



The termly newspaper for the *Open Futures Network*

openit

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Open Futures Conference
Latest news
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The literacy, numeracy, science and ICT issue

openit 4 – Summer term 2012



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A broad, rich, balanced and well-managed curriculum

As the new Ofsted Framework begins to impact on schools some Headteachers and Governors may feel inclined to move away from the things they know work best for children's learning. What are the implications for Open Futures?



We asked Roger Sutcliffe, past President of SAPERE, for his observations.

"There is convincing evidence to indicate that *Open Futures* supports and enhances children's learning in the basic curriculum. This edition of *openit* contains many examples where *askit*, *growit*, *cookit* and *filmit* provide opportunities for pupils to **understand, learn and apply** literacy, numeracy, ICT and science skills.

Open Futures is a fresh approach, teachers are reflecting on their role as teacher-learners, to the subtle benefit of their charges.

Children relish the 'hands on' nature of *Open Futures*. Their enthusiasm for school is rekindled at the thought of gardening, cooking or filming. Such enthusiasm can sustain their commitment and concentration throughout the school day and in all areas of the curriculum. They can see, perhaps for the first time, that 'the system' is not biased against them and their natural instincts, but is genuinely trying to equip them with skills, interests and values for life.

askIt provides children with the opportunity to ask their own questions about stimuli drawn from the curriculum or from the wider and more curious world beyond the

Children can see, perhaps for the first time, that 'the system' is not biased against them and their natural instincts, but is genuinely trying to equip them with skills, interests and values for life.

Teachers are reflecting on their role as teacher-learners, to the subtle benefit of their charges.

Roger Sutcliffe
Founding member and past President
SAPERE

curriculum. They have a chance to articulate, thoughts that they may never otherwise have had or been able to express; They realise that they have a voice, a mind and a life of their own – which become stronger through sharing and shaping ideas with others. If these are not things to be valued – as much as, if not more than, levels and grades in three particular 'subjects' – then what future for the children? What future for the rest of us?

Finally let us remember, the Cambridge Primary Review has led the way in arguing for a broad and balanced curriculum."

"... far from being a threat to achieved standards in 'the basics,' a broad, rich, balanced and well-managed curriculum is actually the prerequisite for those standards, and this has been demonstrated consistently in school inspections."

Cambridge Primary Review Final Report p.215

The Secretary of State recently published Draft Programmes of Study for English, mathematics and science (Programmes of Study for information and communication technology have been disapplied, schools will still be required to teach ICT but teachers will have the flexibility to decide what is best for their pupils without central Government prescription)

We hope you will join in the debate by conveying your views on the proposals to The Department for Education at:
NationalCurriculumReview.Feedback@education.gsi.gov.uk

You might also like to share your opinions with other colleagues via Bob Pavard's Column on the *Open Futures* Online Learning Community.

Welcome to openit

Welcome to issue 4 of **openit** – the newspaper that supports learning and teaching through the **Open Futures** curriculum approach.



In the paper we celebrate the great work that is going on in **Open Futures** schools and we respond to issues and areas of interest that schools have highlighted to us. Issue 4 is focussed on supporting learning in literacy, numeracy, science and ICT. Schools are under increasing pressure to raise attainment and reduce the attainment gap for children from disadvantaged backgrounds. This leads Heads and teachers to reflect on what they do and how they do it.

The success of **Open Futures** comes down to people, visions, expertise and clarity of purpose. To achieve what we aspire to for ourselves and for children takes perseverance and when we know something is right, sticking to our convictions. The work I've seen happening in **Open Futures** schools up and down the country is really impressive. It's not easy to implement changes in learning and teaching across the curriculum but the Headteachers and staff that I meet are clear on their objectives. They want to empower their staff to be creative, innovative and responsive to their children and their communities. They are clear about what their pupils need to help them succeed. They are completely focussed on providing the best educational opportunities. I hope you will join us at the **Open Futures** Conference a great opportunity to meet each other, inspire each other and build new relationships.

I would like to add on a personal note, that very sadly I received the tragic news that our dear friend and colleague Andy Cameron, Creative Director of **filmit**, has died unexpectedly. He was a visionary who was always ahead of his time and he has given us all a great gift through **filmit** which we will treasure and develop. Andy Cameron was passionate about **filmit** and thrilled by the creativity and innovation of the schools using it to support children's learning. We will honour his contribution properly in the next issue of **openit**. In the meantime we miss you Andy.

About Open Futures

'Raising attainment through bringing learning to life'

Open Futures is a skills and enquiry-based curriculum development programme, linking learning and life. It was developed and continues to be supported by the **Helen Hamlyn Trust** to help children discover and develop practical skills, personal interests and values which will contribute to their education and help to enhance their adult lives.

Open Futures supports the curriculum by providing inspirational contexts for learning, high quality training and teaching resources. It builds on the belief that creative reflection is essential to deep learning – whether of skills (know-how) or of facts (know what). Creative reflection and enquiry define the **Open Futures** curriculum. The programme integrates four strands that enable children to make choices and effective decisions, grow their own fruit and vegetables, cook for themselves, and work with new media to produce films.

If you are interested in finding out more about how to become an **Open Futures** School or would like to hear more about the programme please phone us on 01235 533131 or email us at hello@openfutures.com

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The Open Futures National Conference

11 July 2012

Apply now for the Open Futures event of the year

For more information email Anna Hodgson at anna.hodgson@openfutures.com



STOP PRESS

filmit Christmas Competition

The winner will receive a family ticket for up to 6 people to see *The Nutcracker*, at the Royal Opera House, Covent Garden on Saturday 8 December.

Add your film of Diamond Jubilee or Olympic celebratory events in school to the **filmit** website for consideration by a panel of judges for a chance to win this fantastic prize.

Watch out for more details, coming soon!

Open Futures Question Time

Got a burning question? Want to share ideas for new lesson plans?

Don't forget that you can login and chat with our Curriculum Advisers & Strand Trainers in the Learn & Share section at any time.

openit

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Open Futures
Partners



When you have finished with this newspaper please pass it on to a colleague, then recycle it.

Open Futures in the news

Sign2Sing A new world record

An innovative Manchester school used a learning approach called Open Futures to support a new world record – the most people using sign language and singing at the same time.

Over 400 pupils from Cravenwood Community Primary School, in Crumpsall, took part in a Sign2Sing event on Wednesday, 8th February. They joined over 800 other schools around the country to establish a new world record of 114,277 participants.

The school is using the *Open Futures* curriculum programme, which brings learning to life for young children, to progress their part in the world record attempt. At the same time, various *Open Futures* activities are also enabling the school to teach pupils practical skills.

filmit

They used cameras and editing equipment to film the Sign2Sing event, as part of *Open Futures'* *filmit* strand,

which involves exploring filming techniques and developing new media skills. Children also develop their communication skills, through the *askit* strand, which has featured in sign language classes in the run up to the new world record.

Before the attempt Mrs Gudrun Heatley, headteacher at Cravenwood Community Primary School, said: "The Sign2Sing event and *Open Futures* both involve a shared language of practical skills, moving away from traditional didactic teaching and using more activity-based techniques to help the children learn. Ninety-one per cent of our pupils are from ethnic minorities, so *Open Futures* presents a good way to help them develop their language skills and get the most from their experiences at school.

askit

The children have been learning the Sign2Sing song and how to sign it for the record attempt, which helps them to think about how they communicate – an important part of the *askit* strand of *Open Futures*. We're also going to be filming the children during the event, so their parents can watch on the screen near the entrance. The Year 6 class will be operating the cameras and editing the footage afterwards."

Sign2Sing is an awareness and fundraising event for SignHealth, a charity working to support profoundly deaf children, young people and adults throughout the UK.

Basic signs

Julie Ryder, director of HearFirst, a specialist in deaf, disability and British sign language training, organised Cravenwood Primary's participation in the event and has taught pupils the signs they will need.

She said: "I'm trying to get around as many classes as possible at the school, where I'm teaching them basic signs such as 'meet and greet', and how to sign their names, plus the signs for the song. The teacher then takes over the class and I'll sign along to the lesson. The children are really enjoying it and learning a lot."

Hull school opens new kitchen



A Hull school celebrated the opening of its new classroom kitchen with a week-long 'Community Café' event for parents, teachers and carers as part of the Open Futures programme.

The event, at Thoresby Primary School, was designed to bring the community together through a number of activities. One of these is 'Ground Force Day', when parents skilled in painting, carpentry, electronics, gas or other trades were invited into school to help install the kitchen.

It was officially opened on March 12, with Community Café Week. Classes spent a day each making and baking for their parents, carers and teachers. Their creations included mini-tartlets and pizzas, jacket potatoes and fillings, soup and homemade breads, sweet vegetable muffins, and afternoon tea and cakes.

Catherine Corner, Deputy Headteacher at Thoresby, said: "The Community Café event is the first of many events for our pupils to share their talents. We hope the children will soon be cooking for other members of the local community, when they visit us for Spring Fair and Kaleidoscope, our annual festival to celebrate our diversity and challenge stereotypes on every level."

Cooking has become an important part of the school curriculum after it adopted the *Open Futures* programme – an activity and enquiry-based approach to learning. As well as picking up culinary skills, the activities support pupils' progress in other subjects, such as maths, English and science.

"We're quite a rainbow school of pupils from all backgrounds. We wanted to find something that would transcend those differences and overcome barriers to learning; a curriculum that focussed on the practical activities of cooking and growing was ideal."

Catherine added: "*Open Futures* was perfect for the school because we were already exploring a creative curriculum and it ticked all the boxes. We were doing a lot of cooking and gardening already so we wanted to find a way to incorporate that into the curriculum, which is what *Open Futures* is about.



Courtesy of the Hull Daily Mail

"We have 410 pupils speaking 23 different languages. We have children with disabilities and some with special needs. We're quite a rainbow school of pupils from all backgrounds. So we wanted to find something that would transcend those differences and overcome barriers to learning – so a curriculum that focussed on the practical activities of cooking and growing was ideal."

Catherine added: "We feel really privileged to be part of *Open Futures*. The quality of the training for the different strands has been amazing.

Open Futures in the News is a regular column in *openit*. If any *Open Futures* activity in your school has been reported in the National or Local Press, please let us know and we will print it here.



Literacy and askit

Nick Chandley, *askit* trainer, meets the Midnight Cat and explores the thorny issues of inference and deduction.

Feedback from Level 1 *askit* training consistently shows that it’s both an enjoyable course and one that could make a real difference to both pupils and teachers. However, when teachers go back to school and are faced with the pressures of a million jobs to do and a queue of parents waiting to ask this, that or the other it’s easy to see how comfort can be found in reliable routines built up over time.

When do I do it?

A ‘post-course’ return to the classroom is, therefore, a fairly crucial time with regard to the successful implementation of *askit*. The first challenge is clear – when do I do it? The choices are clear too – do you do it:

- For its own sake, as a discrete session, weekly or fortnightly?
- Linked to one of the other *Open Futures* strands, to help the children develop the kind of skills we know are so important in learning and life?
- When teaching one of the curriculum subjects?

There are merits in all, but in this article we’re going to explore working through a curriculum subject - literacy.

The Primary Framework for literacy & mathematics is actually awash with objectives that can be taught through *askit*. The most obvious aspect is **speaking and listening** but one of the thorniest issues in pretty much every school in the land is that of **inference and**

deduction (understanding, interpreting, engaging with and responding to texts). The table below shows some objectives for each year group in these two areas.

A swift look at the table will show how the community of enquiry approach, with its emphasis on developing the 4cs of thinking (creative, critical, caring and collaborative), allied to the subject of literacy, can

provide an incredibly powerful way to both improve attainment and to begin developing the skills we all know are so important in order to lead a successful and ‘good’ (according to Socrates) life. Interestingly, the speaking and listening column seems to me to be just the kind of things our children will eventually need to call upon in one of the most important aspects of their lives – the job interview.

	Speaking & listening	Inference and Deduction
Foundation	Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how.
Year 1	Ask and answer questions, make relevant contributions, offer suggestions and take turns.	Make predictions showing an understanding of ideas, events and characters.
Year 2	Participate in whole-class debate using the conventions and language of debate, including standard English.	Draw together ideas and information from across a whole text, using simple signposts in the text.
Year 3	Sustain conversation, explain or give reasons for their views or choices.	Infer characters’ feelings in fiction and consequences in logical explanations.
Year 4	Offer reasons and evidence for their views, considering alternative opinions.	Identify and summarise evidence from a text to support a hypothesis.
Year 5	Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.	Infer writers’ perspectives from what is written and from what is implied.
Year 6	Use the techniques of dialogic talk to explore ideas, topics or issues.	Understand underlying themes, causes and points of view.

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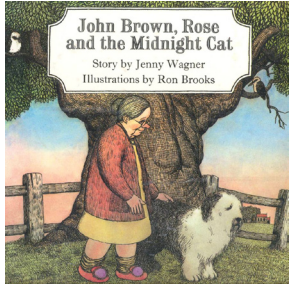


Did you know?

Apparently, Confucius (551-479BCE) was at least 7 feet tall? Maybe it’s just coincidence that the area in which he lived is now home to the Shadong Flaming Bulls basketball team.

The Midnight Cat

Some time ago with a Year 1 class, I used the wonderful *John Brown, Rose and the Midnight Cat* (Jenny Wagner & Ron Brooks, Puffin 1980), a picture book in which Rose, an old woman, and John Brown, her dog, live together happily until the Midnight Cat comes on the scene. Rose asks John Brown to let the cat in but he won't, and eventually Rose takes to her bed. John Brown asks her if



letting the cat in will make her feel better and she says it will, so he lets it in and the story ends with the three of them sitting by the fire. It's a must-have book for philosophical enquiry as it appeals to all ages and is conceptually very rich.

I asked the children to think of questions about the story and the one they voted for was 'why didn't Rose get out of bed?' It doesn't actually say in the book why she took to her bed, apart from that she was sick, but she did say that she would stay there all day and forever. We began to gather ideas about this question and found that, in suggesting possible reasons for Rose staying in bed, we were asking more questions. In terms of the relevance of this to literacy, another quick look at the table above will show that we were asking and answering questions, making relevant contributions, offering suggestions and taking turns.

Connections

In exploring our initial question, the children gave me several possibilities for Rose staying in bed. We looked at any connections between these reasons and found that several suggested that Rose might have been feigning illness in order to get her own way. The initial feeling was that this wasn't a good thing to do, until someone suggested that Rose might have been doing it for a good reason, to help John Brown. Further exploration of this alternative viewpoint included me asking the children if they had ever done anything to try and get their own way and whether they thought the outcome justified their actions. This was therefore asking the children to explore connections between their own lives and the actions of Rose. In the light of this investigation, we then went back to the book to see if it made any more sense, with the children concluding that Rose was working in John Brown's best interest, maybe to give him a new friend as she was getting old and might not be around much longer.

Exploring questions

So now comes a challenge for you! With this brief explanation of the session with the children (Year 1, remember), have a look at the table and see how many of the objectives we could have covered and to what extent the children might have been challenged to work beyond the objectives for their year group. In addition to this, by the end of the session we actually knew this text really well, through the children raising their own questions about it, exploring the questions, making connections with their own lives and then relating it back to the text. I think we have a great resource in the children's own experiences, which we can capitalise on in so many ways through *askit*.

If you or your pupils have any interesting "Did you know?" send them to us and we will print the best in **openit 5**.

Thinkers' thoughts



Here are eight thought provoking quotes, seven from Socrates and one from Frances. Can you spot which of the quotes is Frances'?

- 1 Enjoy yourself — it's later than you think.
- 2 Some people live only to eat and drink; it is better to eat and drink only to live.
- 3 A genius is someone who has an idea; a clever person is one who is inventive.
- 4 Life contains only two tragedies. One is NOT to get what you really want; the other is to get it.
- 5 An honest man is always a child.
- 6 It is not living that matters, but living rightly.
- 7 I cannot teach anybody anything; I can only make them think.
- 8 Nature has given us two ears, two eyes, and one tongue so we should hear and see more than we speak.

Socrates lived in Greece around 300BC, over 2,000 years ago.

Without writing a single word he is arguably the most important philosopher in the history of Western thought. He took to the streets of Athens to reason with and question his fellow citizens. By raising philosophical questions — more often than not about virtue and the nature of the good life — he urged craftsmen, poets, politicians, and citizens of all stations to question their own values and the very purpose of living.

Frances is 6 years old and lives in the East Midlands in 2012 AD.

She asks a lot of questions at school and at home. She enjoys puzzles and games especially using a computer and iPad. Frances often visits museums. One of her favourite places is the National Space Centre in Leicester.

The answer can be found at the bottom of Page 15

If you have some interesting quotes from young thinkers please send them to: john.storey@openfutures.com

We will print a selection in the next edition of **openit**.



Science and *growit*

Anne Gunning, of the Royal Horticultural Society takes us through some scientific enquires, demonstrating *growit*'s contribution to Science Key Stages 1 & 2.

Horticulture and scientific enquiry

Sometimes gardening is seen as a soft option rather than an important part of the statutory programme of study for Key Stages 1 & 2 in Science. The two scientific enquiries Anne describes below demonstrate the significant contribution that *growit* can make.



3 beans on a stick experiment

If we want to sound more scientific let's call gardening 'horticulture.' Horticulture is the study of scientific principles related to plant growth. It covers soil science, ecology, plant biology, propagation, plant breeding, plant classification and biodiversity. Here are two 'Scientific Enquiry' experiments for you to try.

Experiment 1

3 Beans on a Stick – Investigating factors, which influence germination and the rate of plant growth.

Equipment

2 sticks, 2 jars of water, 6 large seeds such as broad bean or runner bean, 6 elastic bands, a sunny windowsill, thermometer.

Learning objectives

Understand that seeds need warmth, water, air (oxygen) to germinate.

Process

- 1 Take a stick and attach 3 runner bean seeds to it with elastic bands.
- 2 Fill the jar with water and insert the stick so that the bottom seed is submerged, the middle seed is half in the water and half in the air and the top seed is not touching the water.
- 3 Repeat the process again.
- 4 Put one jar in a cold place (fridge in summer, outside in winter) and one in a warm light place (classroom window ledge).
- 5 Predict, record and analyse results.

Expected results

Presuming that the seeds are all viable the only seed, which will swell and germinate is the middle seed in the jar in the warm place.

Imbibition will occur in the bottom seed but it will then die and rot due to lack of oxygen. It has drowned, like we would if we were under water.



Close up of middle runner bean with radicle emerging (Day 4).

The top seed will remain smaller than the other two as it does not take up water and so does not swell or germinate.

None of the seeds in the jar outside in the cool conditions will germinate but the bottom 2 will swell with water.

What are the stages of germination?

- 1 Imbibition (Day 2).
- 2 Food stores in the cotyledons are broken down to release energy.

Imbibition will occur in the bottom seed but it will then die and rot due to lack of oxygen. It has drowned, like we would if we were under water.



- 3 Radicle emerges (Baby root) (Day 4).
- 4 Plumule emerges (Baby shoot) (Day 8).

The seedling will start to show signs of stress after 10-14 days due to lack of nutrients in the water. The leaves will become pale.

What is the ideal temperature range for germination?
15-21°C, but it varies depending on the seed type and country of origin.

How do we insure the test is scientific?

- All the seeds are the same size and type.
- The jars are the same size.
- The water is from the same source.
- The same amount of water is used.
- The jar outside is covered so that no rain comes into contact with the top seed.
- Record the temperature in both environments.
- If we do this test in the summer and use the fridge as a cold environment one jar will be in light and one in the dark. This is a good experiment to do in the winter as both jars are in the light.

Further investigation

- What will happen if we microwave the seeds and repeat the experiment?
- What will happen if we use lemonade rather than water?
- How long will the seed continue to grow before it dies?
- Sow the same seed in compost and observe the growth.
- Sow the seed at different depths and observe the growth.
- If we plant a seed too deeply what will happen?
- Repeat the experiment but pierce the testa (seed coat) with a drawing pin several times.

Visit the *growit* resources pages of the *Open Futures* website to see more scientific enquiries from Anne Gunning of the RHS.

Experiment 2

Investigating how much water seeds need to grow? This experiment is quicker as the seed is cress or mustard and will germinate within 2 days.

Equipment

Egg box, cress seed, compost, measuring jug, clean water, bottle top waterer or watering can with a rose, multipurpose or seed sowing, peat free compost.

Learning objectives

Test the effect of overwatering, not watering, watering sufficiently. Predict which seeds will survive the longest. Understand how to water plants efficiently.

Process

- 1 Pierce the bottom of 3 bays to allow water to drain away.
- 2 Fill all 6 bays with compost, breaking up any large lumps.
- 3 Sow a few seeds in each.
- 4 Cover seed with a thin layer of sieved compost.
- 5 Apply varying amounts of water to each of the 6 sections – Label each section.
- 6 Cover with clingfilm to prevent evaporation.
- 7 Predict, record and analyse results.

Expected results

The seeds in the bays with no drainage holes will start to germinate but will die within a few days due to lack of oxygen caused by waterlogging. If only a small amount of water is added the seeds may survive.

The seeds in the bays with drainage holes will germinate and grow at different rates depending on how much water is added. The ideal watering input will depend on temperature (evaporation from the compost surface) and the number of seeds sown in each bay.

If no water is applied the seeds will not germinate.

Cress seed in egg box bays.



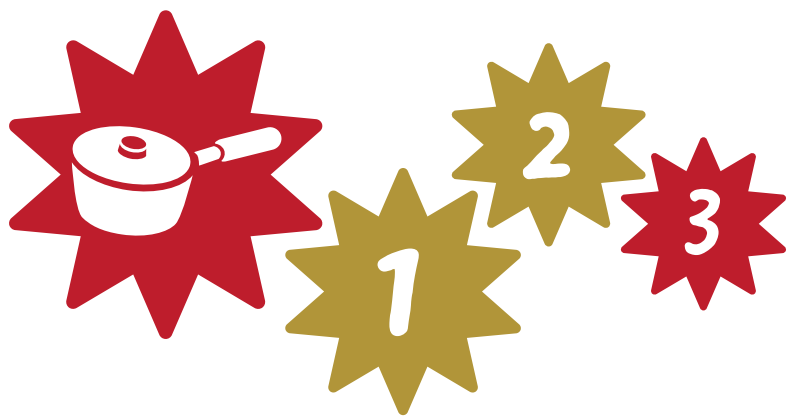
How do we insure the test is scientific?

- Use the same number of seeds in each bay.
- Measure the volume of water accurately.
- Use the same type and amount of compost in each bay.
- Turn the tray daily so that all seeds are getting the same amount of light if they are on a windowsill.
- Clean tap water makes sure there are no pathogens, which can cause damping off disease.
- The same person waters the seeds so technique is uniform.

Further investigation

- Use water which has been collected in a water butt.
- Use warm water and cold water.
- Will the seeds still germinate if we do not cover them with compost? (Yes)
- Water some bays with added liquid fertiliser and compare growth.

**Turn the tray daily
so that all seeds are
getting the same
amount of light if they
are on a windowsill.**



Numeracy and cookit

Ann Kerry explains how cooking and food related activities are an ideal vehicle for delivering many aspects of the Numeracy curriculum.

Calculate it, compare it, circle it & count it, all with the help of cookit

Many subjects in the curriculum entail learning information and concepts, where the understanding and embedding is assisted and enhanced when learning through doing, problem solving and reasoning. Mathematics comes to life when related to relevant experiences and practical situations. Cooking or food related activities are one way of developing an understanding of many mathematical concepts.

Bruschetta – Counting and shaping

When cooking for the first time with children in early years or Key Stage 1 a colourful and delicious recipe to make is Bruschetta. This helps to develop fine motor skills when rubbing the garlic on to the lightly toasted Ciabatta or baguette and brushing on, therefore adding, a little olive oil. It then introduces simple knife skills when cutting 3 or 4 cherry tomatoes in half. The concept of fractions is introduced but this also helps to embed the process of counting when the children count how many pieces of tomato they now have before arranging them on to the Bruschetta. The National Curriculum states that children should “describe the shape and size of solid and flat shapes and using everyday words to describe position using early mathematical ideas to solve practical problems”. As the children continue to add a specified number of pieces or teaspoons of other toppings they continue to count and could be asked to describe the shape, size and positioning of the ingredients and describe the completed Bruschetta.



Bruschetta with tomato and basil.

Scones – Estimating and measuring

Weighing, measuring and estimating are integral part of cooking and these are used to a greater or lesser degree in the making of any dish. A recipe such as Scones can illustrate the concept of estimating which is often difficult for children to grasp. Initially use scales to weigh a rounded tablespoon of flour; then estimate 200g of flour using rounded tablespoons. The proportion

of butter to 200g flour is 50g. If a 250g block of butter is used the children can calculate how many 50g blocks there are in the block of butter. They can then mark it into equal pieces. If making savoury cheese scones the quantity of cheese to 200g flour is 75g, therefore the same process can be carried out with the cheese before grating, but the block of cheese would need to be weighed first. The quantity of milk required is approximately 120ml. This can also be estimated, but added slowly so that enough liquid is added to form a soft, but not sticky dough. Alternatively measuring spoons could be used to measure the dry and liquid ingredients. These spoons generally measure from 2.5ml to 15ml. Choose recipes carefully when estimating quantities as some dishes require very accurate measuring, particularly cakes and biscuits as these usually contain some sugar.

When the scones are ready to shape further mathematical concepts can be illustrated. The

Weighing, measuring and estimating are an integral part of cooking and these are used to a greater or lesser degree in the making of any dish.



Bruschetta

cook it

Recipe

Two slices of ciabatta serves 1 or 2 people.

Ingredients

- 2 Slices of ciabatta or French bread
- 1 Garlic clove – peeled and halved
- 4 Cherry tomatoes – halved
- 1 Dessertspoon olive oil
- 25g Cheese – finely grated
- A little fresh basil to garnish (optional)

Choose from one or two of the ingredients below to add to the tomato topping

- 1/2 tablespoon green or red pepper – finely chopped
- 1/2 tablespoon canned sweetcorn – drained
- 1/2 tablespoon pitted olives – sliced
- 1/2 spring onion – trimmed and finely chopped

Equipment

- Chopping board
- Bread knife
- Sharp knife
- Grater
- Dessertspoon
- Teaspoon
- Baking tray

How to make it

- 1** Lightly toast the bread on both sides. Rub both sides of the bread with the garlic clove halves and then place the slices of bread on the baking tray.

2 Heat the oven to 200OC/Gas 6.

3 With a teaspoon, drizzle a little olive oil on to the bread.
- 4** Arrange the chopped tomato and one or two of the optional ingredients on top of the bread. Sprinkle with cheese.

5 Bake in the oven for 5 - 10 minutes until the Bruschetta is hot and the cheese is bubbling. Garnish with torn basil leaves and serve warm.



Savoury scones

cook it

Recipe

This recipe serves 8.

Ingredients

- 200g Self-raising flour
- 1/2 teaspoon baking powder
- 50g Butter
- 1 Tablespoon fresh herbs (torn) – choose from basil, thyme or chives
- 75g Hard cheese (eg Red Leicester or Cheddar) – grated
- 125mls Milk – approximately (to mix)
- Flour (for rolling out)

Equipment

- Mixing bowl
- Teaspoon
- Sieve
- Table knife
- Tablespoon
- Grater
- Small bowl
- Fork
- Flour dredger
- 6cm Plain cutter
- Palette knife
- Baking tray – lightly floured

How to make it

- 1** Heat the oven to 220°C/Gas 7. Sieve the flour and baking powder into the mixing bowl. Add the butter, 'cut' and either rub it in or work it in using a fork, until the mixture resembles breadcrumbs.

2 Reserve a little of the cheese to use on the top of the scones. Add the rest of the cheese and the herbs. Mix them in with the table knife. Make a 'well' in the centre of the mixture.

3 Add 2 tablespoons of milk at a time and mix with the knife to form a dough. The dough should not be too wet but come together into a soft, but not sticky mixture. Add more milk, if needed.
- 4** Lightly flour the work surface. Knead the dough very briefly and press it out to a 3cm thickness. Cut out the scones with the cutter and place them on to a floured baking tray.

5 Lightly brush the tops with a little milk and then sprinkle a little of the reserved cheese on the top of each scone.

6 Bake for 8 – 12 minutes until well risen and golden-brown. Serve the scones piping hot, either on their own or with soup or cheese.
- Tip**

 - If time is short the dough can be made into a round and then cut into 8 triangles and baked. These are called Victoria scones or 'farls'.

traditional shape for scones is called the Victoria scone and this is where the scone dough is shaped into a round and then marked with a knife into 4 or 8 triangles, a bit like cutting a pie. This does take a little longer to bake and is torn apart into triangles after baking. Another traditional shape is an individual round scone, cut out with a cutter. Plain edged for savoury scones and a fluted cutter for any sweet scones. Alternatively set the challenge of making 9 equal sized scones. A solution previously resolved by a pupil was to use a noughts and crosses grid as a template thereby cutting the scones into 9 equal shaped squares.

This all links naturally to the requirement to create 2D shapes and 3D shapes including circles, triangles, rectangles, squares and recognise right angles. They learn about shape and space through practical activity, which builds on their understanding of their immediate

environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

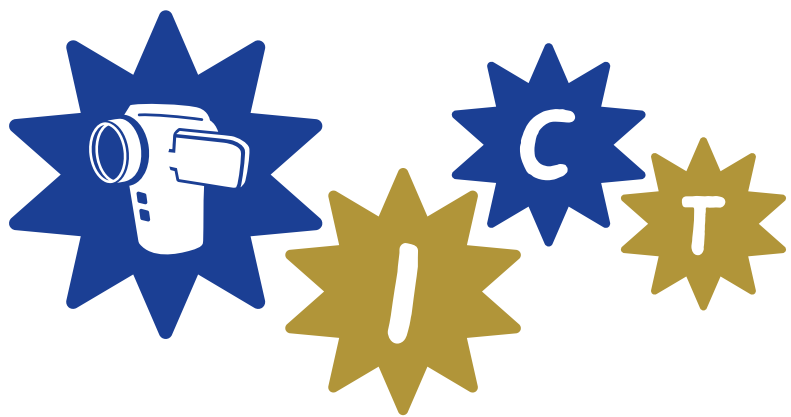
Scones are ideal to make and sell at a school fair. The recipe can be adapted to make sweet scones and they could be served with butter and jam. Pupils could scale up the recipe to make larger batches. The scones could also be costed and then a price worked out to include a profit. This exercise works well in schools where enterprise weeks or projects take place.

Please get with touch with us if we can help you to develop any ideas you have.

Ann Kerry
hello@opentures.com

Savoury scones.





filmit and the development of ICT

Denise Evans responds to Michael Gove's plea for schools to use technology in imaginative and effective ways.

Film-making is a tool that naturally lends itself to multiple areas of the national curriculum, especially to the development of ICT skills.

Michael Gove, speaking at the BETT Show January 2012, said that technology is already bringing about a profound transformation in education, in ways that we can see before our very eyes and in others that we haven't even dreamt of yet. He asks what can technology do for learning?

Film-making can:

- Help pupils acquire complicated skills and rigorous knowledge in an engaging and enjoyable way.
- Be personalised for different ability groups and so be an inclusive activity, which stretches different groups of pupils.
- Give teachers the opportunities for assessment. Teachers can support pupils' learning by assessing their progress and sharing assessments with pupils and indeed parents.
- Help pupils develop as confident, powerful, competent individuals.

Exploring

Initially, *filmit* experiences start by exploratory use of the digital camera. While exploring what the camera can do, pupils learn that the length of time the button of a video camera is pressed controls how much is recorded. They learn that pressing a button records and captures what they see through the viewer. They can also get nearer to, or further away from a subject. They share their digital stills and unedited captured digital video footage with others with the help from adults during the download stage. The pupils talk about what they have done, how they used the computer to create their film enabling them to capture a moment in time. Film-making enables pupils to reflect on their experiences and to manage future learning and behaviour, using their imagination to explore possibilities by trying things out and asking questions.

Editing

Pupils begin to present a range of ideas for filming and so communicate these ideas on screen. They begin by storyboarding, giving pupils the opportunity to express their thoughts confidently, talking about and listening carefully to others so that they can refine their thinking and express themselves effectively. Purposeful use of

ICT to produce a specific film, such as how to make a smoothie drink, enables pupils to use simple editing techniques to develop their digital video work. By watching their finished film, pupils start to understand for example, the need to keep the camera steady and to move the camera slowly around. They realise that added text can enhance their film by further communicating thoughts. By saving their film they are able to revisit and revise their earlier work at a later date perhaps by making some improvement to the content of their film by changing its order. They realise that by cropping out the bits they don't want further enhances their film.

Experimenting

Pupils identify props and roles necessary for their filmmaking and establish the order of filming. Pupils start to experiment with different techniques such as camera shots, realising that a super close up can convey emotion whilst a long shot provides the viewer with a complete setting of their film. In order to improve their original idea and using the appropriate software to develop their filming, pupils can edit the length of a clip or indeed add digital stills to enhance the film. By creating a draft of their film on the computer they are

able to save and reload at a later stage to develop and refine their work improving its quality and presentation in a way that leads to an effective presentation of their ideas. They will be able to explain how adding transitions to their film shows a passage of time. They will also experiment with different effects such as darkening a clip to convey night-time, or adding music and sound effects enhancing the genre of their film.

Evaluating

Pupils develop their film-making with an awareness of their audience and present their film for a particular purpose recognising the need for work of high quality. For instance, different camera shots are experimented with, understanding that wider shots are filmed longer than close shots. They decide whether their captured film needs to be improved by adding voice-overs or increasing the captured sound during the editing process. They will make a statement evaluating whether their film is appropriate to the given audience. Constructive criticism and received comments will be noted and acted upon in future film creation. They will be able to communicate their ideas with accuracy and work collaboratively with their peers towards common goals.

Creating the future

Michael Gove said, 'Demand for high-level skills will only grow in the years ahead. In work, academia and their personal lives, young people will depend upon their technological literacy and knowledge. Schools using technology in imaginative and effective ways, will build the knowledge, understanding and skills that young people need for the future.'

filmit is an enjoyable and motivational experience for pupils who learn creative and technical skills preparing them for current work and work that hasn't yet been invented.



Film-making enables pupils to reflect on their experiences and to manage future learning and behaviour.



iPods and iPads. Is this the future for *filmit*?

Paul Clifford, Educational Officer at the Museum of London keeps us up-to-date on new technology in the classroom.

Recently I was taking a session with some year 5s at a museum. We were using enquiry and film to investigate the collections and we were using iPod Touch to film and take photographs with and then uploading them to an iPad for editing. Needless to say they didn't really need much of an explanation to use either of the devices and I was delighted with the outcomes but the really special event occurred towards the end of the session.

A viable alternative

One group of students approached me and proudly offered their iPad to me and announced "We've finished, have a look sir". I was quite used to students offering their books, this was the first time I have been approached and offered an electronic device. Not only did I watch it with them while they enthusiastically discussed and explained their film to me but I was then able to plug it through the projector and display it on the whiteboard, for everyone to see. This then started a spontaneous discussion of the film by the class and kickstarted a show and tell. The power of these new devices is evident and the iPod Touch is becoming not only a viable alternative to a video camera it is becoming the preferred choice.

Technical stuff

The camera is exceptionally easy to use and there is a front facing camera as well which is great for recording thoughts and ideas when you want to talk to the camera or if an individual is using it and is surprisingly good quality and able to export at HD quality.

The format it uses is H264 which is mpeg and will open QuickTime, will run on the free media player VLC and if you have the Window Movie Maker that runs with Windows 7, you can import it without having to convert. For those of you using XP you will have to convert it. I like Any Video Converter or Quick Media converter. They are both easy to use and free to downloads.

There are many fabulous film and photographic apps to download for very little money including iMovie, Avid movie editor and the beautifully simple Splice.

iPod, iPad and iTunes

The microphones are particularly good, however this can be offset by being able to record audio afterwards on many of the apps and the fact that sound is always a problem with the low end cameras such as Flip or Kodak (both of which are out of business now, but the cameras are still knocking around).

You need an iTunes account (credit card) and a machine, which has iTunes on to sync and update with (a PC is perfectly adequate for this, and many of the apps will sync automatically if you have a wifi spot in the school).

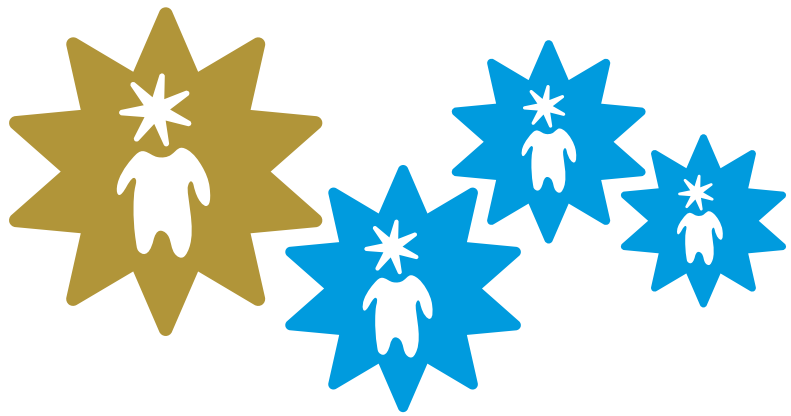
If you are thinking of or in the process of updating your computer systems perhaps, think about iPads. They are mobile, versatile and very desirable. They motivate students and the learning curve is shallow and quick. The apps are cheap and you can load them onto multiple devices (including the iPod Touch and vice versa). They will also be easy to manage and won't have the restrictions that many networked system have.

The 8GB entry level iPod touch retails for between £150 and £170 with the entry level iPad 2 available for approximately £375 although this price has recently fallen with the introduction of the iPad 3.



“We’ve finished, have a look sir”.

I was quite used to students offering their books, this was the first time I have been approached and offered an electronic device.



Open Futures People

Open Futures People is a regular feature in **openIt**

Number two – The Headteacher's tale



Lisa Corson, Headteacher of South Hiendley Primary School, Wakefield talks to Open Futures Curriculum Adviser, Sue Macleod.



Thanks for agreeing to talk to **openit** Lisa. I am particularly interested in the school's homework policy and how far **Open Futures** is involved. Let's start at the beginning, what prompted you to look at your homework policy afresh?



It was felt that teachers were spending time planning homework, which was not often completed by all the pupils. Teachers were then spending more time chasing up homework, which was not a good use of their time. The homework was often worksheet based, plus learning spellings and reading.

We wanted to give the children more ownership over their homework, and allow for choices and creativity. We also wanted the homework to develop independence but at the same time provide opportunities for the children to work/interact with their parents/siblings in a meaningful and productive way. This links with our Family Learning approach and our efforts to raise aspirations within the local community.

How did you process the changes with staff across the school?



The issues and possibilities for change were discussed during staff meetings and Governing Body Meetings. We saw this format of homework when we visited a fellow **Open Futures** School (Grove Lea Primary School). We asked for copies of the ideas sheet and then adapted it for our own use.

What does the new approach involve?



Our new approach involves a more practical, project-based approach, linked to a whole school theme such as Royalty or the Olympics. A sheet is sent home at the beginning of each half term full of activities and ideas of what children can do, including ideas for writing, cooking, and film-making. The homework is differentiated – Upper Foundation and Key Stage 1 have the same sheet and then Key Stage 2 have a different sheet. The pupils are expected to hand in a set number of pieces of homework by the end of the half term. This is then rewarded by an extended golden time on the last afternoon.

How do teachers across the school make it work?



We are still in the early stages of implementing the new style of homework, so teachers are still finding out what does and doesn't work. Teachers keep track of homework brought in using grids or charts, much of the homework (models etc) is displayed around school and photographs are also taken as a record. We have also taken on board the opinions of parents in order to modify and improve the homework. Children are also still expected to read at home and to learn their timetables.

How does **Open Futures contribute to this way of working?**



Ideas for *cookit* and *filmit* have been included on the homework tasks and activities sheet. The teachers are planning to include *growit* and *askit* ideas in the future. We have been very impressed with the amount of cooking that the children have been involved in at home. Many children have brought in their culinary creations for us to sample! Quite a few children proudly brought in films and animations, which they had created at home, which were shown to their peers at the end of the half

We have been very impressed with the amount of cooking that the children have been involved in at home. Many children have brought in their culinary creations for us to sample

term. We are hoping to enter some of these films into the 'Moscars', which has become an annual Film Festival that the school enjoys participating in.

To sum up, what are the advantages and disadvantages of this new approach?



We are very pleased with the new approach, all the children are now actively and enthusiastically involved in completing homework. Teachers are not having to 'chase up' outstanding homework. Parents are more involved in activities with their children. But best of all there is an increased self-esteem for some children, which has had a knock on effect in their class work. There is now a celebratory feel to the homework rather than it being seen as a mundane task.

On the downside in some cases parents are doing more of the work than the children! Also the whole school homework theme each half term is independent of the class topics, therefore there are less learning opportunities at home linked to class topics.

How are your teachers & parents responding to the new approach?

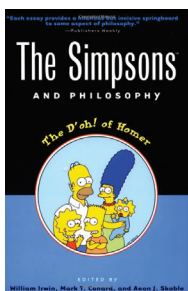


The teachers like the new approach very much and feel that it is proving very successful. Parental responses are still a little mixed, with a few complaints, but we are working hard as a school to address any barriers, for example, if parents said that they couldn't afford to buy paper or card we have provided this for the families.

Thanks Lisa



Did you know?



There's a book about the philosophy that can be found in The Simpsons.

It's a collection of essays, edited by William Irwin, Mark T. Conard and Aeon J. Skoble and published by Carus, and has such chapters as 'Why Maggie matters: Sounds of Silence, East and West' and 'Thus Spake Bart: On Nietzescche and the Virtues of Being Bad'.

Training in Manchester

Anne Gunning of the Royal Horticultural Society reflects on a *growit* training course focussing in science.

There is no such thing as a typical training day. School staff will have different levels of experience and enthusiasm. There may or may not be extensive facilities – a large plot or just tarmac and pots. The most unpredictable element is the weather, which can influence the whole day. *growit* trainers work in different ways depending upon the needs of the school, and their own personal style! The following is a summary of a February training day in a North Manchester school. This is how it went ...

Morning session

I arrived at 8.45am as my session with 30 year 2 children was starting at 9.15. The car park was some distance from the school building and it took a few journeys to unload everything so a trolley was kindly provided along with some willing year 6 helpers. Year 2 were covering 'Materials and their properties' and the teacher had suggested we make some giant rulers. I set up 3 activities – sowing lettuce seeds in containers, making a worm home to show how they mix the layers of soil and making giant rulers which can be used outside to space seed sowing. One of the children had been excited about coming to school that day as, 'he didn't have to do maths.' I smiled when I saw him concentrating on his 5 times table as he was marking up the giant ruler. The local policeman had been drafted in to help and he took over the making of the worm homes after a quick briefing. The year 2 teacher knew how to sow seeds as we had done this at the teacher training previously and 2 other teaching assistants were there to help with the rulers. The children took part in all the activities.

We then spent time looking at living and non-living specimens. I had collected and bought a range of items such as a coconut, fir cones,

flowers and many more so that each child could hold an item. These items were then grouped according to whether they were once living (organic) or never living (inorganic). The children also described their physical characteristics using a range of prompt cards. There were some items, which they could not name so this prompted much discussion.

Dinner time was spent clearing up and moving everything to another classroom with help from the caretaker.

Afternoon session

Year 6 were covering the human body and which part of a plant produces which food type. I gave out various fruit and vegetables, rice, bread, coffee, chewing gum, chocolate and herbs such as mint, and every child handled, described and discussed which part of a plant they were holding and what kind of food it was. We then sorted the items into roots, fruits, leaves, stems, seeds. They were surprised to find that most of an onion is made up of fleshy leaves and that a potato is a swollen stem.

The second part of the afternoon was linked to bones in the human body. We decided to make a skeleton out of natural materials. This school was lucky enough to have a small wild life area where there were plenty of fallen twigs and leaves. After much giggling the children were convinced that they did not need a twig for a certain part of the male body as it does not contain a bone!

At 3.15 my day ended. Usually I will work with smaller groups of children for a shorter amount of time during the day and then there is a training session for teachers from 3.30-4.45pm. Sometimes this can be all the staff (up to 40) or just those who have been nominated as core *growit* training staff (5).



One of the children had been excited about coming to school that day, as he didn't have to do maths. I smiled when I saw him concentrating on his five-times table as he was marking up the giant ruler.

Up, up and away



A year ago Jo, who was then in Carlton Primary School in Wakefield, featured in an *Open Futures* film entitled 'Using Digital Video to Enhance Learning and Teaching' which some of you may remember viewing at an

Open Futures National Conference.

Jo is now in his third term in Year 7 at Secondary School. Denise Evans chatted to him about how he felt about leaving *Open Futures* and *filmit* behind. He describes how *Open Futures* helped him make the transition and also what life is like without *askit*, *growit*, *cookit* & especially *filmit*.

Film-making gave us a voice and we could be creative.

Thanks for agreeing to talk to openit Jo. Are you making any digital video films in your new school?

Unfortunately, my secondary school is not part of *filmit* or the *Open Futures* programme. There is a photography club at school but that is for Post 16 students. However, I have been making little films with my friends at home. We were trampolining and thought it would be good to show our tricks to others via video.

Have you missed having time to do *filmit* and film editing in school?

I have missed it. To be honest, it was nice to do

something different outside the class. Most filming was done around other parts of our school and experimenting with and using the equipment was a lesson I enjoyed. It also brought different children together who wouldn't normally play together. The software we used at school gave us a fuller film. I was able to use transitions and other things to enhance the footage.

Do you think you have been able to extend your ICT skills now because of *filmit*?

Although I don't do *filmit* at high school, I do have more confidence in other areas of ICT lessons which are based around Excel, presentations and using databases. I wouldn't have been this confident if it wasn't for all the skills I learnt through *filmit* at Carlton J & I.

Did film-making enable you to be independent and able to direct your own learning?

Although we were directed by our teacher about what we needed to do, we were left to sort it out ourselves. This meant co-operating with other people in the class and being organised about who was doing what. Film-making gave us a voice and we could be creative.

Do you think that you've lost any opportunities by not continuing with film-making? Do you think you could have improved your film making to a higher level if you had continued to do it in your new school?

I would have loved to have carried on with film-making and become far more involved with video making and photography. I am in Year 7 and there aren't any opportunities to improve on this subject.

Do you think you learnt how to get on with other

pupils during film-making? Do you think it helped you to make more friends?

Film-making meant we had to work things out together. It meant better communication. We had a laugh too, which was great and we learnt together.

Did you feel *filmit* helped you to learn in different subjects?

It's a shame filming is not covered for my age in my school and I think the curriculum highly underestimates this area for learning. English, Maths and science are important subjects and I could make films to help me and others in these subjects. Filming really is fun and gave me confidence in public speaking. I'm so glad I did filming at Carlton. It was great. We could use sound and visual effects to enhance parts of our film. I learnt lots about equipment and editing.

Is there anything else that you would like to add?

I do miss the other areas from *Open Futures* too. Growing plants and then being able to cook with them was really good. My mum says I'm always asking questions, so *askit* was really good for me. We had some interesting discussions in class. Mrs. Featherstone used to love these classes too. I think my opinion was usually different to the majority of the other kids in class but that's the best thing about discussions, we are all individuals. I am enjoying high school and although it's more serious in some respects – some of the teachers do make the lessons fun. We do have some great conversations.

Thanks Jo for your thoughtful and honest responses.

Apply now for the Open Futures event of the year!

The 2012 Primary Curriculum Conference

Wednesday 11 July 2012, 'The Hawthorns Stadium' West Bromwich



We invite you to spend the morning with Alison Peacock and Gareth Pimley in an interactive session, which includes examples of school-based curriculum development. Alison and Gareth will suggest how you can move your curriculum forward with confidence, drawing on key evidence about curriculum design in the Cambridge Primary Review. They will explain why we can look forward to much greater autonomy over the curriculum in the future.



During the afternoon you will be informed, stimulated and challenged by a programme of *Open Futures Workshops* which will include:

Fundraising, a tool-kit for schools

facilitated by Jamie Scott, Education Consultant and fundraiser – Editor of the *Fundraising Tool-Kit*

- Explore where and how to identify potential sources of funding
- Consider what motivates people to give and look at fundraising from the perspective of the donor in order to maximise success
- Use an 'on the spot' fundraising idea to explore what to include in a proposal and how to write it

digit, an archaeological strand

facilitated by Charles Davies, Headteacher, spelt Moulescoomb Primary School, Brighton

- Discover how one school has used archaeological digs to find out about the history and heritage of its site

- Find out how archaeology can be used to re-create historic buildings in the school grounds
- Experience hands-on archaeological activities, using authentic artefacts

cookit for children with special needs

facilitated by Mary Isherwood, Head Teacher & Allison Taylor, Deputy Head, Camberwell Park Special Support School, Manchester and Sandra Rayner, *Open Futures cookit* Consultant and Trainer

The workshop will:

- Find out how recipes can be adapted for children with Special Needs so they can access practical cooking sessions

Tickets are still available at the Delegate rate of £180 per person. For a copy of the full Conference Programme and details of how to book, please contact: anna.hodgson@openfutures.com, or telephone the *Open Futures* office on: 01235 533131.



Frequently Asked Questions

cookit Trainer, Ann Kerry responds to our latest FAQ

Q Do schools have to delay cooking with the children until a fully equipped kitchen is in place?

A Definitely no!

It is important to get started as soon as the teachers and teaching assistants feel comfortable and have the confidence to introduce the children to the wonderful experience of cooking.

Tables

So what is needed before getting started? Some essentials are tables at an appropriate height for the children to stand and work at. If the tables have to be multi-use then a plastic tablecloth covering cleaned using an anti-bacterial spray is a must. This can kept solely for use when cooking. Hand washing facilities are also crucial. If a separate sink with running hot water is not in the room used for cooking, there needs to be access close by. Do not be tempted to use anti-bacterial hand gel. This is not a substitute for hand washing and it will taint the food. Most gels are also alcohol based. It is also a good idea to have nail polish remover available, as this must be removed before hand washing and cooking. Nail polish can chip off into the food, also nail polish masks evidence of dirty fingernails. Also keep a stock of hair bands for the staff and children to use. It is important that long hair is tied back whenever handling food. Washing up facilities are also needed, but again if not actually in the same room, a sink and hot water must be easily accessible along with detergent and clean tea towels.

Cooked and chilled pasta or rice can be used for salads, but always keep it refrigerated and never reheat it.

Aprons

Aprons for the children and adults must be available and worn. Ideally PVC coated ones as these can be wiped down using an anti-bacterial spray after each use. If fabric aprons are used these must be washed and dried after every use.

Cooking equipment is a must. Investment in good quality equipment will be more beneficial as it will survive years of use and the children can work confidently with appropriate utensils. These can be sourced through Open Futures just contact

Anna Hodgson at anna.hodgson@openfutures.com for more information. Try to avoid well meaning donations of old and worn out equipment, as it may be unsuitable for the children to use.

Most schools have a refrigerator on site and it should be used to store the food before and after cooking, even if the food is a salad. Food safety and hygiene are important considerations.

Kettle

It is possible to start making dishes without a cooker. Begin with salads; this will make excellent use of the harvested produce from the school garden. A deliciously simple one is Potato and Beetroot Salad. This does require boiling the new potatoes but this can be carried out in advance either in the staff room, if there is a hob in there, or at home. Dips can also be made and served with crudites, which are batons of vegetables such as cucumber, carrots, and celery.

A simple addition of a kettle to the equipment list will afford the opportunity to make couscous salads. Also consider purchasing a blender, not a smoothie maker as this is too limiting. A blender can be used to make smoothies and also to blend soups amongst many other uses.

Induction hobs

The next step is to consider purchasing a hob. Induction hobs are the only tabletop style hobs that cookit recommend. These are relatively inexpensive and readily available. Test the suitability of pans for an induction hob very simply with a magnet. If the pan is magnetic it will be suitable. A hob will offer the opportunity for many more dishes such as soups, again making excellent use of grown produce. Also make pasta or rice dishes. Cooked and chilled pasta or rice can be used for salads, but always keep cooked rice and pasta refrigerated and never reheat it.

Cooker

At this stage cooking food in an oven might extend the recipe repertoire. Avoid tabletop cookers as these have very small ovens and often cook the food unevenly. They also tend to be designed so that only the hob or oven can be used at one time, not both together. It is far more cost effective to wait and purchase a full sized cooker.

Many schools have made this journey and a large number of those have gone on to develop a designated cooking room, but look back fondly and proudly at their achievements and the added value that cooking has afforded the children.

Frequently Asked Questions (FAQs) is a regular feature in *openit*. If you have questions let us know and we will answer all of them in *openit* or on the Online Learning Community.



Thinkers' Thoughts

Answer – from page 5

Frances' is number 3. All the rest are attributed to Socrates.

Open Futures membership options

I would like to take out an Annual Membership to the *Open Futures Network*.

I understand that the Annual Membership will run for 12 months from joining.

Please send me an invoice for:

Option A ☐ @ £700 **Option B** ☐ @ £400 **Option C** ☐ @ £50

See page 16 for option details.

HT Prices for Membership Options for the Open Futures Network shown above have been subsidised by the Helen Hamlyn Trust. Prices may be subject to change and are correct at time of going to press.

Name of school _____

School address _____

Headteacher _____

Telephone _____

Email _____

Signature _____

Date _____

Having selected your membership option please complete the application form and return to:

Programme Administrator
The Open Futures Trust
Barn C, Park End Barns, Kennington Road
Radley OX14 2JW

Telephone 01235 533131
Email admin@openfutures.com

In Newham, two schools, with nothing but tarmac around them, now have orchards planted in raised beds.

Open Futures membership options

OPTION A

- **One day consultancy** visit from an experienced *Open Futures* curriculum adviser to provide advice and support on training and development.
- **Membership** of the *Open Futures* Online Community for all staff.
- **Two free places** at the *Open Futures* National Conference.
- **A copy** of the NEW *Open Futures* Handbook.
- **Membership** of *Open Futures* Local and National school networks.
- **A copy** of our ‘Enquiry Based Learning and *Open Futures*’ book.
- **Access** to training courses and conferences.
- **A 10% discount** on *Open Futures* CPD courses.

OPTION B

- **Half-day consultancy** visit from an experienced *Open Futures* curriculum adviser to provide advice and support on training and development.
- **Membership** of the *Open Futures* Online Community for all staff.
- **One free place** at the *Open Futures* National Conference.
- **A copy** of the NEW *Open Futures* Handbook.
- **Membership** of *Open Futures* Local and National school networks.
- **A copy** of our ‘Enquiry Based Learning and *Open Futures*’ book.
- **Access** to training courses and conferences.

OPTION C

- **Membership** of the *Open Futures* Online Community for all staff.
- **Access** to a digital version of the NEW *Open Futures* Handbook.
- **Membership** of *Open Futures* Local and National school networks.
- **Access** to training courses and conferences.

See page 15 for application details.

Open Futures
Centres of Excellence

Curriculum Advisers, Bob Pavard & Sue Macleod reflect on the first year of the 2011 Curriculum Development Partnership.

Thirteen schools, situated in London, Birmingham, Hull and Manchester are involved in the 2011 Curriculum Partnership Initiative, working towards becoming *Open Futures Centres of Excellence* by September 2013; no mean feat for the schools concerned, since this involves introducing, developing and embedding *askit*, *growit*, *cookit* and *filmit* in six terms.

As is the case for all aspects of *Open Futures*, the 13 schools have been encouraged to determine for themselves how and when to implement the different strands. Currently, many schools are in the final stages of their Level 1 *askit* training and most schools have begun or even completed the first year of in school support *growit*, *cookit* and *filmit*.

Innovative ideas

However, as well as the focused training, many schools are involved in other interesting activities.

- In Newham, two schools, with nothing but tarmac around them, now have orchards planted in raised beds.
- In Birmingham, schools with no cooking facilities are drawing up plans for converting spaces into kitchens.
- In Hull, enterprise activities are well in evidence, developing the garden and kitchen to support innovative business ideas as well as preparing to show their produce in the famous Driffeld Show.
- In Manchester schools have developed new learning initiatives with community groups and parents.

Headteachers in all four areas are working together to raise the profile of *Open Futures* through hosting strand workshops and showcasing developments in their schools. If you are interested in participating in a workshop please contact Anna, telephone: 10235 533131 or email: ann.hodgson@openfutures.com

A formidable challenge

After only two and a half terms, the majority of the schools are already well on the way to achieving Level 2 of the *Open Futures Quality Mark*. This amazing progress in such a short space of time is the result of the combined efforts of Headteachers, teachers, teaching assistants, school support staff and the training partners.

Achieving ‘Excellence’ in less than three and a half terms remains a formidable challenge. However, given the commitment and enthusiasm of all concerned, this will not be a problem.



The 2011 Open Futures Curriculum Development Schools

Hull

Thoresby Primary School
Neasden Primary School
Chiltern Primary School

Birmingham

Benson Community School
Foundry Primary School
Matthew Boulton Community Primary School

Newham

Manor Primary School
New City Primary School
Gallions Primary School

Manchester

Temple Primary School
Cravenwood Primary School
Camberwell Park Specialist Support School
Cheetham CE Community School

Why did my school
get openit?

This might be because your school is in, or close to, **Birmingham, Hull, Manchester** and **Newham** where *Open Futures* recently launched its 2011 Curriculum

Development Partnership initiative. During the next two years we will be developing the partnership schools and want to hear if you are interested in initiating the programme in your school.

To ensure you continue to receive a copy of *openit* please register via the website www.openfutures.com phone us on 01235 533131 or email us at hello@openfutures.com