

Thinking Together Key Stage One

Introduction

The lessons and Activities in this section are the result of a two-year research project working with six and seven year old (Y2) children. The activities, lessons and the teachers' experiences in delivering them are brought together to show how the 'Thinking Together' approach can be successfully integrated throughout the National Curriculum. The illustrative lessons correspond to the QCA units of study current at the time of writing. (2003/4)

An Activity which has been found to promote good discussion is described. As this is a generic description, the focus is on preparation, successful curriculum contexts and the work done with the whole class at the start and end of the lesson. The exemplar lesson shows how the Activity can be adapted and describes the group work in more detail. It demonstrates how to adapt the introductory and plenary class work to the specific content.

Included in the lessons and the Activities are 'teacher tips' which the teachers involved in the project developed in teaching the lessons. Our research showed that children benefited most from the Talk lessons when their teacher modelled the ground rules in their teaching, and rehearsed phrases to help children use the ground rules in their group work. These reminders have been included in both lessons plans and descriptions of the Activities.

The strategies that were linked to the most successful talk and thinking outcomes were:

- Teacher modelling of the ground rules in their interactions with the class.
- Teachers rehearsing with children the phrases they should use to enable them to use the ground rules independently of adult 'prompts' in groups.
- Strategies such as the use of 'cue cards' (such as 'what do you think?' 'why do you think that?') to prompt children to ask for, and to give reasons in group work.

- Regular revision of the ground rules – both to help children evaluate their use in group work, but also to ensure that the rules remain relevant as the children increase in confidence and sophistication.

The suggestions contained in the text of the lessons are intended to give ideas and are there to be adapted.

It is hoped that these lesson plans will be used as a resource for ideas as well as discrete lessons. By taking a suitable activity from the activity bank and using the lesson template you will be able to tailor Talk lessons to your own curriculum needs and resources.

Contents

	Activity	Illustrative lesson
1	Classification	Pushes and pulls
2	Concept Line	Billy Goats Gruff
3	Ordering and Prioritising	Florence Nightingale's shopping list
4	Planning a practical activity	The Snowman's coat
5	Living Graph	Something Else
6	Using evidence	The Great Fire of London
7	Living graph	William and the Guinea pig
8	Using Pictures	Children round the world
		Lesson template