

Thinking Skills

Nicola Byrne

Wendy Evans



The complete resource for teaching Primary pupils

Thinking Skills

Nicola Byrne & Wendy Evans

Design Brian Melville

Editorial Commissioned by Lucy Melville; edited by Sally Rigg

Illustrations Fakenham Photosetting and John Hallet

Photographs including cover image Fotolia.com

LCP Hampton House Longfield Road Leamington Spa Warwickshire CV31 1XB

tel: 01926 886914 **fax:** 01926 887136

e-mail: mail@LCP.co.uk **website:** www.LCP.co.uk

© LCP Ltd 2010

First published 2010

The photocopiable sheets in this pack may be reproduced and used only within the educational establishment which purchased this pack.

Reproduction of or use of reproductions of any or all of the sheets in this pack in any institution other than the purchasing institution constitutes an infringement of copyright.

Copies may be taken home by students only if such copies have been provided without charge to the students.

All rights reserved.

The right of Nicola Byrne and Wendy Evans to be identified as Authors of this Work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

The authors' moral rights have been asserted.

ISBN 978-1-905827-76-3

Contents

Introduction	5	Creative thinkers – Let’s create	63
		What else could it be?	63
		The magic carpet	64
		Magical lands	65
		What if...?	66
Year Reception	17	Reflective learners – What stopped me doing as well as I could?	67
Independent enquirers – Asking Questions	18	The right stuff	67
Twenty questions	18	What do you want us to do?	68
What’s in the box?	19	Are you sitting comfortably?	69
Which character?	20	Making learning clearer	70
Shape quiz	21		
Creative thinkers – Let’s Imagine	22	Team workers – Working in different teams	71
What’s in the box? (2)	22	Encouraging one another	71
Teddy’s birthday – making hats	23	What do we have in common?	72
Teddy’s birthday – planning a party	24	Rules for working together	73
Making a den	25	Trying out the team	74
Reflective learners – What did I do well?	26	Self-managers – Helping myself	75
‘What I’m good at’ shield	26	Feelings stories	75
My trophy	27	Always ask first?	76
Picturing what I do well	28	Helping myself flow chart	77
Class celebration	29	Helping myself board game	78
Team workers – Taking turns and sharing	30	Effective participators – Me in my community	79
All tied up	30	What is a community?	79
Getting arty	31	My community	80
The Little Red Hen	32	What I do in the community	81
Board games	33	Being a good citizen	82
Self-managers – Looking after myself	34	Year 1 and 2 Resource sheets	83
Ordering pictures	34		
Beat the clock	35		
How am I feeling?	36		
Right or wrong?	37		
Effective participators – My school community	38	Year 3 and 4	107
People around my school	38	Independent enquirers – Using information to make decisions	108
Helping hands	39	Dragon’s den	108
The big ones	40	Would you rather...?	109
Celebrating my school community	41	Picture perfect	110
		The crime of the missing jewels – An old-fashioned ‘Who dunnit?’	111
Reception Resource sheets	42	Creative thinkers – Looking at things differently	112
		Build a picture	112
Year 1 and 2	58	How many?	113
Independent enquirers – Asking different types of questions	59	Classroom flood	114
Question groups	59	Planet Zod	115
Yes or no game	60		
Twenty questions for Year 1 and 2	61		
What’s the question?	62		

Reflective learners – What could I do better?	116	Team workers – Valuing the team and resolving conflict	173
How good am I?	116	Hear no evil	173
Well done you!	117	Team colours	174
Selecting success criteria	118	Last one in the bunker	175
Success staircases	119	Team leader	176
Team workers – Listening and discussing	120	Self-managers – Organising and prioritising	177
Good cop bad cop	120	Running out of time	177
Too many irons in the fire	122	Stressed out	178
Listen very carefully, I shall say this only once	123	Asking for help	179
Tell a story	124	Too much to cope with!	180
Self-managers – Persevering towards a goal	125	Effective participators – Contributing and Improving	181
Inspirational people	125	Something for everyone	181
I'm frustrated!	126	Art or vandalism? – Looking after our area	182
Identifying obstacles	127	Antisocial behaviour	183
Rewards	128	Two pound market project	184
Effective participators – Identifying improvements that affect myself and others	129	Year 5 and 6 Resource sheets	186
Acting headteacher	129		
Playground rules	130		
Relationship zones	131		
Who cares?	132		
Year 3 and 4 Resource sheets	133		
Year 5 and 6	158		
Independent enquirers – Questioning information and valuing ideas	159		
How do you know?	159		
Well whaddaya know?	160		
This or that	161		
Agree to disagree	162		
Creative thinkers – Challenging old ways	163		
My chair	163		
I'm a superhero!	165		
Twenty-first century uniform	166		
Room-mate	167		
Reflective learners – Feedback and learning styles	168		
Feeding back	168		
The ABC of giving feedback	170		
Report time	171		
What's my learning style?	172		

Thinking Skills for Primary Children

Introduction

Today's children face a very different world from when their teachers were children. There is no such thing as a job for life and it's estimated that children will have up to 10 careers throughout their lives. Technology develops at a faster pace than ever and the amount of information available to them on the Internet alone grows by the day.

We know that learning knowledge alone will no longer equip children for the future so it's important to teach them skills which they can adapt to different situations and then later to different roles and jobs. The emphasis on skills helps children become much more aware of their own learning and behaviour and empowers them to drive their own thinking and learning.

The Six Thinking and Learning Skills

The six skills have been adapted from the Key Stage 3 Personal Learning and Thinking Skills. They progress throughout Reception up to Year 6.

Below is an overview of the six skills and how they develop.



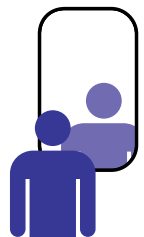



Independent enquirers	This skill is all about teaching the children to think for themselves. They begin by learning to ask questions to find information. This then develops through Year 1 and 2 in exploring and evaluating different types of questions. In Year 3 and 4 children learn to evaluate the information they are given and select that which is useful to them. Finally, in Year 5 and 6 children get to put all they have learned into practice and develop a project independently.
Creative thinkers	This skill is all about developing new ideas and challenging the status quo. In Reception this involves children using their imagination to solve problems. Throughout Year 1 and 2 children use their imaginations to create new things, and in Year 3 and 4 they begin to consider new ways of doing things and explore alternatives. Year 5 and 6 children will learn to challenge their thinking and learn to express different ideas and to solve problems in different ways.
Reflective learners	This skill develops children's understanding of their own learning and behaviour. In Reception they begin by recognising what they have done well. In Year 1 and 2 children begin to learn to recognise barriers to learning and about preparing themselves so that they are ready to learn. In Year 3 and 4 children learn the value of success criteria and begin to set their own. By Year 5 and 6 children learn to listen to and give feedback to make improvements in their learning.
Team workers	This skill is all about learning to work well with others. In Reception children learn to share and take turns and explore how useful rules can be. In Year 1 and 2 children learn to develop a team through encouragement and support and they evaluate what makes a good team worker. By Year 3 and 4 children are developing further the skills of listening and discussing and in Year 5 and 6 children learn to value different roles in a team and deal with conflict.
Self-managers	This skill is all about children learning to take responsibility for their learning and behaviour. During Reception children learn what independence means and recognise when they have done something independently. In Year 1 and 2 children start to organise themselves independently in the classroom and consider how to manage their feelings. During Year 3 and 4 children learn about managing frustration and persevering towards goals. By Year 5 and 6 children learn about organising and prioritising their time and resources.

Effective participators

This skill is about children taking part in their communities. In Reception children learn about the school community and the part they play in it. In Year 1 and 2 they begin to look at the community outside the school and consider how rules and behaviour are relevant outside school as well as in. During Year 3 and 4 children begin to comment on the impact they have on other people's lives and the impact those people have on theirs. Finally, in Year 5 and 6 children learn to work together for the greater good with situations they may face in real life.

'I can...' Statements and Symbols

Each skill also has a set of 'I can...' statements and a symbol to help children recognise each skill. These are in colour on the CD-ROM to use for display in school.

Skill	'I can...' Statements	Symbol
Independent enquirers	<p>I can plan what I need to do to achieve something</p> <p>I can consider the information I have and use it to make a decision</p> <p>I can accept that other people may have different ideas from me</p>	
Creative thinkers	<p>I can think of new ways to solve problems</p> <p>I can suggest different ideas with an outcome in mind</p> <p>I can work through ideas with other people</p>	
Reflective learners	<p>I can say what I am good at</p> <p>I can say what I need to do to get better</p> <p>I can say when I have worked at something to improve it</p> <p>I can listen to and accept other people's feedback</p>	
Team workers	<p>I can work well with people (even those I don't usually work with)</p> <p>I can resolve issues which may come up with other team members</p> <p>I can listen to other people even if I don't agree with them</p>	
Self-managers	<p>I can be responsible for my behaviour</p> <p>I can talk about what to do when things don't go well or don't go my way</p> <p>I can see new things as challenges and opportunities</p>	
Effective participators	<p>I can say how I take part in things that are going on in my school</p> <p>I can help make improvements that affect everyone in the school</p> <p>I can value those who are part of my community</p>	

Introducing the Skills

It is recommended you introduce all six skills at the same time so children are at least familiar with the symbols they will come across throughout the year. Use the colour coded symbols and 'I can...' statements to help children recognise the different skills.

Go through each one in an assembly. Read the skill and ask children to think about what it might mean to them. Ask them to share these ideas. Then read the 'I can...' statements and ask children to think of examples of these skills. Some children might share examples from real life, others might have seen examples in film and on TV. Ask teachers to share examples of when they have used the skills in their lives. Show the children the symbols and ask how these illustrate each skill.

Display the six skills with the 'I can...' statements and symbols somewhere central in school (or in each class if possible).

Take some time at the end of each week to reflect on the skills children have used. Can any of them think of examples of when they have used a certain skill (even if that skill is not the focus of the term)? If you have a celebration assembly in school use this time to focus on good use of the skills and share these with the children.

You will find that the children become confident in talking about the skills they are using very quickly. When they start looking for them they will find examples everywhere!

How Does This Book Work?

This is not a curriculum in itself. It is, however, a guide to delivering thinking skills across the curriculum you are teaching.

The idea is that the six skills will be delivered across the school at the same time so all children become familiar with the language of the skills (see Progression of Thinking Skills page 8). One skill is taught each half term (depending on the way the school calendar works) and these six skills are repeated each year so the children get time to embed their skills.

The skills are broken down to show progression from Reception up to Year 6. The aspects of each skill will be taught at the same time so that, for example the whole school will be working on Independent enquirers at the same time but different year groups will learn about different aspects of the skill.

The book is divided into four sections. The first is Reception, then Years 1 and 2, followed by Years 3 and 4 and finally Years 5 and 6. Within each section are the six thinking skills (colour coded on the CD-ROM) and within these are a number of games and activities to teach the skills. We have organised the aspects across two year groups – for example, Years 1 and 2 share the same aspect, to allow children to become confident in those areas before moving on.

You will need to teach the skills explicitly and independently from other learning objectives to begin with (e.g. in Year 1) using the activities in this book. It is hoped that by the second year of the thinking skill (i.e. Year 2) the children should be able to use them along side their learning in other areas. There are suggestions within each activity about how you could develop the skill in other curriculum areas.

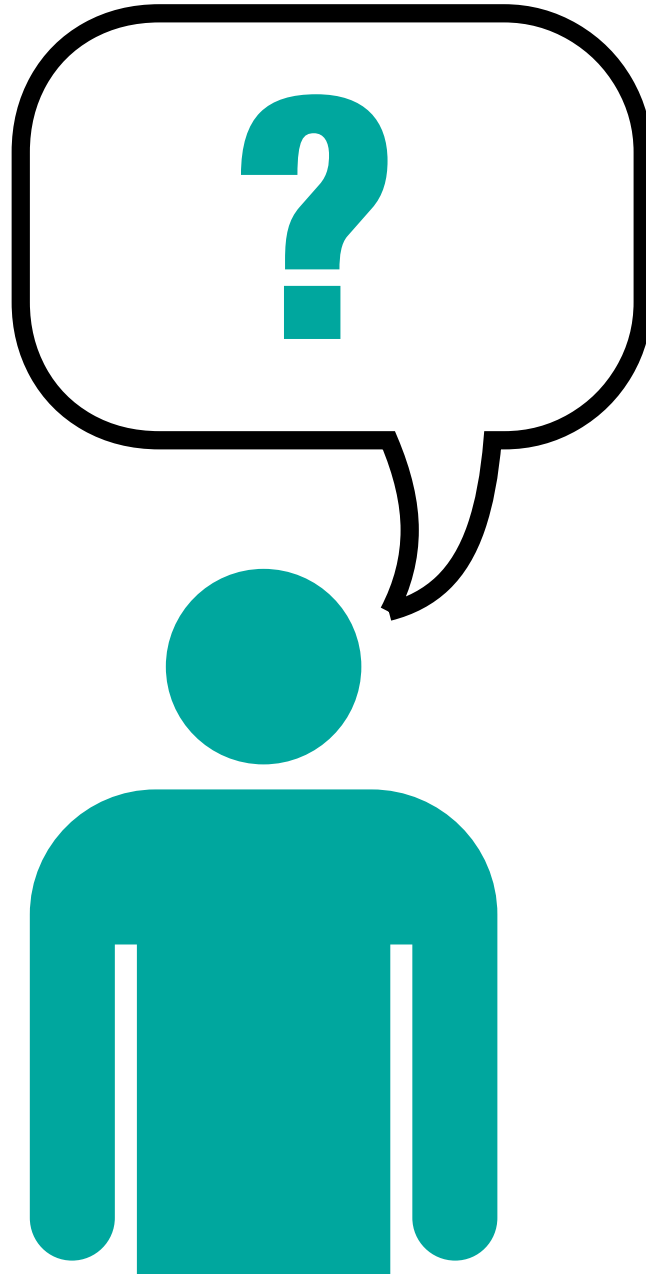
Each activity consists of a clear learning outcome, resources to support teaching (where appropriate) and guidance on assessing children's understanding and ability to use each skill within that age group.

Progression of Thinking Skills

Term/Skill	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1 Independent enquirers	Asking questions	Asking different types of questions	Using information to make decisions	Questioning information and valuing ideas
Autumn 2 Creative thinkers	Let's imagine	Let's create	Looking at things differently	Challenging old ways
Spring 1 Reflective learners	What did I do well?	What stopped me doing as well as I could?	What could I do better?	Feedback and learning styles
Spring 2 Team workers	Taking turns and sharing	Working in different teams	Listening and discussing	Valuing the team and resolving conflict
Summer 1 Self-managers	Looking after myself	Helping myself	Persevering towards a goal	Organising and prioritising
Summer 2 Effective participators	My school community	Me in my community	Identifying improvements that affect myself and others	Contributing and improving

<p>Independent enquirers Thinking for myself</p>	<ul style="list-style-type: none"> • I can plan what I need to do to achieve something • I can consider the information I have and use it to make a decision • I can accept that other people may have different ideas from me 	<p>Creative thinkers Thinking of new ideas</p>	<ul style="list-style-type: none"> • I can think of new ways to solve problems • I can suggest different ideas with an outcome in mind • I can work through ideas with other people 	<p>Reflective learners Thinking about what I've learned</p>	<ul style="list-style-type: none"> • I can say what I am good at • I can say what I need to do to get better • I can say when I have worked at something to improve it • I can listen to and accept other people's feedback
<p>Team workers Working well with other people</p>	<ul style="list-style-type: none"> • I can work well with people (even those I don't usually work with) • I can resolve issues which may come up with other team members • I can listen to other people even if I don't agree with them 	<p>Self-managers Taking responsibility for myself</p>	<ul style="list-style-type: none"> • I can be responsible for my behaviour • I can talk about what to do when things don't go well or don't go my way • I can see new things as challenges and opportunities 	<p>Effective participators Taking part and being involved</p>	<ul style="list-style-type: none"> • I can say how I take part in things that are going on in my school • I can help make improvements that affect everyone in the school • I can value those who are part of my community

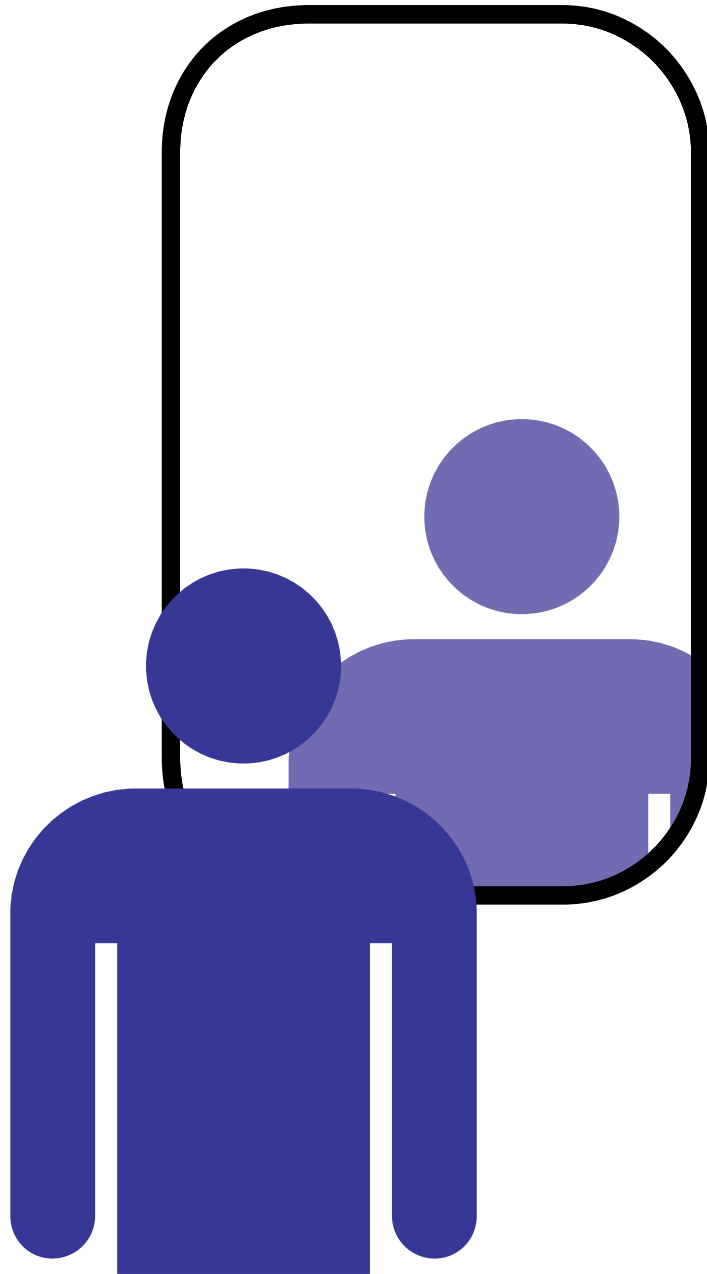
Independent enquirers



Creative thinkers



Reflective learners



Team workers



Self-managers



Effective participators



Activity name: Which character?	Resources needed: Character pictures (p. 42)
Learning outcome: Children learn to find out about story characters and their motives by asking questions.	
Instructions: <ul style="list-style-type: none"> • Read a story to the children and discuss. Re-read until they are familiar with the story. • Now tell the children that they are going to meet one of the story characters so they should think about questions they might like to ask. • Show the children one of the character pictures (you could use your own if you prefer). Ask them to think about what they would like to find out, for example was the wolf really bad or was he just playing a trick on Little Red Riding Hood? Ask them to think about the sorts of questions they might ask that character. Give them some ideas to help them if necessary. • Explain to the children that they are going to use these questions to find out more about the character. Use a prop such as a hat or scarf to dress up as that character. Tell the children that you are leaving the room and then the story character is going to come in. They will have a few minutes to ask their questions. • Leave the room and come back in wearing the prop and pretend to be that character. You can steer the children's questions by asking them some or making comments that might get their interest. You can also decide whether to make that character seem like a goodie or a baddie. • When you have finished, leave the room and again come back as yourself and ask the children to recap what they found out about the story character. 	
Reflection time: Ask the children if they learned anything new that they didn't already know about the story character.	
Possible links to Early Learning Goals: <ul style="list-style-type: none"> • CLL – Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. 	
Suggestions for adapting the activity: <ul style="list-style-type: none"> • This could be used to learn about an important person from history. 	
You will know the children are using the skills when: They can talk about the visit from a character. They can suggest questions for a visit from a different character.	
Assessment example: 'I was surprised when I asked the Wicked Stepmother why she was horrible to Cinderella. She said it was because Cinderella was always so naughty!'	

Reception

Independent enquirers – Asking questions

Which character?

