

What have you done today?

Have you been a Scientist today? How were you a Scientist? What did you learn?

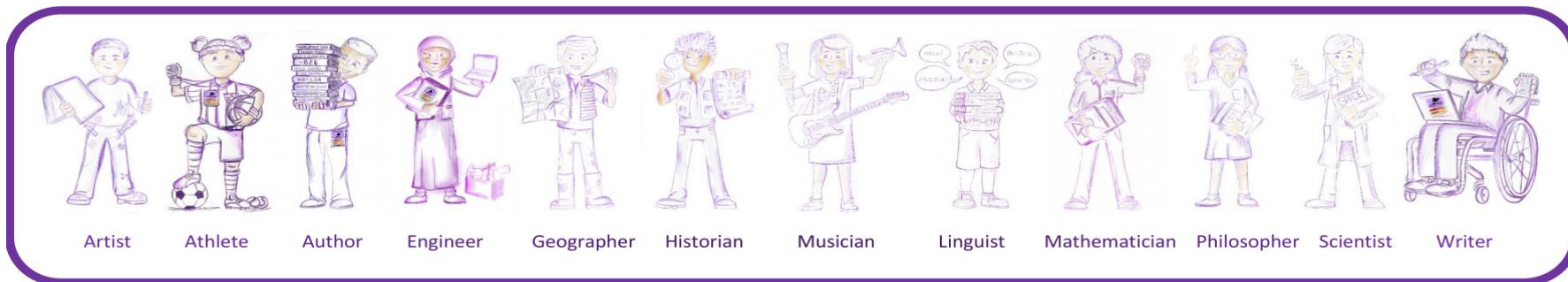
As parents/carers this question is quite often met with a closed response. We believe that the framing of this question encourages children to think about isolated events that they 'did'. We would like to fundamentally shift and reframe our children's thinking at MTB by introducing the core concept of 'States of Being', which will shift recall from what they **did** to what they **have experienced**. We believe that the language of 'being' and 'been' helps to support the recall and makes links with connected experiences. We hope that echoing this throughout the school and in partnership with you at home 'States of Being' will place ownership of learning onto children. By encouraging them to be Scientists, for example, it will help them apply learning and experiences, not that they were present whilst a teacher taught them science. As a family, you will hopefully see and hear the States of Being, being used from across Mary Tavy and Brentor Primary School. We encourage you ask your child 'What have you been today?' on the walk home, when having a bath or over dinner. You might even keep this leaflet to start the conversation as the children begin to get used to the characters being used across our school!



What are States of Being?

You may have noticed a slight shift in the language we use when referring to our learning in our weekly newsletter and Social Media platforms. Hopefully you may have also have noticed your children talking about being an Author or a Scientist.

This is all part of a change we are making at Mary Tavy and Brentor Primary School towards an enquiry-led approach, where our children apply newly acquired knowledge as different States of Being.



States of Being

States of Being focus on our children actively using skills and knowledge for a purpose. They focus on giving experiences, talking to role models and creating aspiration.

What we know about how children learn, is that when we teach children skills and knowledge in isolation, like punctuation in English, they rarely make links to other subjects. Even when they are writing about Brunel in History or how plants grow in Science, they tend to forget how to apply the same English skills. This is in part because the information stored in the brain is locked up in the 'English box', and why would they open that box when they are in History or Science?

We believe States of Being move away from content in subject boxes and uses clusters of knowledge that can easily be applied between subjects. By learning how to punctuate as an Author, they can use this knowledge when they are being Scientists as they start to understand that Scientists also need to write to convey what they have discovered.

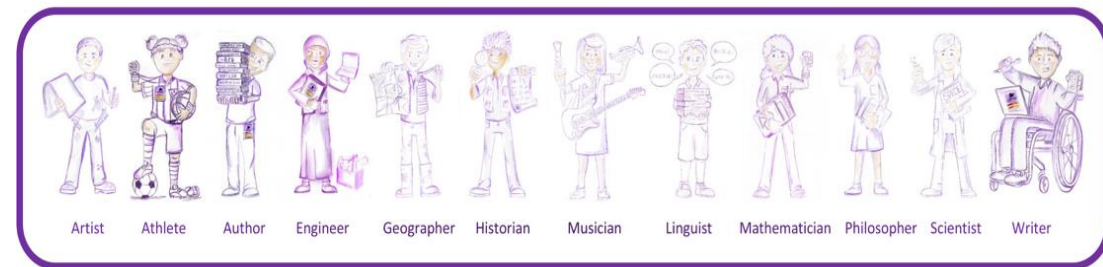
This change in language from English to Author is important, and something that will happen throughout the day. This means that some of the subjects we may be familiar with as adults may change; Design and Technology and Computing become 'being an Engineer'.



English	→ Author
Maths	→ Mathematician
Science	→ Scientist
History	→ Historian
Geography	→ Geographer
Design Technology	→ Engineer
Art	→ Artist
Music	→ Musician
SMSC, British Values	→ Philosopher
MFL	→ Linguist
PE	→ Athlete

It also helps us to explore role models and to invite people from the local community in to school to talk about how they are Artists or Historians, for instance, and the blend of skills they use in their work.

You may notice that there are 12 characters but only 11 States of Being. This is because English as a subject is so large as it consists of both reading and writing. In the younger years, children very much focus on phonics and early reading, with links to writing introduced slightly later. Therefore, Being an Author is sub-divided into 'Readers' and 'Writers'



This is how we describe our different States of Being...

Authors... read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.

Mathematicians... use numbers to find solutions. Being a Mathematician can help with everyday things like shopping, cooking and travelling. The world is full of numbers so we often need to count, sort and measure things.

Scientists... ask questions about the world by looking closely at both big and small things, as well as things that cannot be seen easily. They constantly search for answers to understand the world better for everyone.

Historians... use things that have been left behind to understand what the past might have looked like. They use different sources to help understand people, places and stories throughout time.

Geographers... understand the world above, around and below us by exploring, mapping and documenting. They make connections between cause and effect and how actions affect the natural and made world.

Philosophers... try to make sense of the world by asking lots of questions. They particularly like 'why' questions and seek answers to difficult ideas like emotions, thoughts and ideas.

Musicians... express ideas and emotions using voices, tuned instruments or found objects. They communicate complex things in amazing ways through sound. Music can help communicate things that might be hard to say in just words.

Artists... use different ways to communicate ideas and emotions. They can use a variety of things to help them represent the world around us like painting and drawing, sculpture or performance. Artists help us to understand the world from different perspectives.

Engineers... try to find solutions to different problems. Engineers design things to be easier to use or work better like buildings and transport. They often try to improve things that already exist or create new versions.

Linguists... understand the world through different languages. They love learning about faith, community and culture through understanding how people communicate in different places around the world. If we understand someone else's language, we not only can communicate with them, but understand how things might be different.

Athletes... are focused on being fit and healthy. They work hard at being the best they can be through listening to other people, problem solving and keeping going no matter how tough it gets. They constantly set new goals and are ambitious.