Share with whole group.</p> <p><i>Discussion</i> Discuss free or cheap holiday / weekend activities for families locally. Share ideas.</p> <p>Children arrive – parents teach and play games with them <b>Session review – what will you use?</b> <b>Complete diaries</b></p>
3	3	<p>Tutor led, discussion Discussion Tutor led discussion Tutor observation of</p>	<p><b>Phonics Games</b> Introduction to session outcomes Linking learning with emotions Learning and playing Top Trumps</p>

		learners playing Discussion Tutor observation of learners playing Tutor observation of learners playing Self-assessment.	TT discussion Word Rummy Rhyming puzzle. Pre-reading skills ideas Learning diaries
4	4	<ul style="list-style-type: none"> <li>• Tutor led</li> <li>• Discussion</li> <li>• Learner feedback,</li> <li>• Tutor observations of group discussions</li> <li>• Group discussion</li> <li>• Tutor observation</li> <li>• Discussion – ideas noted on flipchart</li> <li>• Learning diaries completed</li> </ul>	<b>Game Building</b> <ul style="list-style-type: none"> <li>• Introduction to session outcomes.</li> <li>• Gross and fine motors skills – activities at home</li> <li>• Demo Cane’s Arcade and PlayUp Cardboard Arcade video</li> <li>• Junk modeling – make a game from junk</li> <li>• Evaluation of session</li> <li>• Learners record own progress</li> <li>• Homework</li> </ul>
5	5	Tutor to circulate and join conversations. Tutor observations Tutor observations and learner input / verbal feedback Verbal feedback and tutor observation Written work Learner feedback Tutor observations of learners carrying out task Tutor led demonstration Tutor observation of learners completing task	<b>Science: Forces of the Circus</b> Introduction to session outcomes Children participate in whole session Discuss learning through trial and error – everyday life, children’s learning. Children to build / create a variety of structures using PE equipment: Gravity Test Rolling Balancing Bouncing test Evaluation and learning diaries (incl. photos)

		Please complete your learning diaries. What have you learnt today?	
6	6	Tutor led, discussion Discussion Tutor observation – support where required Treasure hunts created – written work Tutor observation Self-assessment.	<b>Treasure Hunt</b> Introduction to session outcomes Treasure Hunt types – what makes them work? Ready-made indoor treasure hunt – have a go Design a treasure hunt activity Children arrive – complete treasure hunts created Evaluation and assessment Hand out course diaries and ask learners to fill in. Homework
<b>How will you know the course aims and LOs have been achieved?</b> Learning diaries and work completed during each session.			
<b>Tutor reflection / Notes for future delivery</b>			