

Resources for Year 4

Active Thinking and Learning Dispositions cards 1

COOPERATION AND COLLABORATION

I like working in groups, because together we are likely to come up with better ideas than on our own. You can learn a lot from other points of view.

CONCENTRATION

I am good at keeping my focus when I'm working at something. If I notice that things are distracting me, I find ways of avoiding them.

COURAGE AND SELF-BELIEF

I am happy to put forward my own ideas, because I know that it is better for my brain than copying others. Sometimes people may tease, but I don't mind – the best ideas have often been laughed at!

CURIOSITY AND ENTHUSIASM

I'm always asking questions because I am inquisitive and enjoy finding out new things!

DIRECTION

I like thinking about my short- and long-term dreams and goals and I try to work out how I can achieve them.

EMPATHY

It's important to take the time to listen to other people and to try to understand where they are coming from.

FLEXIBILITY

If someone offers a better idea than the one I had, I am happy to change my mind. I don't feel I have to stick to my own point of view regardless of what I hear.

Active Thinking and Learning Dispositions cards 2

GOOD JUDGEMENT

I always stop and think carefully about what I hear and read. I don't want to get caught out – I'd rather be sure that it is right before I believe it.

HUMILITY

When I've got something wrong, I don't mind admitting it. And if I'm really stuck, then I'm very happy to ask for the help I need.

HUMOUR

I can often see the funny side of things, even when it's me that people are laughing at!

IMAGINATION

I like making things up, inventing new and better solutions and dreaming up unusual ideas.

INDEPENDENCE AND INITIATIVE

I definitely don't sit around waiting to be told what to do next! I prefer to think through the different options and make up my own mind about what to do.

AN OPEN MIND

I'll listen to any idea that comes along, even if it sounds funny or a bit strange. It's worth giving new ideas a chance as they may turn out to be useful or lead to something else that's worthwhile.

PERSEVERANCE

I rarely settle for the first possible answer or idea that comes along. Instead, I prefer to keep looking, keep thinking and keep learning.

Active Thinking and Learning Dispositions cards 3

PRECISION

I take care to make sure my work is very careful and accurate. I always check it to see if there are any mistakes I can correct.

REFLECTIVENESS

I often spend a bit of time looking back at my work and working out what I have done well and what I could still improve.

RESILIENCE

Everyone gets things wrong sometimes! I don't get too down when it happens to me. It's more important to stick with it and not to give up when things get hard. Real thinking and learning are bound to hurt!

RESPONSIBILITY

I believe that how well I do is up to me. Part of this means working out how to improve my own thinking and learning skills.

RISK TAKING

I usually have the courage to 'take a chance' and have a go at new things even when I'm not sure whether I'll be able to do them!

SELF-DISCIPLINE

I always try to do my best, though it's sometimes tempting not to!

Things you never knew about ... Penguins

EXAMPLE AREAS AND QUESTIONS

Physical characteristics

How tall is a penguin?

Do penguins have tongues?

Food and feeding

What do penguins eat?

Do penguins eat at particular times of the day?

Underwater behaviour

Can penguins breathe underwater?

How fast do they swim?

Communication

What sounds do penguins make?

Do they communicate in other ways?

Lifestyle on land

How do penguins sleep?

Do penguins travel far?

Abilities

Why can't penguins fly?

How do penguins navigate in the snow?

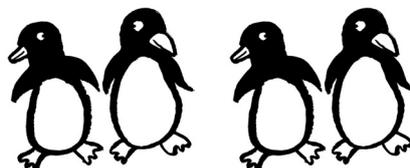
Facts and figures

How many types of penguin are there?

What are young penguins called?

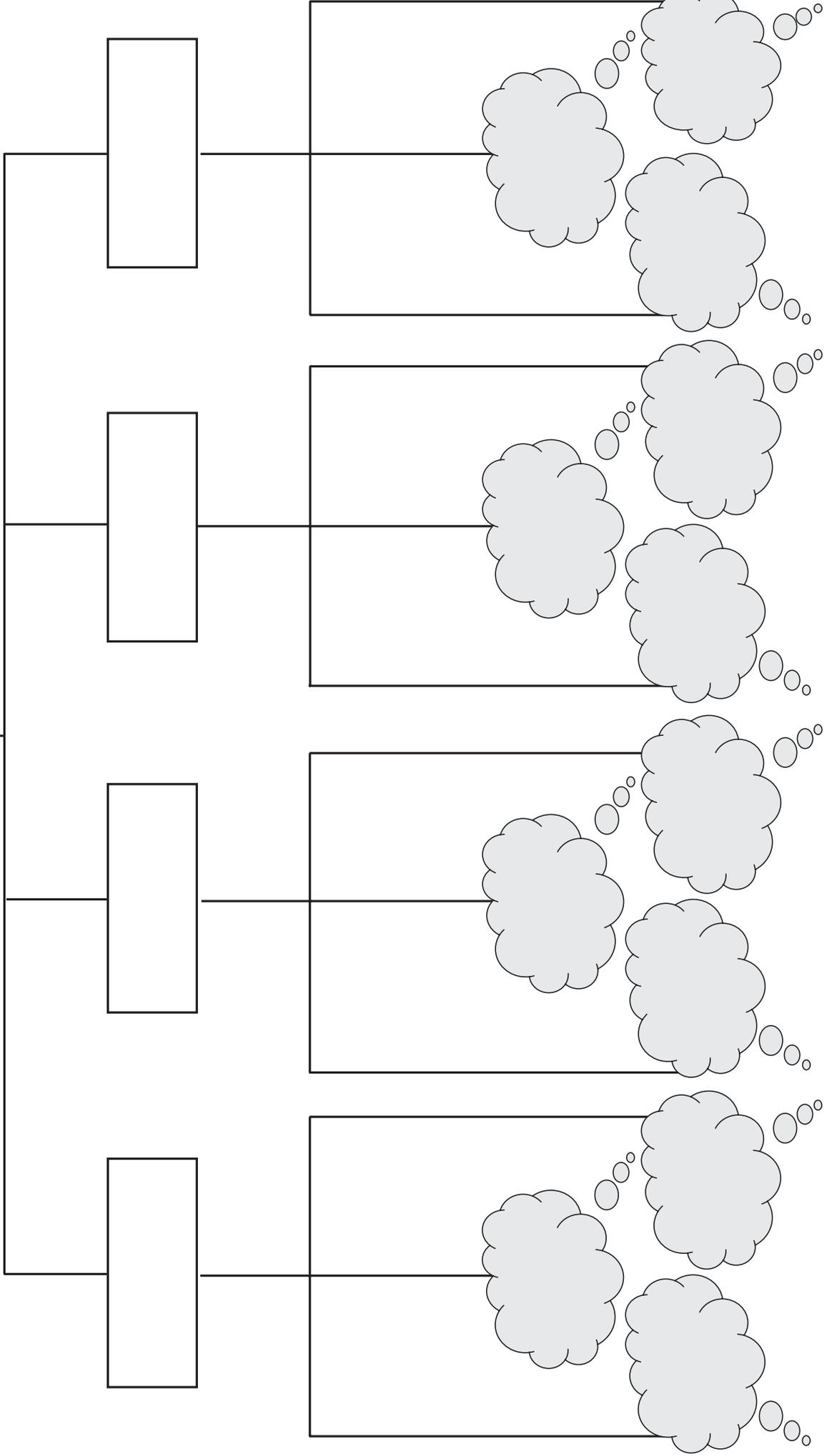
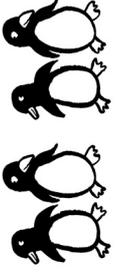
Where does the word 'penguin' come from?

What is the collective noun for penguins?



Things you never knew about ...

PENGUINS



Things you never knew about ...



[Empty rectangular box for a topic]



[Empty rectangular box for a sub-topic]

[Empty rectangular box for notes]

A set of three thought bubbles of varying sizes, arranged in a cluster, intended for writing notes.

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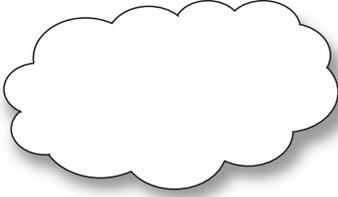
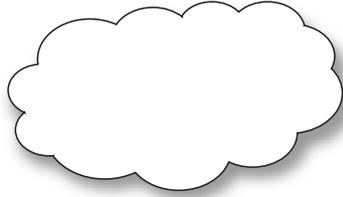
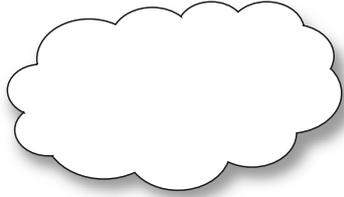
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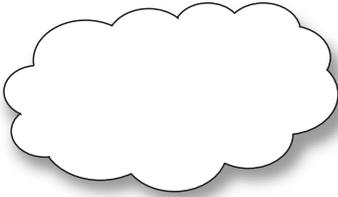
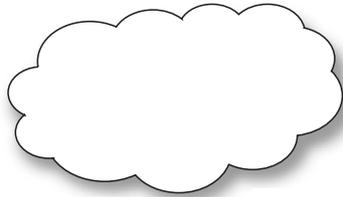
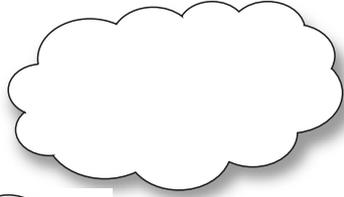
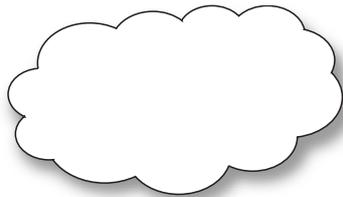
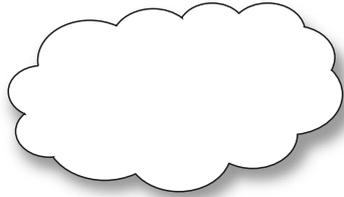
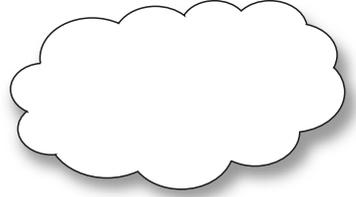
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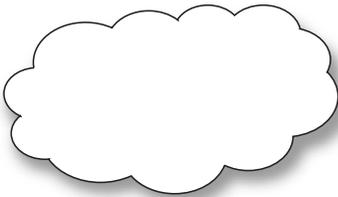
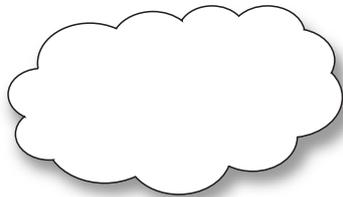
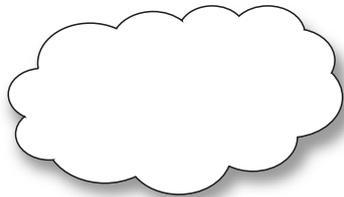
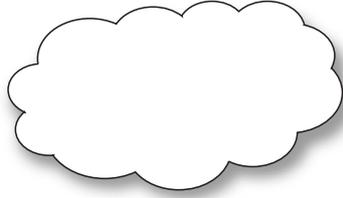
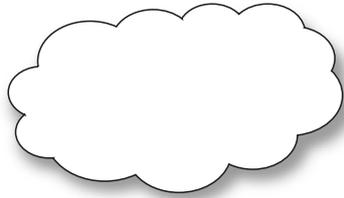
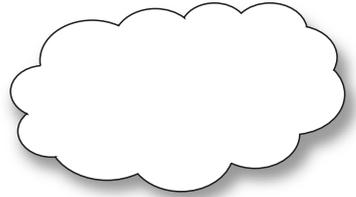
What if?



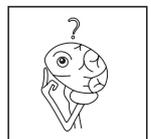
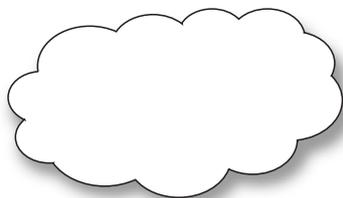
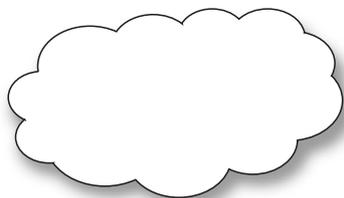
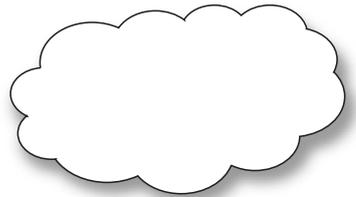
What if ...



What if ...



What if ...



Mystery Word cards 1

Can you define:

spaghetti

without mentioning the following words:

**pasta
Italy
sauce?**

Good Luck!

Can you define:

photograph

without mentioning the following words:

**camera
picture
print?**

Good Luck!

Can you define:

skipping

without mentioning the following words:

**jump
rope
exercise?**

Good Luck!

Mystery Word cards 2

Can you define:

laugh

without mentioning the following words:

**happy
smile
funny?**

Good Luck!

Can you define:

sandwich

without mentioning the following words:

**bread
fillings
eat?**

Good Luck!

Can you define:

tree

without mentioning the following words:

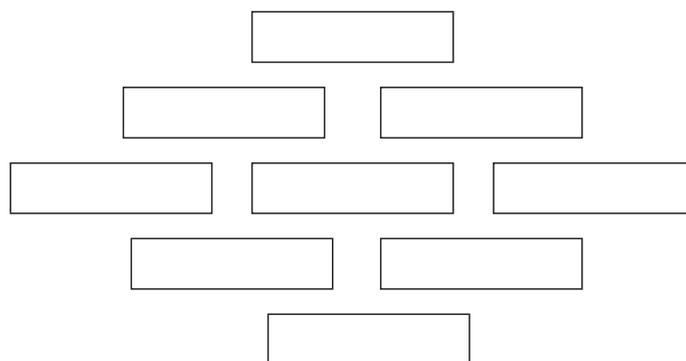
**wood
leaf
plant?**

Good Luck!

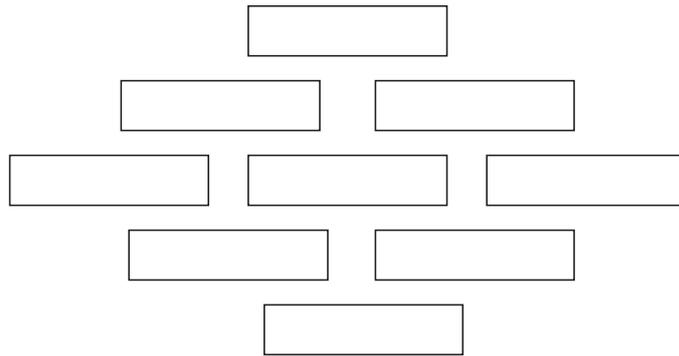
Diamond Ranking

INSTRUCTIONS

- 1. Draw out one option at a time from the set of slips provided and invite the class to decide where it should be placed on the board.**
- 2. Use this example to show that:**
 - it is a good idea to place a statement *somewhere*, as it can always be moved later
 - a perfect consensus may not be reached, but the objective is for as many people as possible to agree on the order of priority given to the statements. This can only be done if everyone is prepared to give clear reasons for their opinions, i.e. by following up their view with 'because ...'
 - good thinkers will listen to each other's reasons and be prepared to be flexible if the reasons seem logical and sufficient to persuade them to change their mind
 - there are no right or wrong answers, the most important thing is to reach a group decision that is supported by logical reasoning
- 3. Once all the slips have been placed on the board, ask your pupils who agrees with the placement of the top and bottom statements. Can anyone express a clear reason for the position of these cards?**



**Diamond Ranking cards:
What makes a good discussion?**



Everyone takes part.

No one is laughed at or made to feel silly.

People listen to what others have to say.

A decision is reached.

Different opinions are put forward.

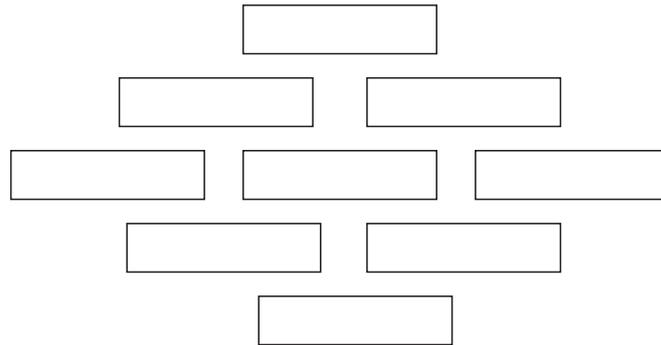
It is fun and enjoyable.

Everyone agrees.

People change their mind during the discussion.

Everyone learns something about the subject.

**Diamond Ranking cards:
What makes a perfect school?**



It offers a wide range of clubs.

The lunches are delicious.

The teachers help you to do your very best.

It has great sports facilities.

There are interesting displays on the walls.

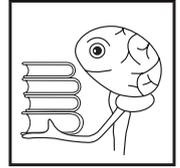
You have lots of chances to use the computers.

The teachers are friendly and kind.

The library is full of books that you'd like to read.

You make lots of friends there.

Diamond Ranking



Use this sheet to note down your ideas.

Question: _____

The statement I thought was **most** important was:

These are my reasons:

The statement I thought was **least** important was:

These are my reasons:

Alternative Explanations

I'M NOT SO SURE ...

Read the statements and record some alternative explanations in the bubbles.

I saw lots of really bright lights in the sky last night. Aliens must be taking over the planet!

I'm not so sure. It might have been ...

No one is talking to me today. Everyone hates me.

I'm not so sure. It might be because ...

Have you heard that girls often do better than boys at school? It must be because they are cleverer than boys.

I'm not so sure ...

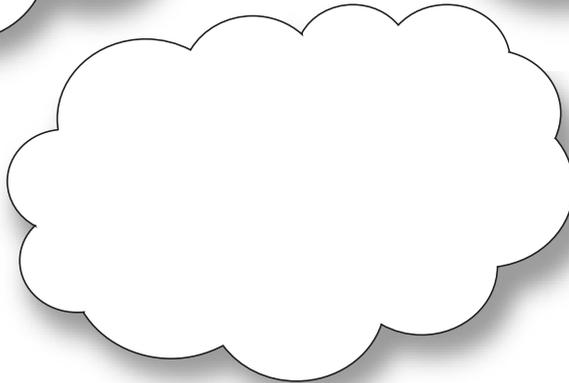
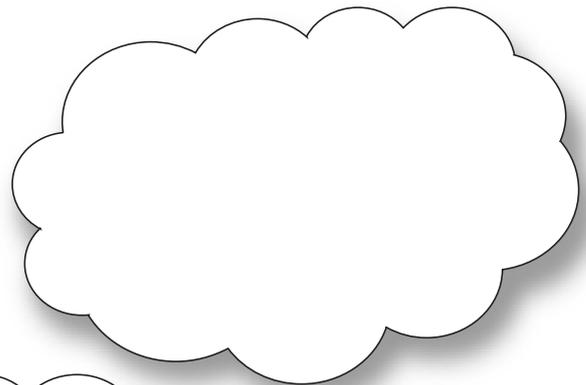
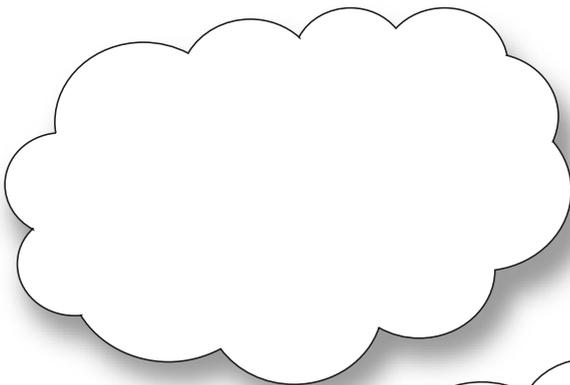
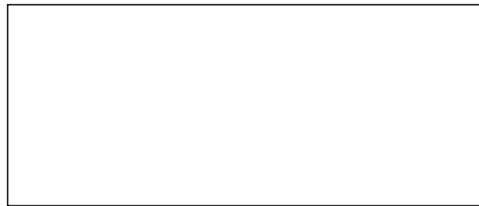
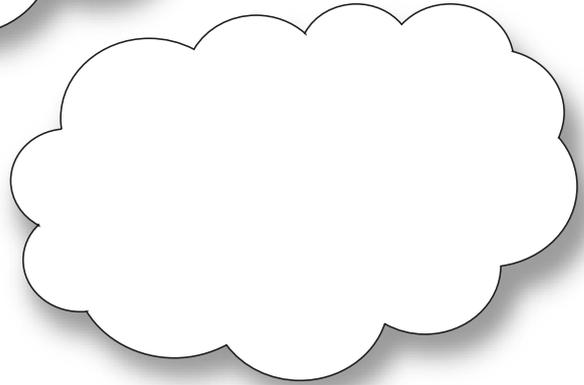
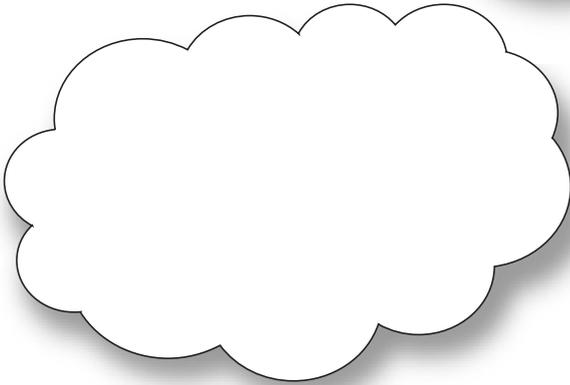
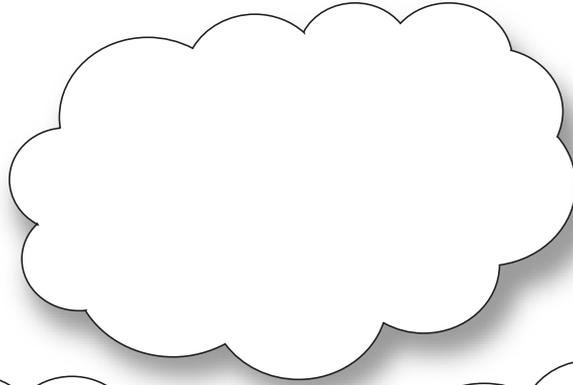
Why does everyone buy expensive bottled water? Clearly, no one cares about the environment these days!

I'm not so sure ...



Alternative Explanations

Read the statement in the middle of this sheet. How many possible explanations for it can you think of? Record these in the bubbles.



Switch! cards

Pupils should be allowed to eat and drink whenever they want at school.

Parents should pass a special test before they are allowed to have a child.

Children should write reports for their teachers.

All prison sentences should be for life.

Fox hunting should be allowed.

School uniform should be compulsory in all schools.

People should be allowed to vote from the age of 8.

Everyone should switch jobs every 5 years.

There should be televisions in the playgrounds of all schools.

No one should be allowed to have more than five friends.

People should be forced to carry identity cards.

No one should ever go abroad.

Points of View challenge cards

You want to plan a party with a difference for your younger sister. What will make it special?

You have been asked to think of a way of raising money for the local theatre, which will otherwise have to close. What could you do?

You work for a mobile phone company and it is your job to invent a fantastic new type of phone. What will make it sell?

Your task is to draw up the plans for a new theme park. You want it to contain all sorts of unusual features that will attract people from far and wide. What will you include?

Your school sports day has been the same every year for ages. It's your job to think of how this year's event could be a bit different. What will you do?

Your friends are feeling bored one day in the playground. Can you invent some completely new games for them to play?

Think 'n' Run

INSTRUCTIONS

1. **Ensure that your pupils understand which end of the classroom represents 'happy' and which represents 'unhappy'.**
2. **With your pupils standing around the class, read out the first statement:**

You have just discovered that you have inherited a tropical island. How do you feel?
3. **Allow time for them to decide where they will stand in the class, to represent how firmly they agree or disagree. Emphasise the importance of making up their own minds and not just copying other people.**
4. **Once they are happy with how this game is played, read out each of the statements below, one at a time, allowing time in between for everyone to move to a position that suits them.**
5. **Intervene occasionally to ask individual pupils for their reasoning, particularly if they appear to be making different decisions to the majority or if they have just changed their mind significantly.**

Statements

If you accept the island, you are not allowed to sell it.

There are three amazing white-sand beaches on the island.

The weather is tropical: long sunny days, with short sharp bursts of rain mid-afternoon.

It takes eighteen hours to fly to the island and there are two stop-overs.

Mosquitoes can be quite a nuisance in some parts of the island and have been known to carry malaria.

Your house on the island is huge and has a beautiful view of the sea.

It will need quite a lot of work to renovate it, as it has been empty for several years.

It comes with an open-top car and a speedboat.

The island is not entirely private: about thirty people already live there and you would not be allowed to ask them to leave.

It is the custom of the inhabitants to give presents to the owner of the island.

The presents usually consist of animal hearts and snakes.

The snakes have been trained to keep rats away from houses.

There is a patch of untouched rainforest on the island that is full of beautiful trees, flowers, butterflies and birds.

Sharks have been spotted in the sea nearby.

There have only been two sightings of sharks in the last ten years.

Mysteries: Detective! Who is guilty?

PREPARATION INSTRUCTIONS

Put together an envelope for each group of 4 or 5 pupils, with the 'Setting the Scene' instructions on the front and the first three clues inside, on separate pieces of paper or card. Prepare group sets of clues 4, 5 and 6 and of clues 7, 8 and 9, all on separate slips.



DETECTIVE! WHO IS GUILTY?

Setting the Scene

You are police officers investigating a theft that took place on Friday, 10th January, in which a DVD player, a box of expensive jewellery and a precious Persian cat were stolen. There are no signs of the burglar having entered the house. There are three main suspects – Kelly 'The Cat' Stevenson, Jimmy 'Scarface' Black, and William 'The Wimp' Douglas-Jones. All three are known to work individually, so are highly unlikely to have teamed up for this crime. Your job is to decide who is guilty.

Mysteries: Detective! Clue Cards

Clue 1: Kelly is known to be the only criminal in the area who can climb up onto roofs and slip down the chimney.

Clue 2: Jimmy was seen by a member of the public running along a street near the burgled house, carrying a large bulging bag.

Clue 3: A friend of William's testified that William's arms were badly scratched when they went out for a drink on Saturday, 11th January.

Clue 4: One of Kelly's friends gives evidence that Kelly has been inviting people round to watch a lot of films at her house recently. Apparently, her favourites are James Bond films like 'You Only Live Twice' and 'Diamonds Are Forever'.

Clue 5: Jimmy's criminal record shows that he has been in prison twice before, both times for theft. Once was for breaking a window and stealing a television from a house.

Clue 6: A letter dated 6th January was found in William's house, suggesting that he owed the bank a huge amount of money and would lose his house if it was not repaid straight away. He still lives at this address.

Clue 7: Kelly's mum comes forward to explain that she had made Kelly eat lots of big family meals over the Christmas period because she was worried at how thin her daughter was. It is proven that she could not possibly fit down a chimney.

Clue 8: The witness who saw Jimmy running along the street with the bag remembers now that it was on the 9th January.

Clue 9: An estate agent tells the court that William was the last person to rent the burgled house before it was sold to its current owners.

Look, Speak, Act!

INSTRUCTIONS

1. **Either project the 'Look, Speak, Act! Count to 10 in Spanish' sheet onto a screen or give a copy to each pupil.**
2. **Make sure your pupils are standing up and have plenty of space around them.**
3. **Explain that the method they are going to use will involve speaking and moving around, as well as looking at the words on the screen or page.**
4. **Talk through the method, demonstrating it yourself and trying out a step at a time with your class. Pause every two or three steps to repeat the last 'cluster' of actions. For example, you might start by saying:**

'One is *uno* in Spanish, which sounds a bit like 'Oh no!', so we're going to start by shouting out the word *uno* and slapping our forehead as if we've realised we've just done something silly.'

Demonstrate at this point and then get the class to copy.

'Two is *dos*, which sounds a little like 'doze', so I want you to imagine that you've realised that you just accidentally dozed off for a while. The sign for sleeping could be to put your hands together and rest your head on them, but you could use a different action if you prefer.'

Demonstrate by saying 'I just dozed off' and using the sleeping action, then get your class to copy.

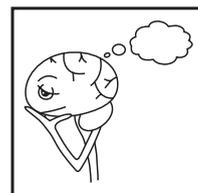
'Three is *tres*. This is like the beginning of our word 'trespass', which means to go onto someone else's land or into their house without permission. So the next step of our story is to say 'and now I've woken to find a trespasser in my house!' Your action for this part is to mimic the trespasser, moving around on tip toes, as if you are trying not to make any sound.'

Demonstrate by saying 'and now I've woken to find a trespasser in my house', while creeping around the room. Get your class to copy this, then put the first three numbers together and repeat together what you have done so far.

5. **Be as theatrical as you can, so that the activity is as lively and funny as possible!**

Look, Speak, Act!

Count to 10 in Spanish



ENGLISH	SPANISH	PRONUNCIATION	STORY	ACTION
1	uno	oo-no	Oh no!	Slap forehead
2	dos	doss	I just dozed off ...	Pretend to sleep
3	tres	tress	...and now I've woken to find a trespasser in my house.	Creep around in exaggerated manner
4	cuatro	koo-ahr-tro	I let out a quiet roar ...	Fists clenched, mouth open
5	cinco	thin-ko	... then stop to have a think about what to do.	Finger to temple, puzzled
6	seis	say-iss	I seize ...	Grabbing movement
7	siete	se-ay-tay	... the settee and throw it at him!	Hold above head, as if weight-lifting
8	ocho	o-cho	' Ouch! ' says the trespasser.	Rubbing sore head
9	nueve	noo-ay-vay	'I'll never trespass again ...	Shake head
10	diez	de-eth	... It could lead to my death!	Finger across throat

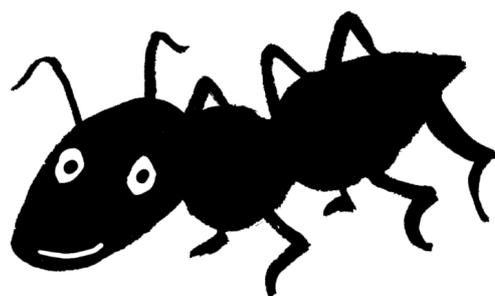
The Story Method: picture cards 1

These smaller images are suitable for group activities. Enlarged versions are also provided for use with the whole class.

1 ASH TRAY



2 ANT



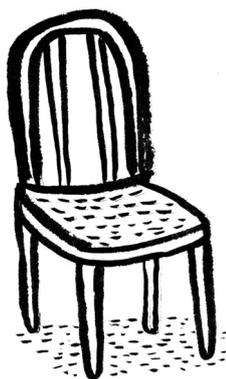
3 AXE



4 NEWSPAPER



5 CHAIR



6 CALCULATOR



The Story Method picture cards 2

7 BREAD



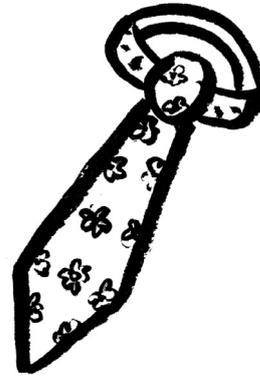
8 ICE



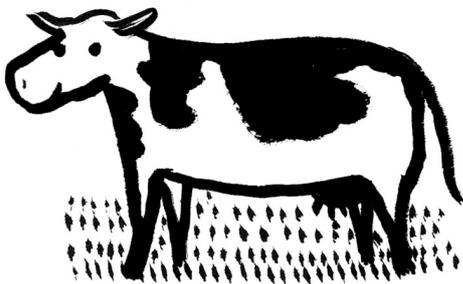
9 GIRL



10 TIE



11 COW



12 SHOE LACES



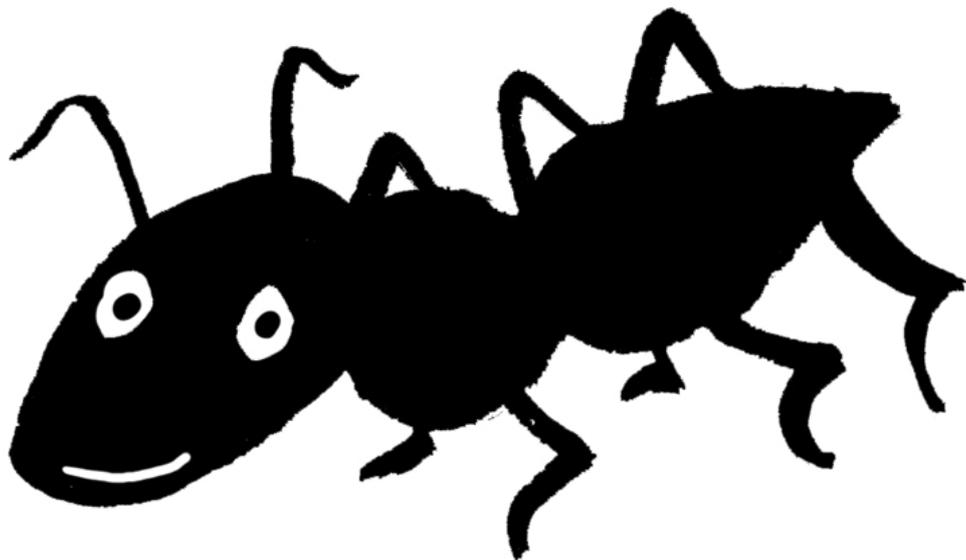
Just one possible story ...

One day, you look up and see an enormous **ash tray** flying overhead, looking like a flying saucer. It appears to be driven by an **ant**, carrying an **axe** and reading a **newspaper**. You sit down on a **chair** in surprise and find it has a **calculator** built into the arm. You try to press the buttons to see what happens and a loaf of **bread** appears on your lap. All this excitement is making you feel strange – perhaps it's the heat and you're hallucinating, so you put some **ice** on your forehead. After a few moments, along comes a **girl** using her **tie** to lead a **cow** behind her. The tie breaks suddenly, so you offer her your **shoe laces** to use instead.

1 ASH TRAY



2 ANT



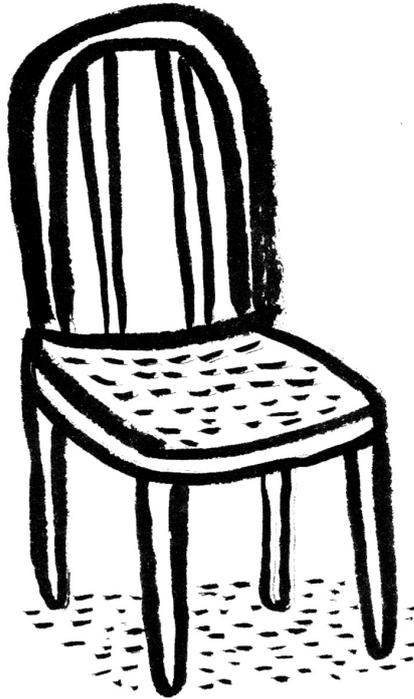
3 AXE



4 NEWSPAPER



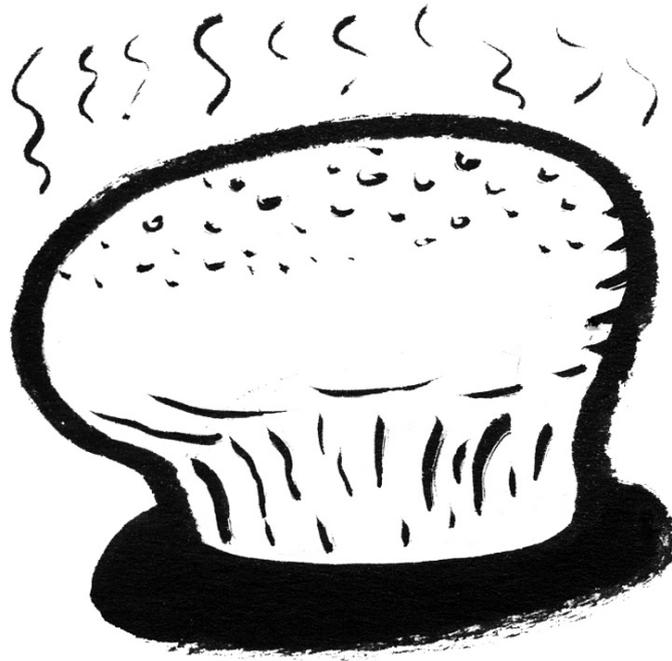
5 CHAIR



6 CALCULATOR



7 BREAD



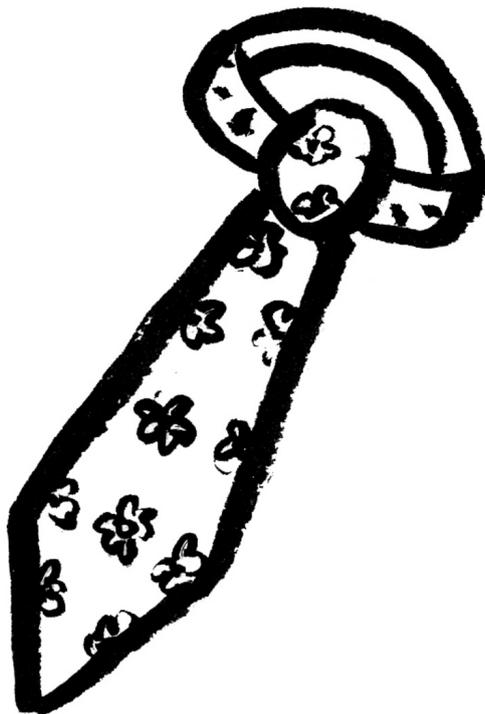
8 ICE



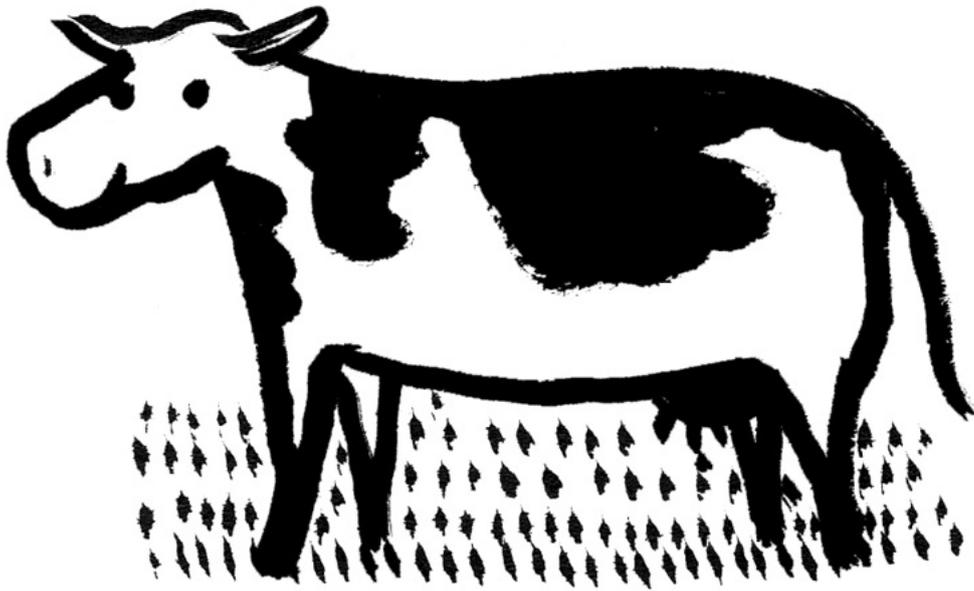
9 GIRL



10 TIE



11 COW



12 SHOE LACES

