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| **What is 4?****Thinking Moves: Connect, Explain, Headline, Justify, Look/Listen, Order, Use, eXemplify, Zoom** |
| **Q**uestion | **What is 4?***If you are doing this as a P4C lesson then remind the children of the 4Cs and what they mean**Caring – We listen to each other’s ideas**Critical – We use what we know and what we have worked out**Creative – We think of our own ideas. No idea is silly as long as we can justify it**Collaborative – We work as a team to build our ideas and understanding* |
| **U**nderstanding | **“We hear numbers all the time and we know that we use numbers for counting but what else do we know about numbers? What else can numbers be?”**Gather some ideas about what numbers are and what they can be used for. Regularly use the word “why” and encourage the children to use the word “because” and give reasoned answers based on their own knowledge **(TM: Justify)** |
| **E**xploring | Ask the children **“What is 4?”** *Resist the urge to over explain the question. Don’t worry about the initial answers showing only superficial understanding of numbers. You can extend this learning in your “Sharing” section*Gather ideas and use the resources you have pre-prepared to exemplify what the children suggest. **(TM: eXemplify)** Push children to explain the reasons for their answers, especially for some of the more unusual answers **(TM: Explain)**You may want to stop on occasion to say **“We have learnt …. Let’s use what we have learnt to think of some new ideas about 4”** You could also use the **prompt “How do we use 4 in our classroom? Where do you see 4 at home/ the supermarket?”** **(TM: Use)**Once you have exhausted the flow of new ideas from the children you can begin to add some prompts of your own. See “Sharing”*Have resources ready in anticipation of what the children might say and produce them as necessary but do not introduce them yourself until the children have exhausted their own ideas. This enquiry is a P4C enquiry so the majority of suggestions should come from the children HOWEVER this is also a mathematics session designed to work towards mastery so you should introduce new ideas in the “Sharing” section as necessary. Resources might include instruments, the numeral 4 in different styles, Numicon, items, birthday card, cards with other numbers written on them (14, 24, 40, 400, etc), food packets, a door number, a cake recipe, a telephone – anything you can think of that might represent the number 4* |
| **S**haring | Ask the children **“Can anyone remember what our big question was today?”** (What is 4?) **(TM: Headline)** **“Let’s zoom in and think of even more ways that we can use, see or understand 4”** **(TM: Zoom)**Introduce the following ideas if they have not already been suggested. Between each one ask **“Does that give you any new ideas about 4?”** **(TM:Connect)** Encourage the children to look carefully and listen carefully to what they see and hear and use that to think up new ideas **(TM: Look/Listen)****Possible prompts: 4 is…**My age/ my next birthday My door number On packets of food4 claps/ shouts/ squeaks 4 jumps/ hops/ blinks Legs on an animalFingers on my hand People in my ho use 4 ones2 twos On a numicon Sides on a square4 marks on paper Dots on a die Wheels on a carThe shape that 4 makes when written The number between 3 and 5 **(TM:Order)** |
| **T**hanks | Once you feel the session has reached its natural end thank the children for a great session. Thank them in relation to the 4Cs and make special mention of a few children who contributed well, contributed for the first time, demonstrated one of the Thinking Moves well or made personal progress. |
| **S**kills and Concepts | **Skills:** Listening, risk taking, lateral thinking, tangential thinking, explaining and justifying, creative thinking, analysing own past experiences **(TM: Back)****Thinking Moves:** Back, Connect, Explain, Headline, Justify, Look/Listen, Order, Use, eXemplify, Zoom**Concepts:** numbers, amounts, ordinal numbers, counting, use of numbers in the real world, representing numbers using objects or marks |