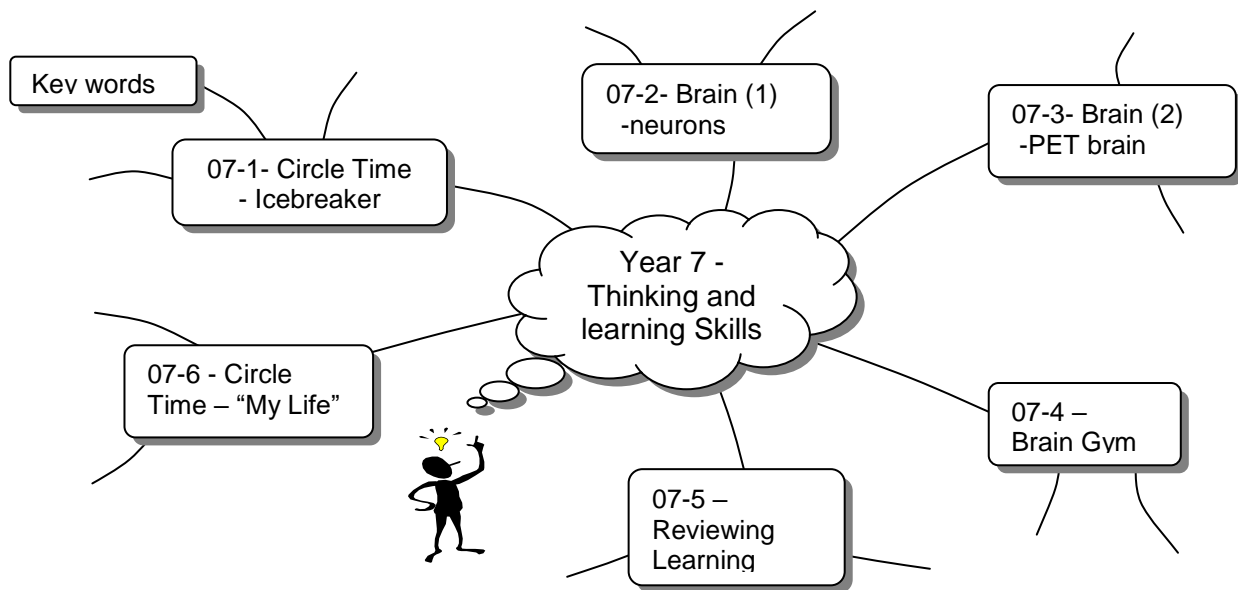


Resources... <ul style="list-style-type: none"> • A3 paper • OHP and OHT • A3 Summary of learning 	Key Words... Cluster Map, Review learning, peer teaching	Thinking Skills TL2 TL6
Learning outcomes : I will be able to.... (IWILBAT)	<ul style="list-style-type: none"> • draw a Cluster Map of my learning • say what things I know and where I have difficulty • compare my Cluster Map with others 	
Homework....	Task 5	
Entry - while students are coming in and settling 1.Starter (5 mins) 2.Main part... a. (15 - 20 min) ... Brain Break... b. (10-15 min) c. (5 min) 3. Plenary (5 min)	<ul style="list-style-type: none"> • copy.... lesson title.....aims.....key words.....Homework • Homework...from last lesson... ready to hand in • 3 things from last lesson...noted in Ex. book <ul style="list-style-type: none"> • Brain Booster • What did we learn last lesson? • Question... at the end of your first term, what have you learned?...what do you find difficult? • Use Summary of Learning in 4 subjects - MN to provide...probably as an OHT • Students do A3 Cluster Map of their Learning Brain Break ..refresh and re-focus...or change activity/pace <ul style="list-style-type: none"> • Review each others' Cluster Maps • can any student teach another to help them out of their difficulty? • Add to the "Big Picture" in students' Ex. books...on A3 <ul style="list-style-type: none"> • 1 thing from the lesson • What Learning can be improved and how will you do it? • who has done well in the lesson? --> merits 	
Homework And next lesson...	Reminder Circle Time - "My Life"	

Thinking and learning Skills (v2) - 07 – 5 – Reviewing my Learning

Guidance on this Lesson



Starter

Brain Booster - As usual, do one of these exercises at the start of the lesson

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, All you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

Main

Question - at the end of your first term, what have you learned?...what do you find difficult?...How do your answers compare with other students?

Use the **Summary of Learning** covered in 4 key subjects...I'll get this set up beforehand from Faculties - probably on an OHT. At the time of writing this, I imagine this will be the 3 Core subjects - English, Maths, Science - and one other. This will help jog students' memories.

Show the **Cluster Map OHT** (shown below)...ask students what they would put in it.

Students will probably not be used to **reviewing their learning**. Use class discussion to get them started....note the ideas on the OHT. It will help for the **Teacher** to give examples of things they have recently learned successfully, and things they find difficult.... mobile phones.... VCRs.... PCs.... internet..... hmmm...these are all technological, and all things that the students probably take in their stride...can you add any others to the list?... a language... a new skill?

Students then use this template to make their own **Cluster Map**...they'll need A3 paper to give 'em plenty of room. Discuss ideas with their table partner.

When they have a few ideas down, get them to **circulate**...say clockwise...and review other students' Maps. Look for similarities and differences. In a Science lab it's easy to lay out the A3 Cluster Maps, and students walk round the tables. In other rooms you may need to keep students still and pass the Maps around a small group. Ask students to write their name on a student's Cluster Map if they share the success or difficulty. Students see that others share their difficulties.

Ask if students can help one another with difficulties. It may well be that one student can explain to another and clear up a learning problem. This is something we'll return to in a more structured format later.

Focussing questions...

- What things have you learned successfully?
- What things do you find difficult?
- Who shares the same successes or difficulties?
- What can we do to improve our learning? (Answers...stuff like ask teacher, family, friends, use library, internet etc...and there may be other ideas).

Students add to their Cluster Maps, especially the bit about how to improve their Learning....this links to the Homework.

Plenary

This guides students towards the Homework task.

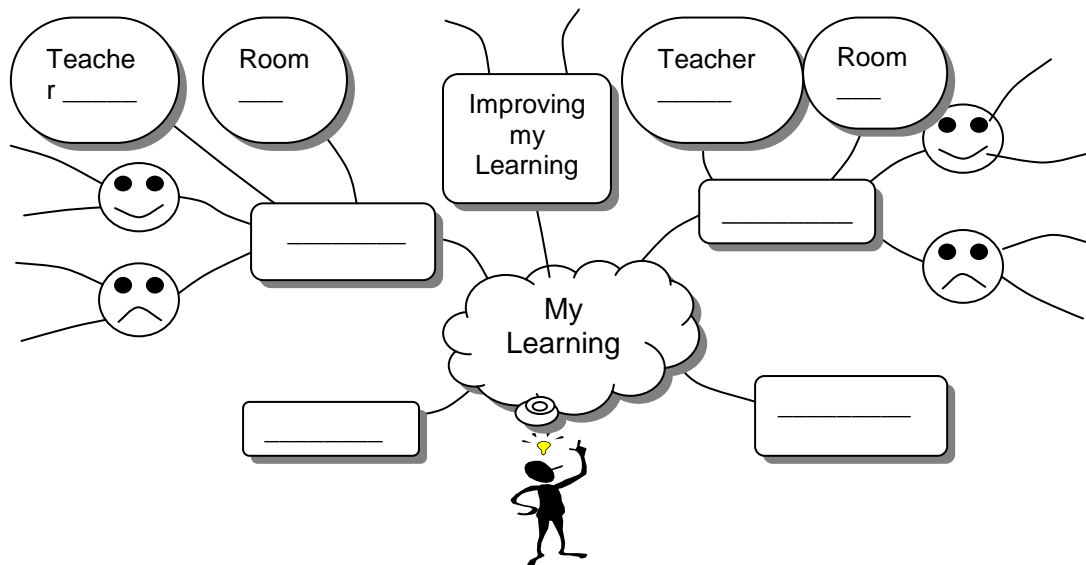
Homework

The idea here is for students to complete and colour code their Cluster Map, and deal with one or two of the areas of weakness, by learning stuff they have found difficult. How will they find out if they have succeeded?.....they need to get to get someone to test them! Students should write up their Thinking Diary to describe who they saw and what they did, and how they got on.

This is maybe a "long shot". Some students won't manage this, but some will make use of the opportunity, and it's worth a try.

This is a part of the Thinking Skills course where I'm trying to support students' learning in their different subjects. There will be more of this kind of thing later.

Reviewing my Learning



Key...  = "I know these"  = "I find these difficult"

These key words and phrases will help you recall your Learning.

Subject	Key Words and Phrases	Subject	Key Words and Phrases
English	Poetry ... concrete poems ("Little Blue Mini")... rhyme... rhythm... ballads ("Frankie and Johnny")... free verse... similes... metaphors...	History	RomePrimary evidence.... Timelines....Romulus and Remus.... Julius Caesar.... Nero.... Life in Rome.... Life in Roman Britain....
Maths	Basic Numbers (+ - x ÷).... Rules & Patterns (3, 6, 9, 12....).... graphs - straight line ($y = 3x + 4$)... shapes....	Geography	Maps ... school -> Long Eaton -> East Midlands -> England.... scale (2 cm = 1 km)... direction (NESW)... Homework Project (local area map)...
Science	Cells ... plant and animal... nucleus and cytoplasm... onion skin.... different types - nerve, muscle, root... Particles ... Solid, Liquid, Gas... Electricity ... circuits - series and parallel.... cells, bulbs, switches, current and meters, fuses...	Language	French "Je m'appelle..." "Un, deux, trois..." "Masculin ou Féminin?" "Ton Anniversaire, c'est quand?..." German "Wie heisst du?"... "Wie alt bist du?"... "Die Tage" "Die Monate"