



# THINKING FRAMES

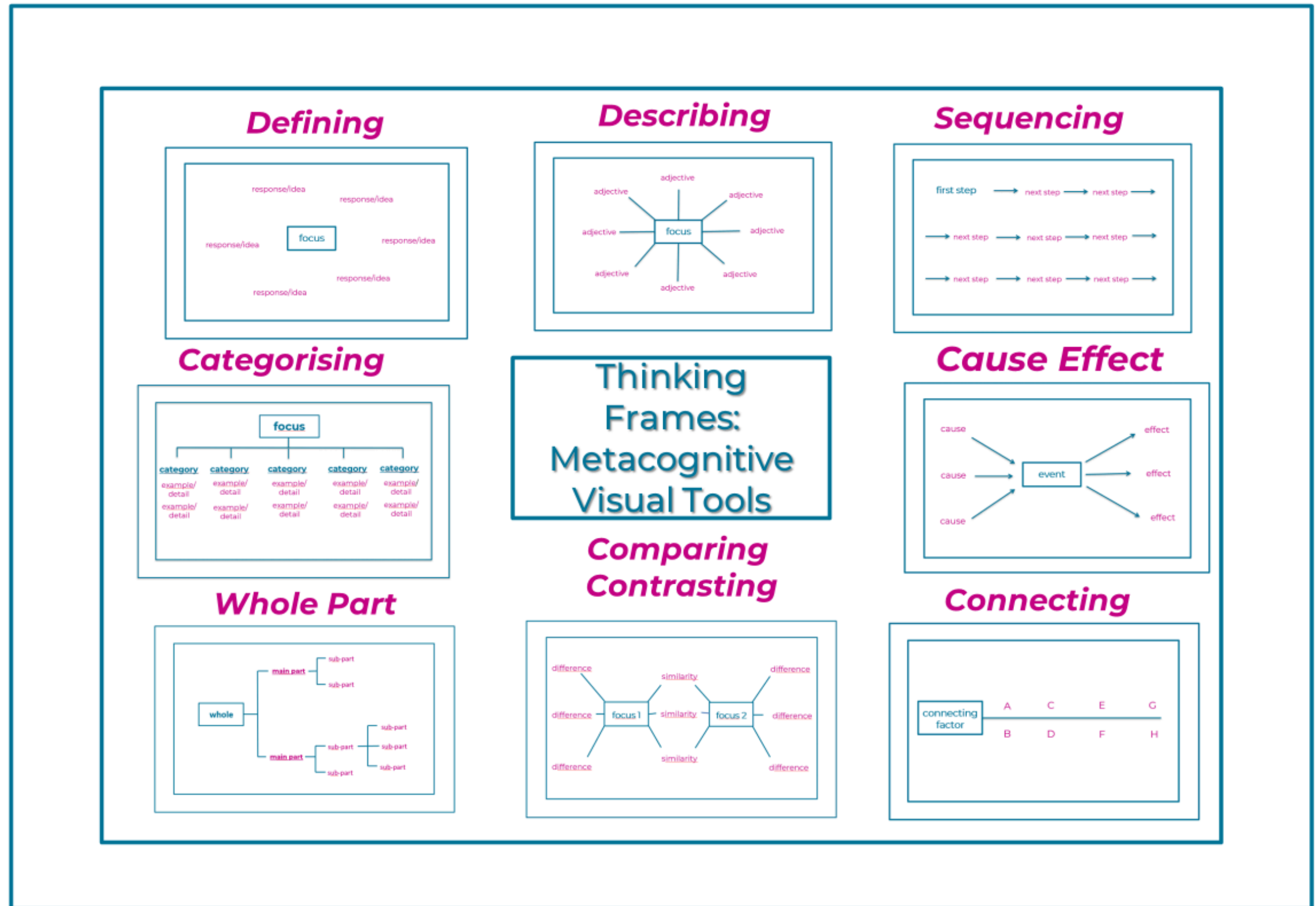


Thinking  
Schools  
Network



The children use a Thinking Frame to help organise their thinking. Each frame helps to organise learning in a specific way. These frames reduce the cognitive load as children know exactly how to present their learning.

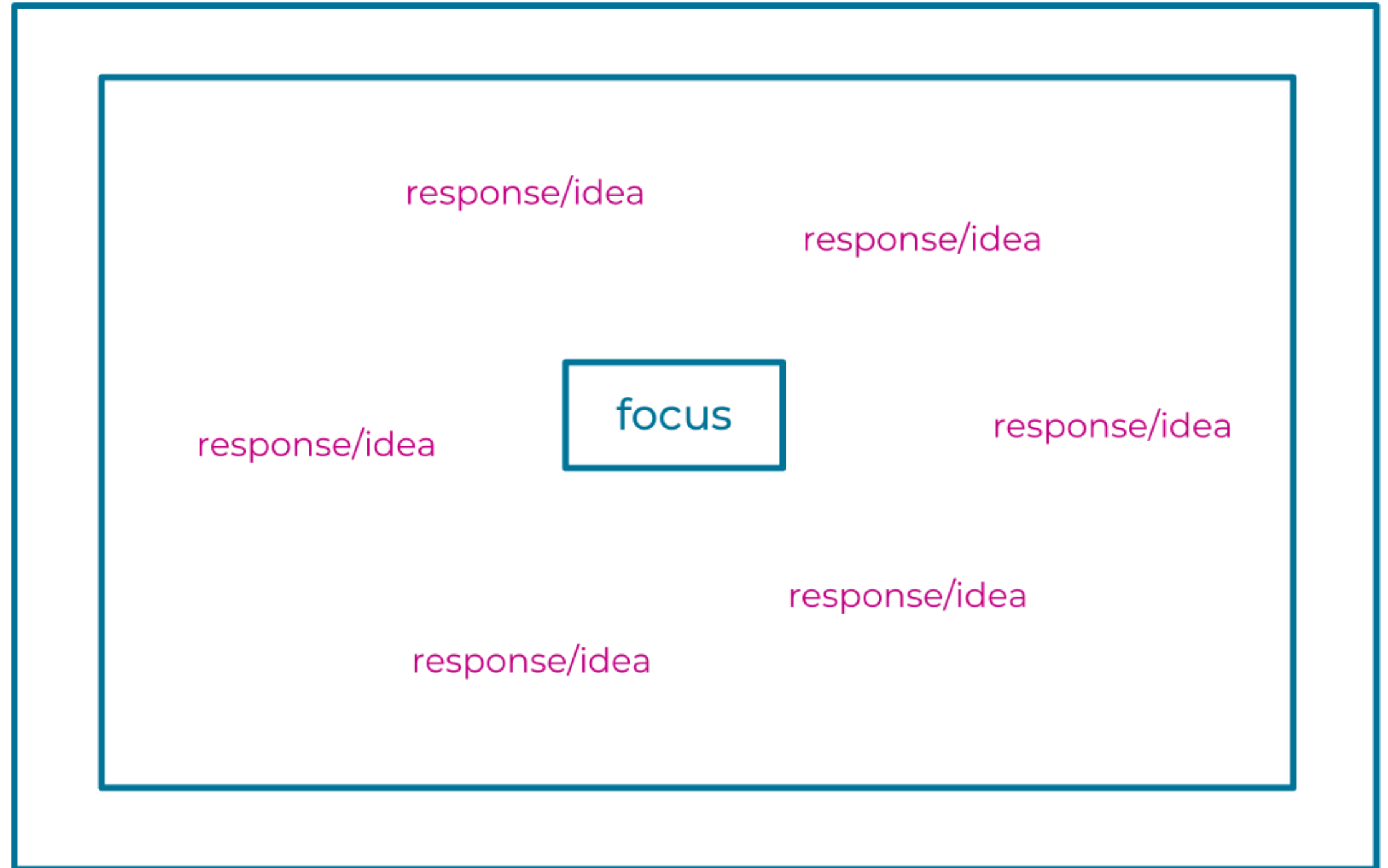
Rachel Bailey





# Defining Frame

## DEFINING





# Examples of a defining frame from our learning at Greasley.

Let's remind ourselves of the brief... Learning together

Reception children  
big words  
pop up  
lift-the-flap  
tactile  
Our Design Brief  
thick pages  
easy to use  
bright colourful  
about animals

jewellery  
toy car  
drawn pictures  
Stones  
gems  
crystals  
empty  
Matchbox contents  
matches  
action figure (small)  
stack  
note  
leaves  
book  
artefacts  
shell  
mint  
baby tooth

Which item is the most important? Why?

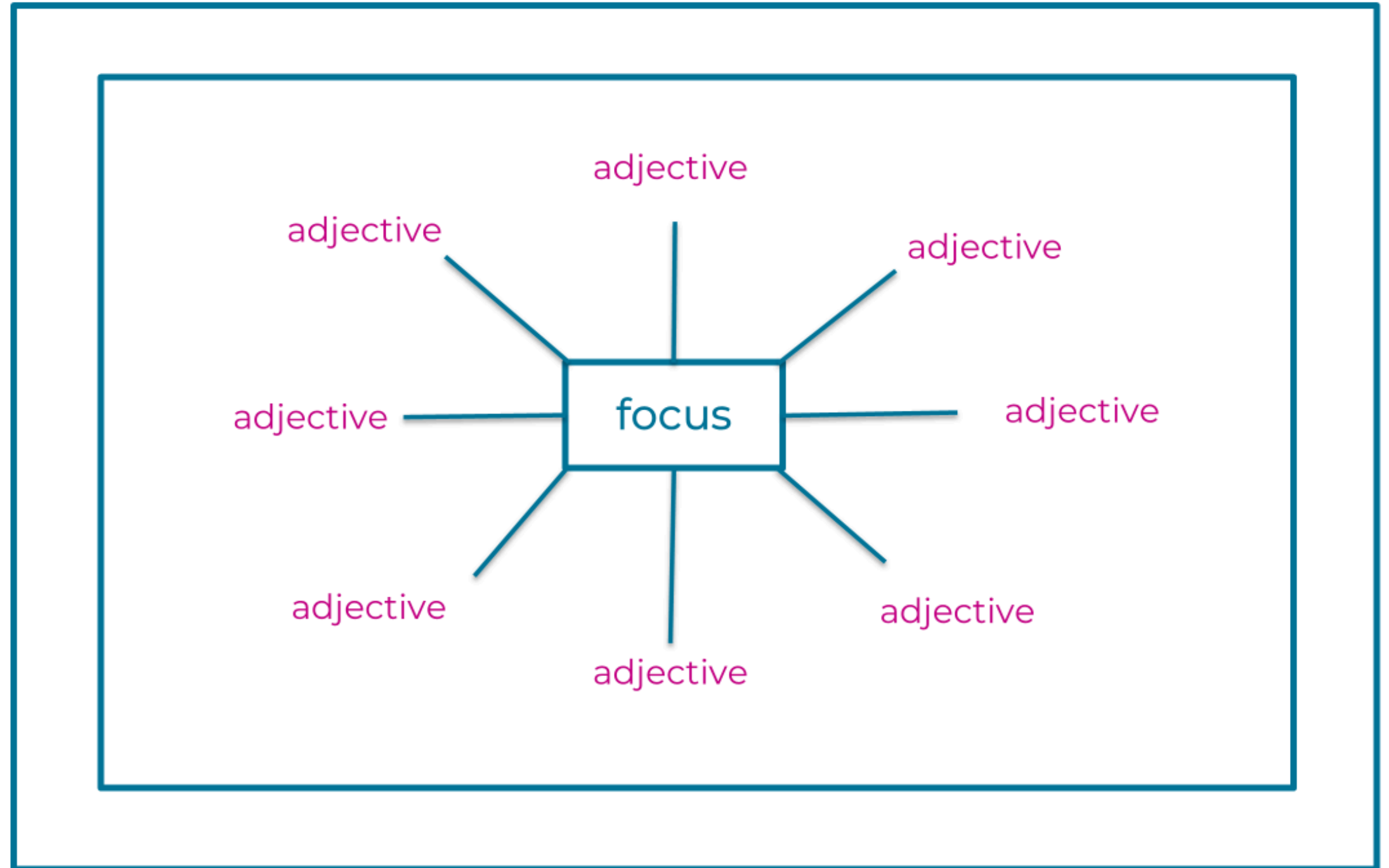
Thinking Matters  
Whole School Metacognition

They take care of animals really well  
They take them in box (to the vets)  
HB they take them caravan holiday. Dog.  
They keep them safe  
They take care of doggies and give them medicine.  
They keep our bunnies  
Vets  
They take care of cats  
They give them food  
They give them food and make them better  
They take care of my dog  
They take care of them when they are hurt or they don't feel very well  
They help people better



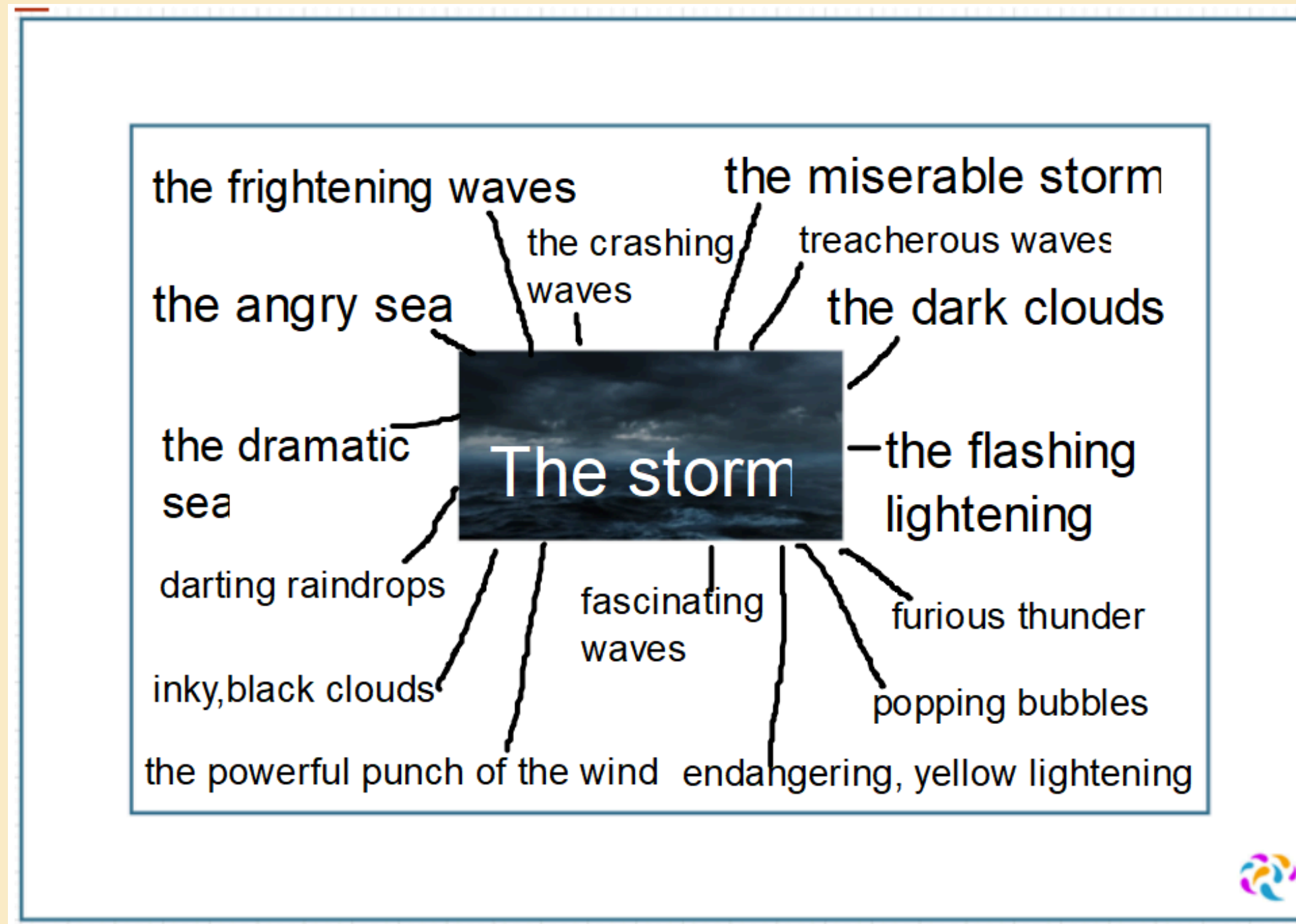
# Describing Frame

## DESCRIBING





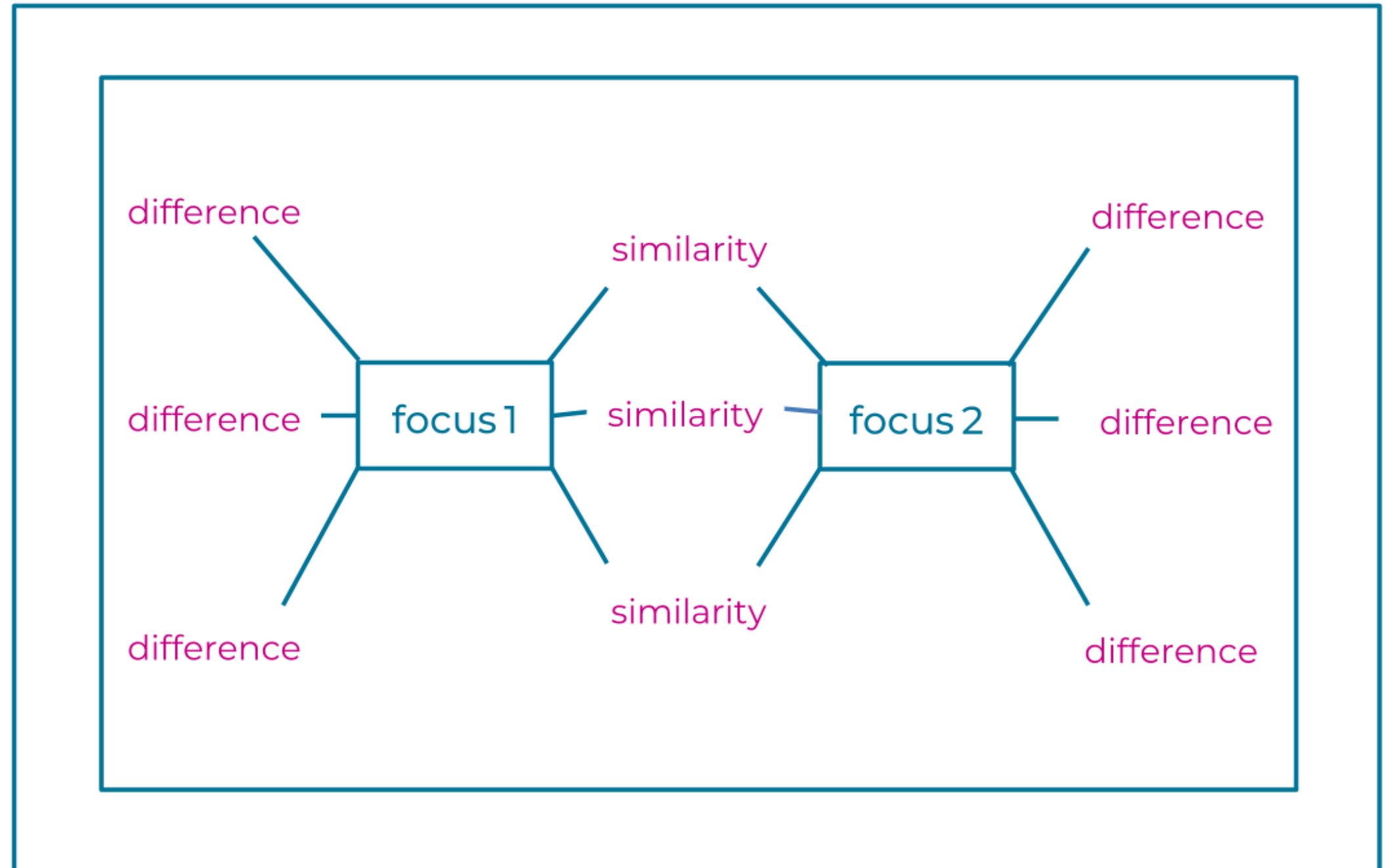
# Examples of a describing frame from our learning at Greasley.





# Comparing and contrasting Frame

## COMPARING CONTRASTING

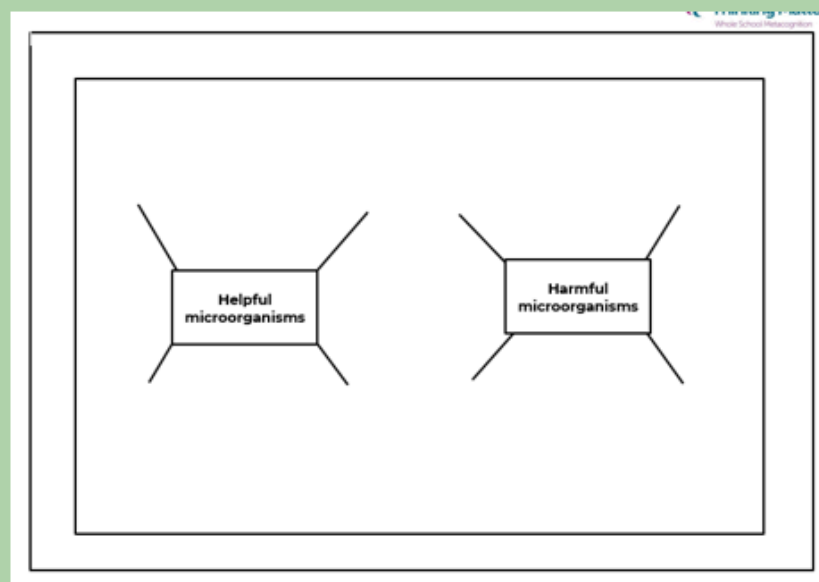




# Examples of a compare and contrast frame from our learning at Greasley.

Reactivate – Prior knowledge

We will use the Comparing and Contrasting thinking-frame to reactivate our learning from last week. Which pictures and text are harmful, or are they helpful. Could they be both?



Food poisoning



Athlete's foot fungus



Plaque on teeth



Chicken pox virus

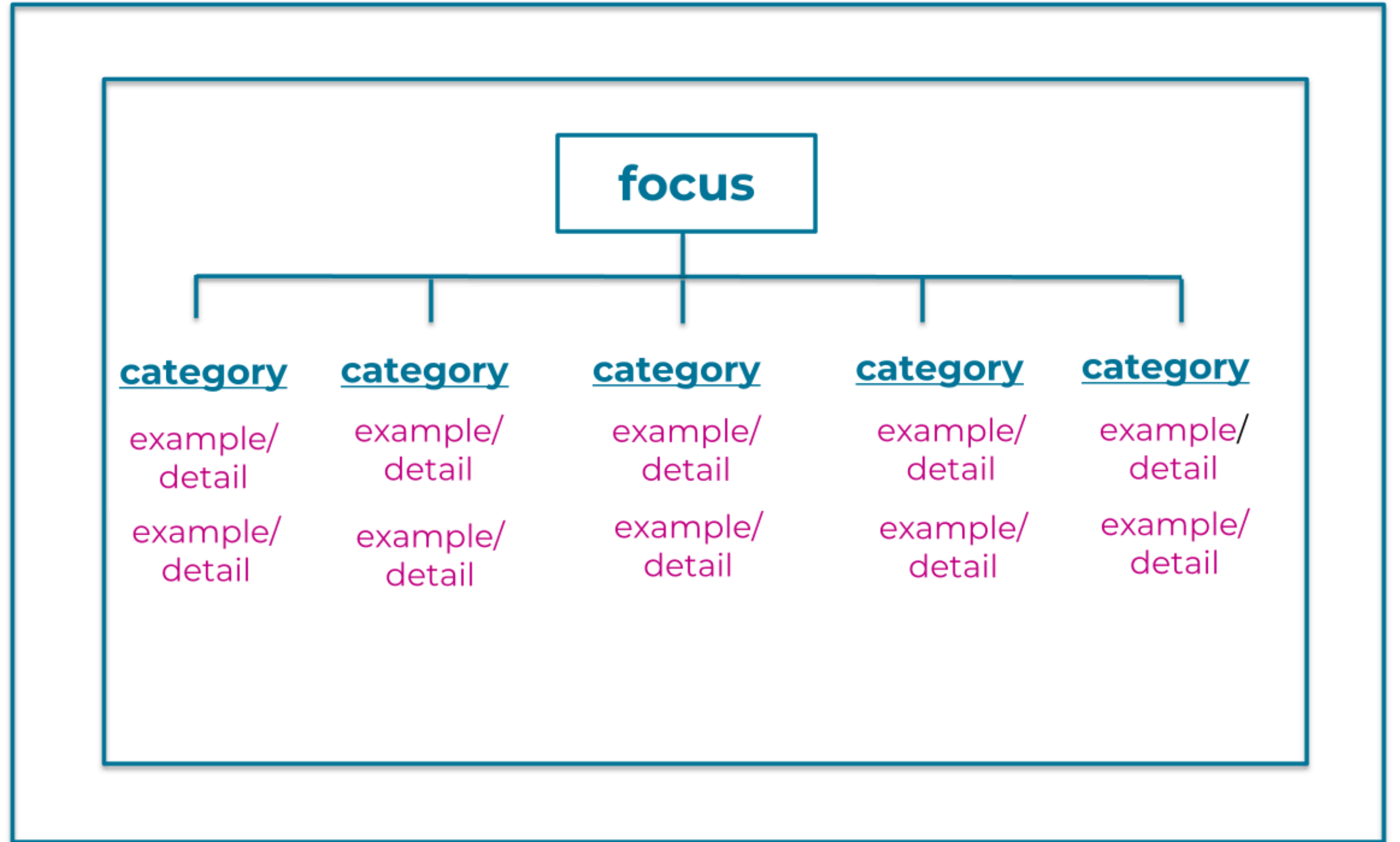
Influenza virus





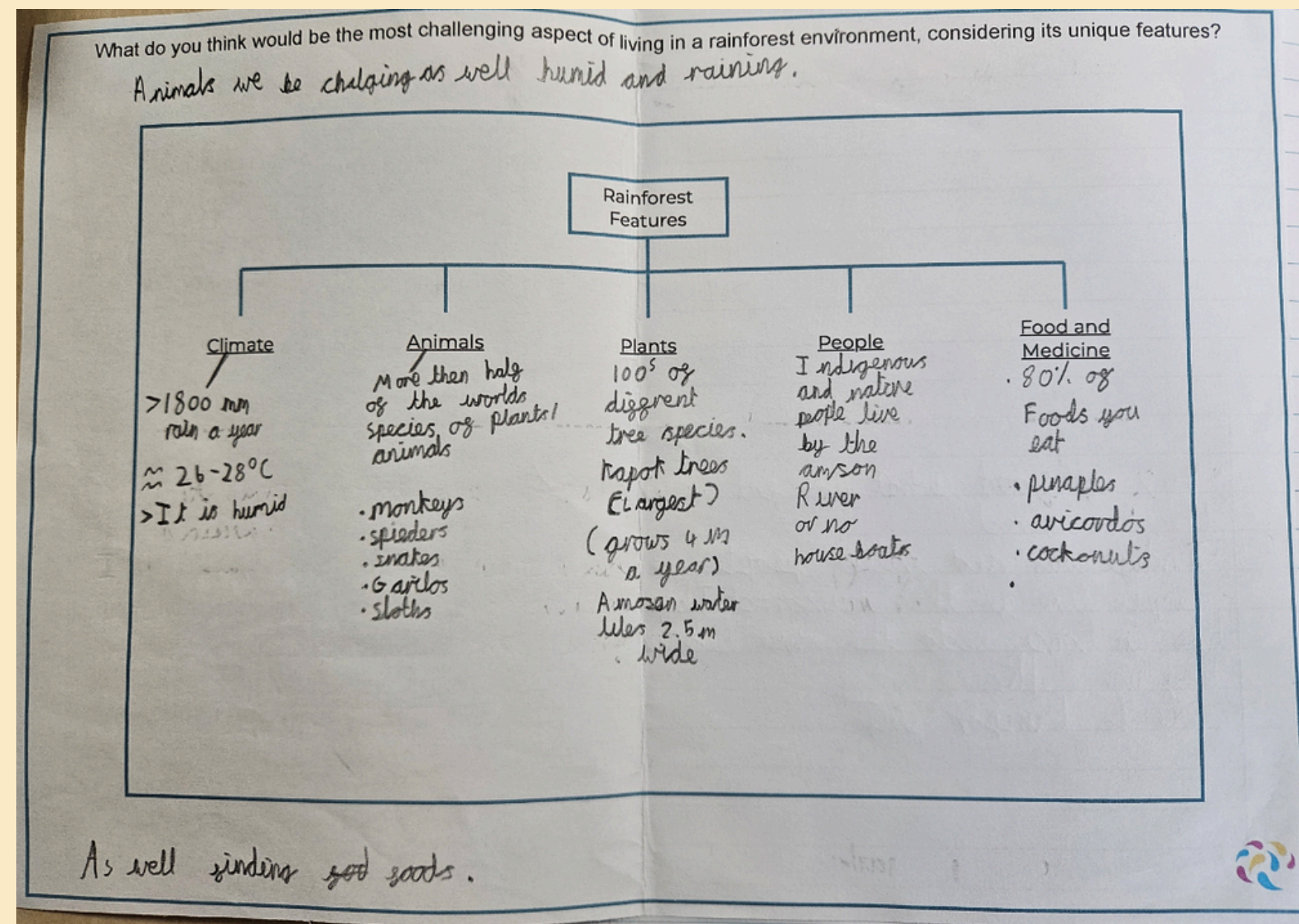
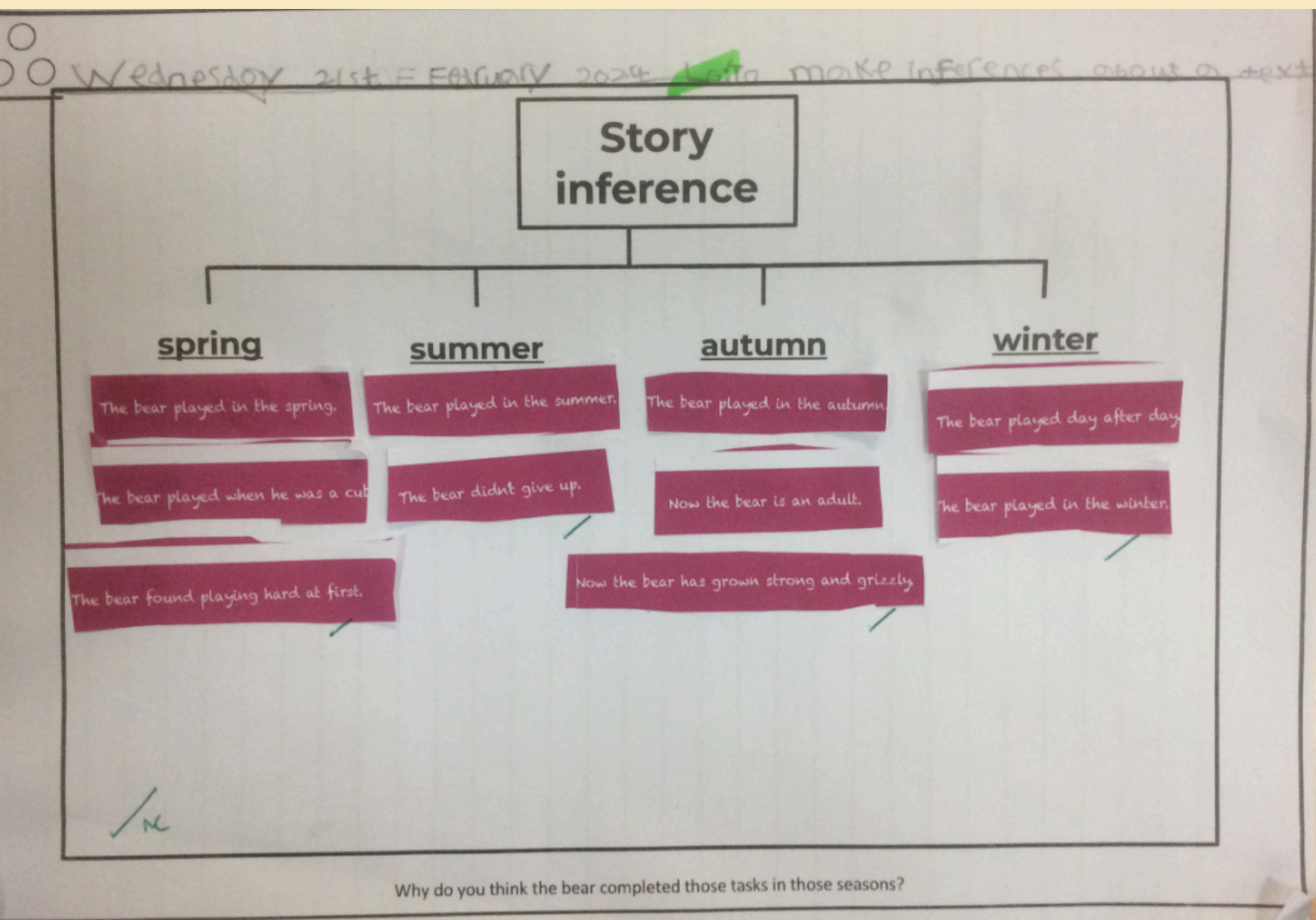
# Categorising Frame

## CATEGORISING





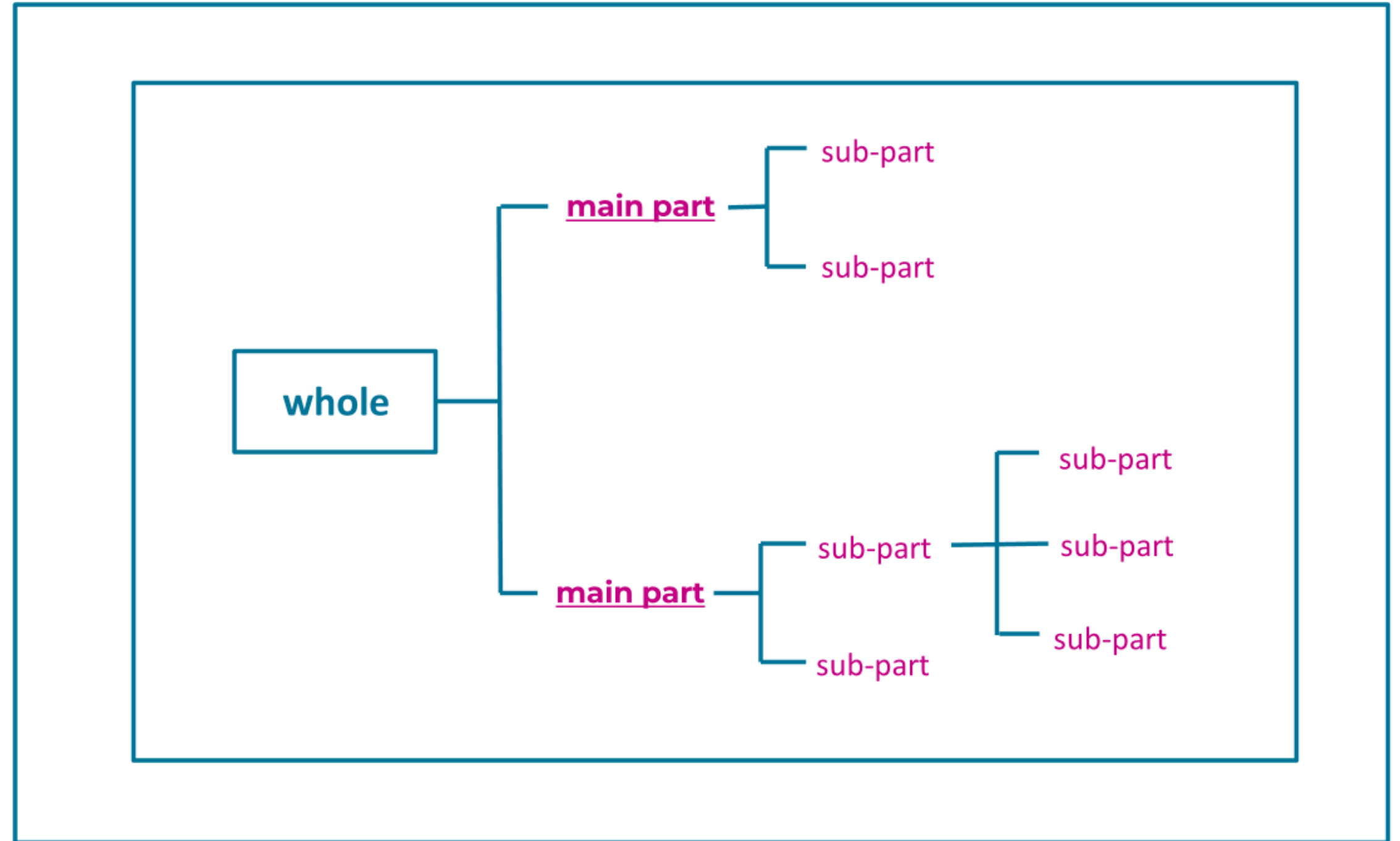
# Examples of a categorising frame from our learning at Greasley.





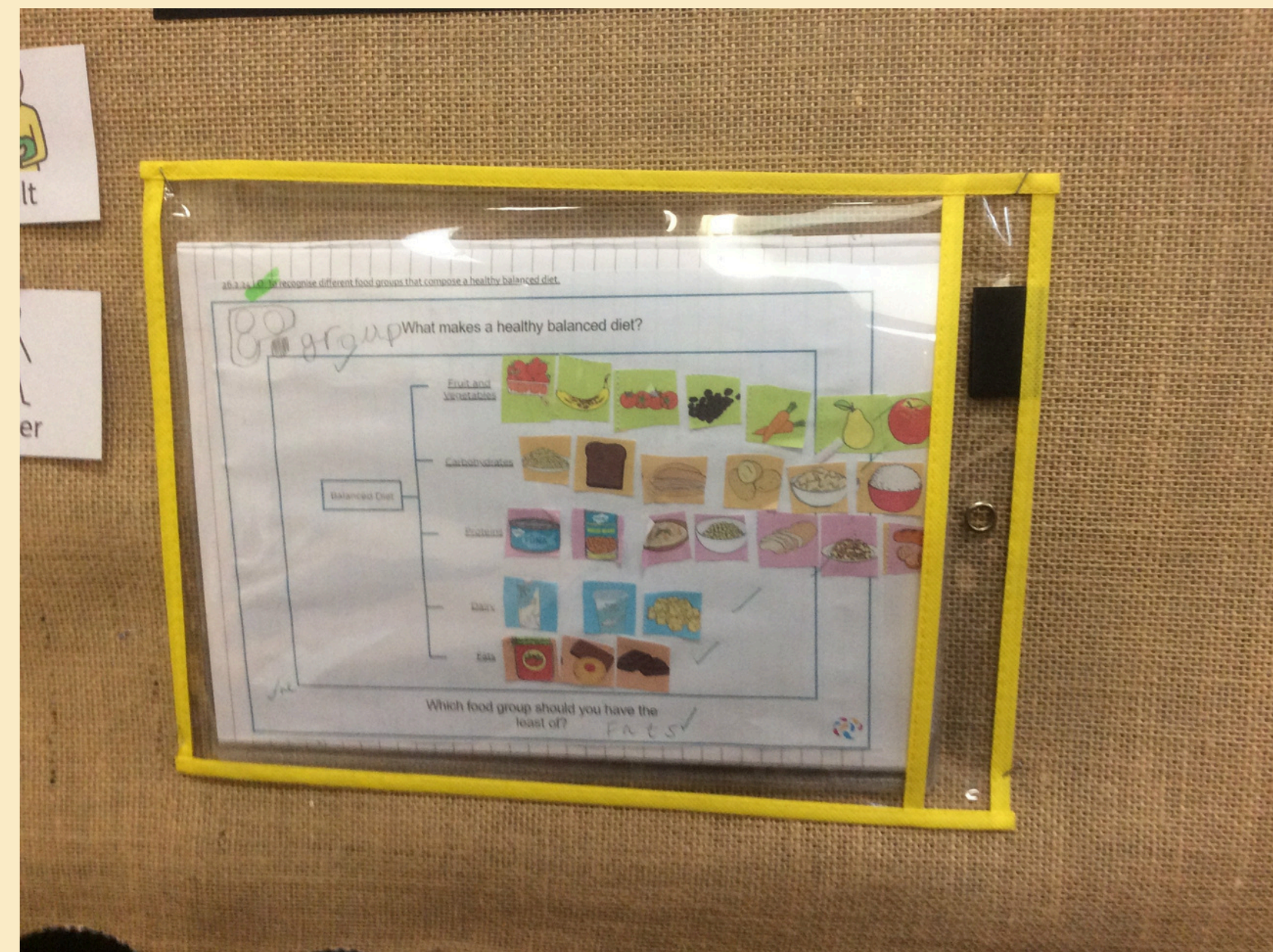
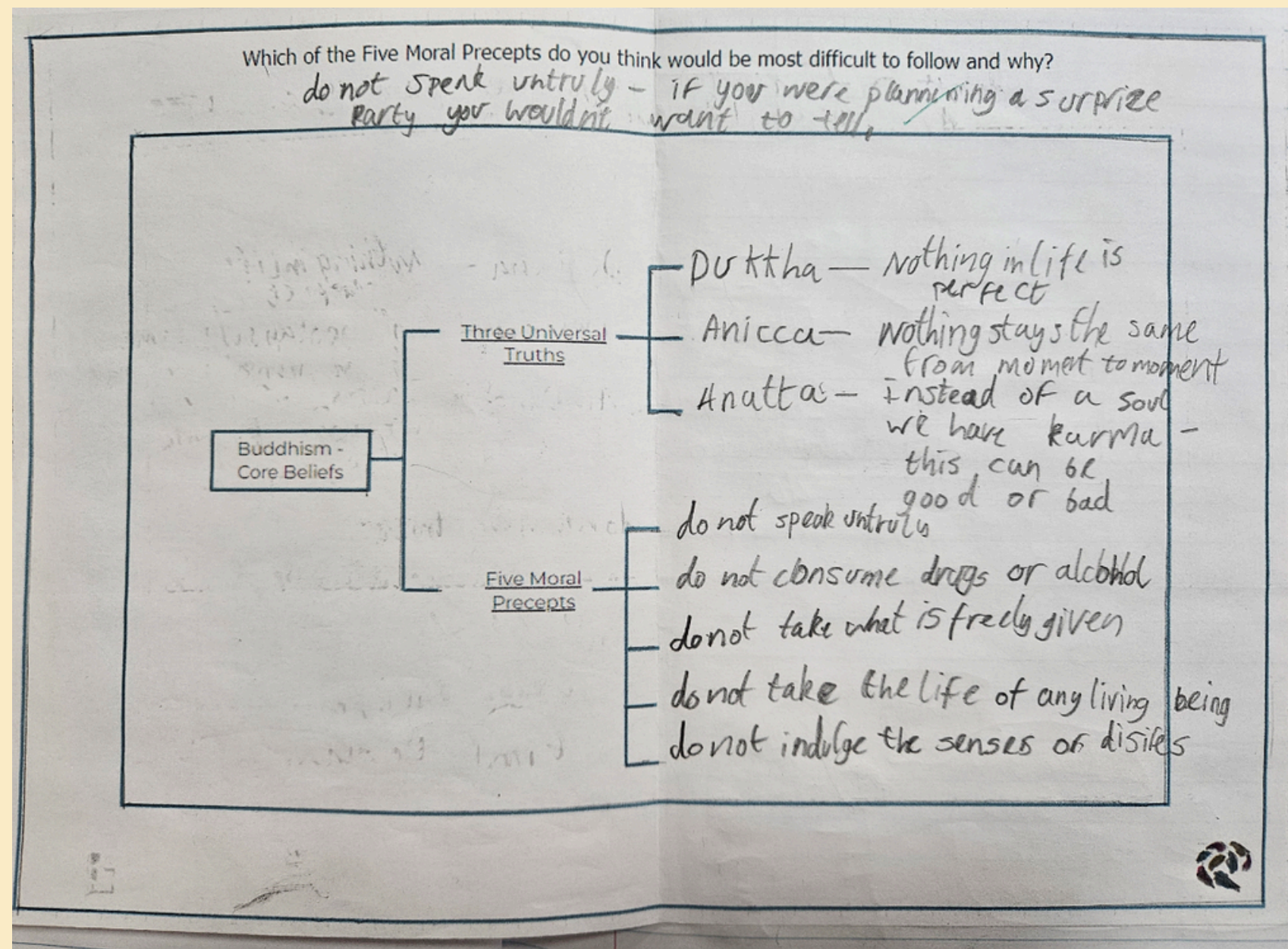
# Whole part Frame

## WHOLE PART





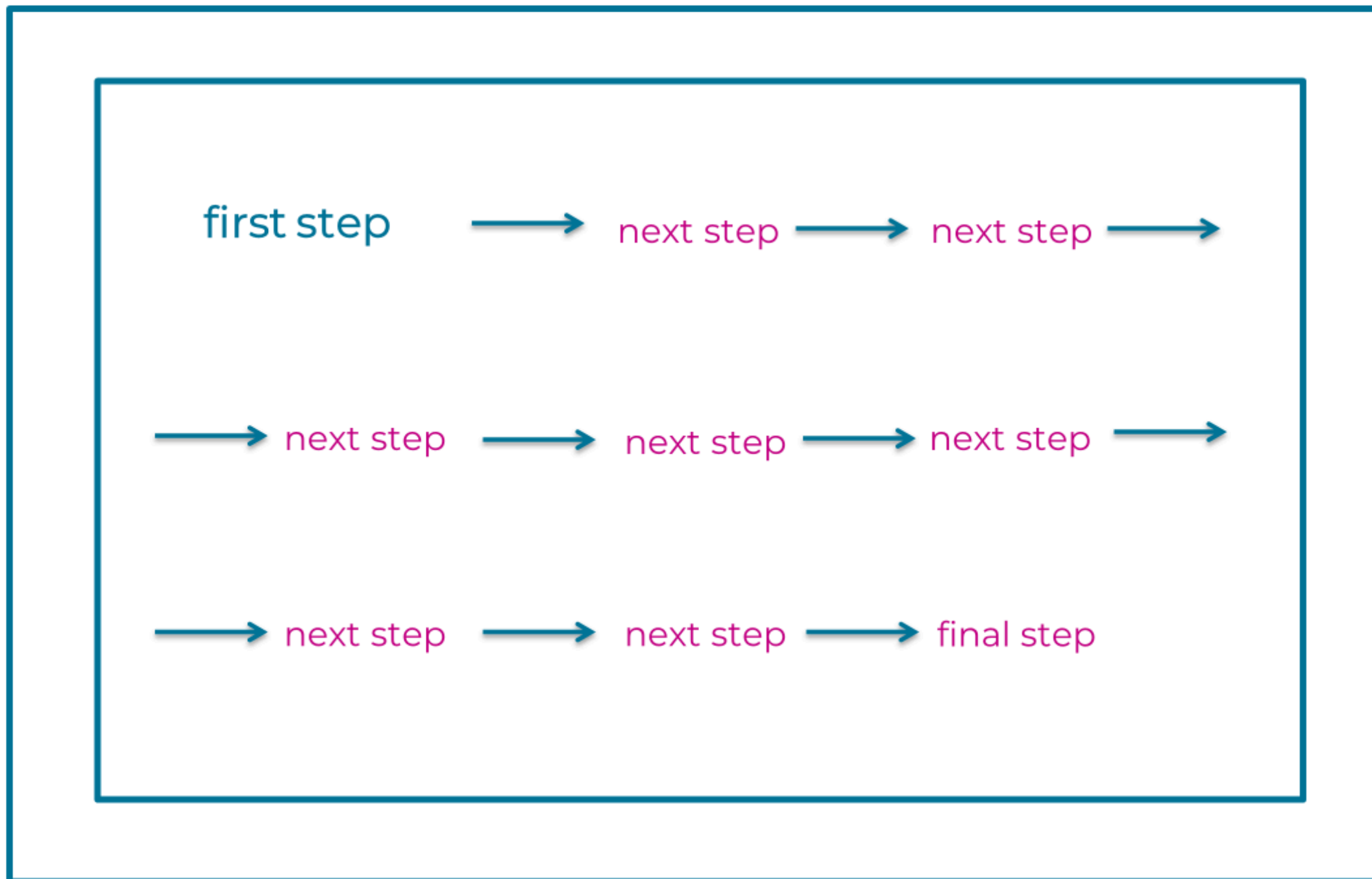
# Examples of a whole part frame from our learning at Greasley.





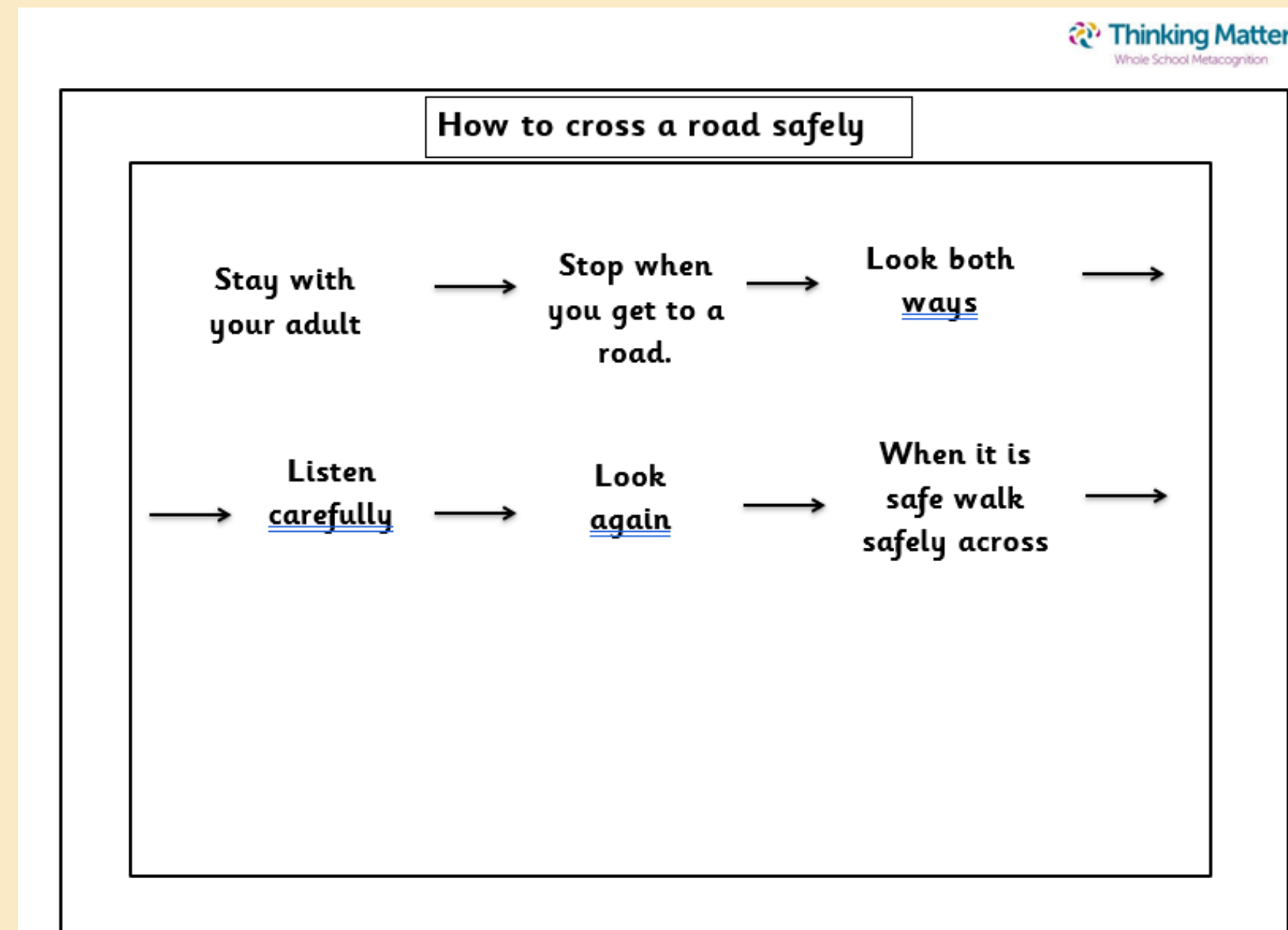
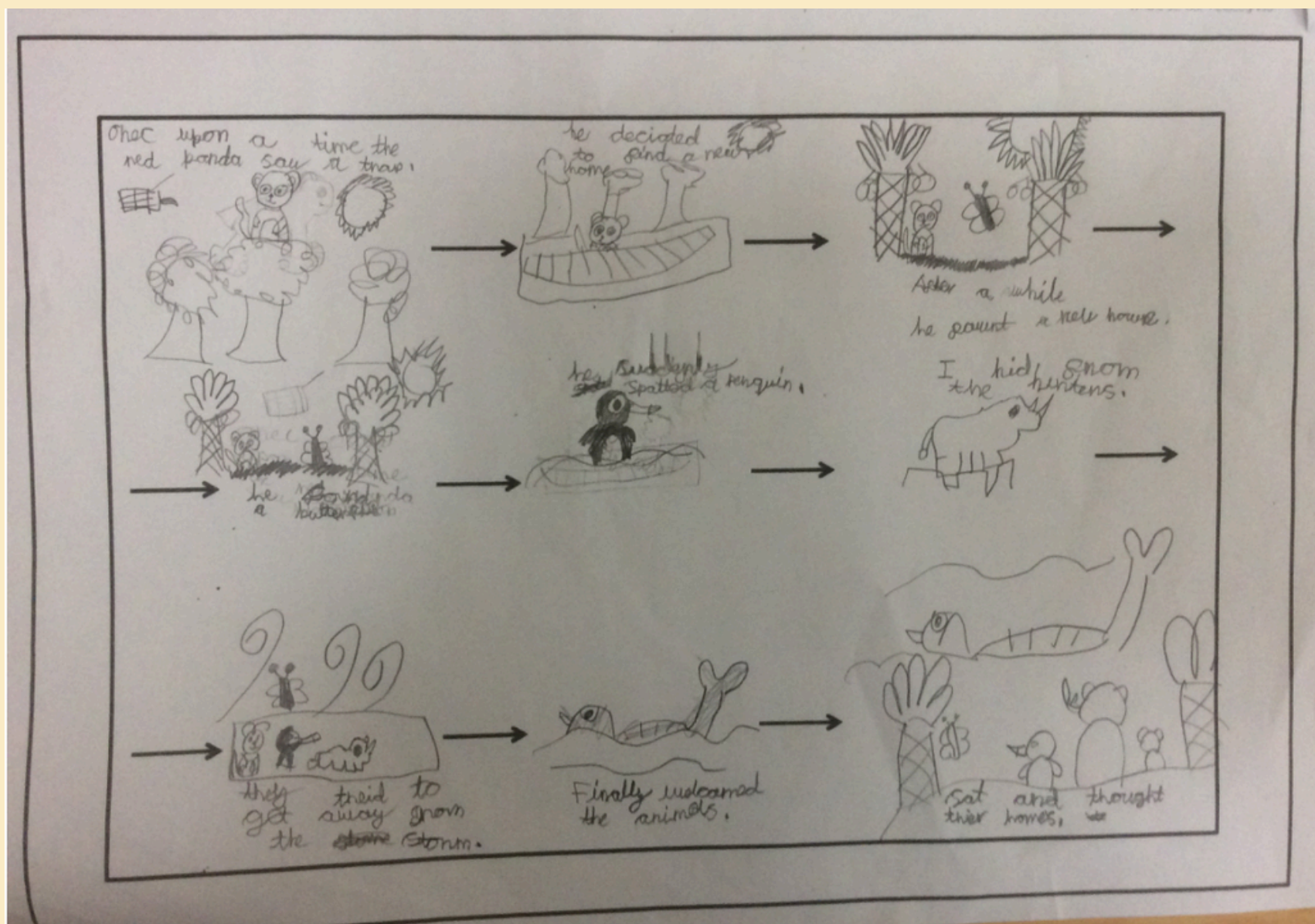
# Sequencing Frame

## SEQUENCING





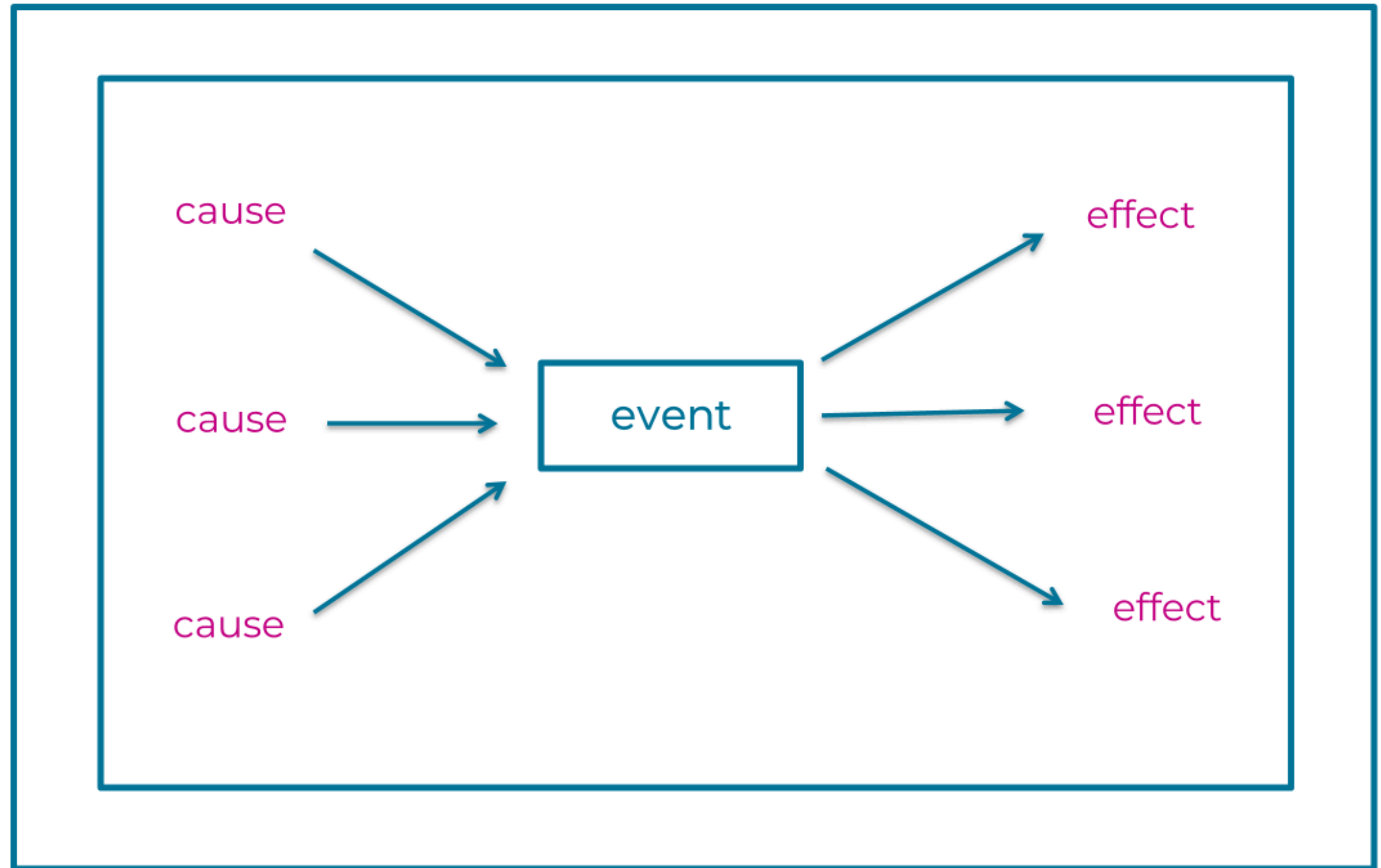
# Examples of a sequencing frame from our learning at Greasley.





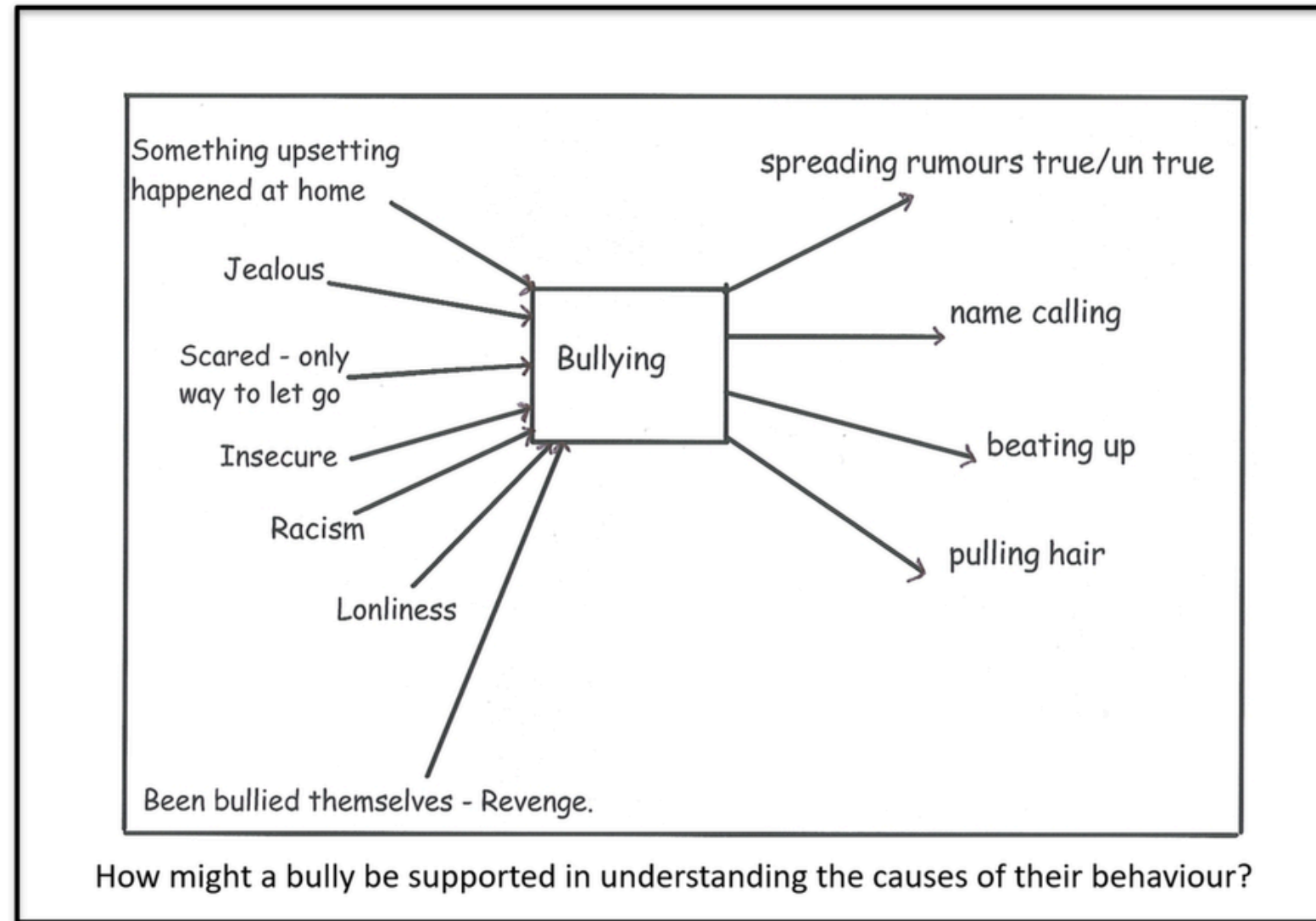
# Cause and effect Frame

## CAUSE EFFECT





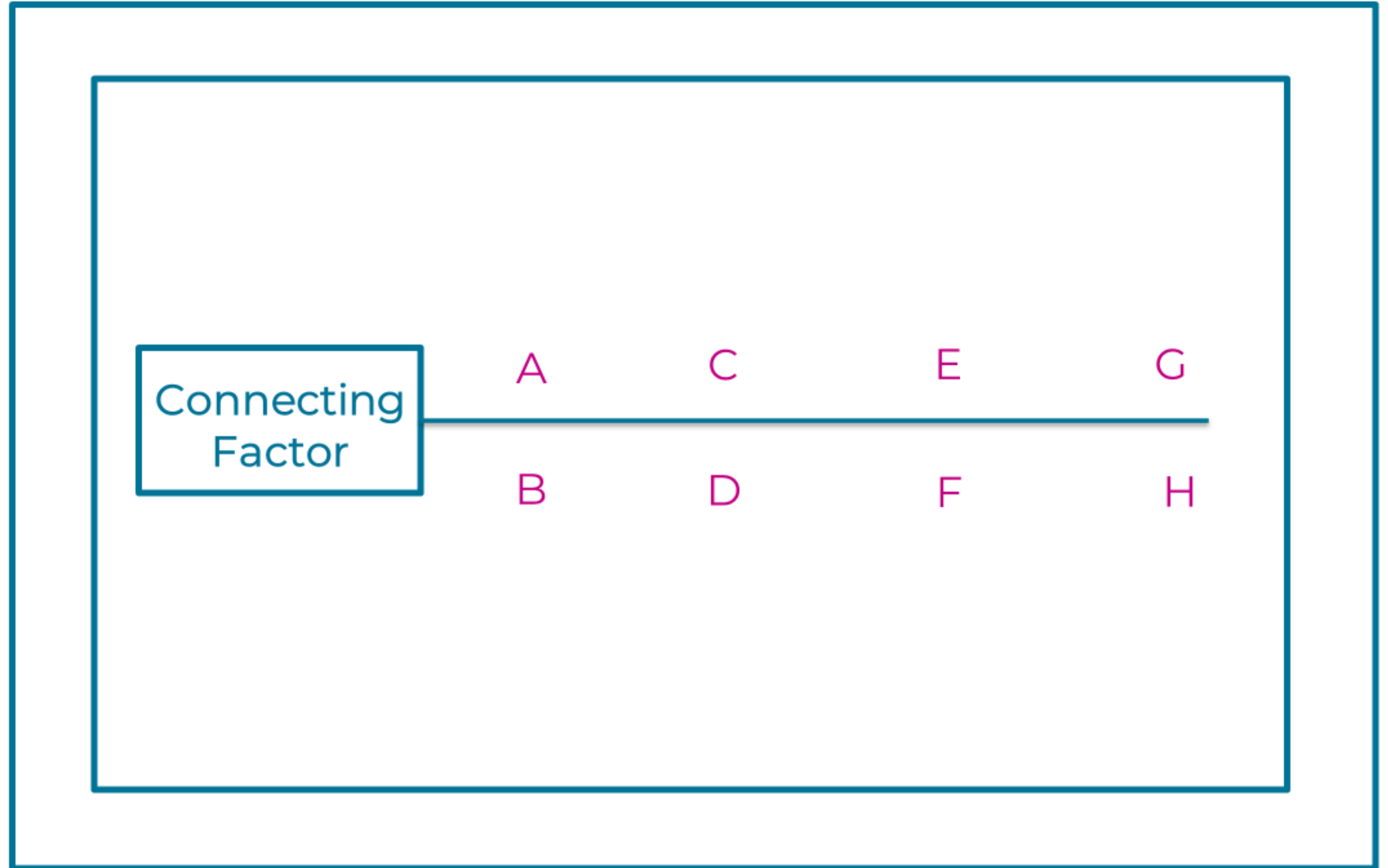
# Examples of a cause and effect frame.





# Connecting Frame

## CONNECTING















# Examples of a connecting frame from our learning at Greasley.

Thinking Matters  
Whole School Metacognition

Is equivalent to	$0.2 + 0.06 + 0.009$	$0.4 + \underline{\hspace{1cm}} + 0.001$
	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
Is equivalent to	$0.6 + 0.003$	$0.001 + 0.2$
	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$

22.1.24 LO: To identify animal offspring.

offspring of

				
dog	sheep	chicken	lion	cow
				

Do all animals look like their offspring? NO ✓