

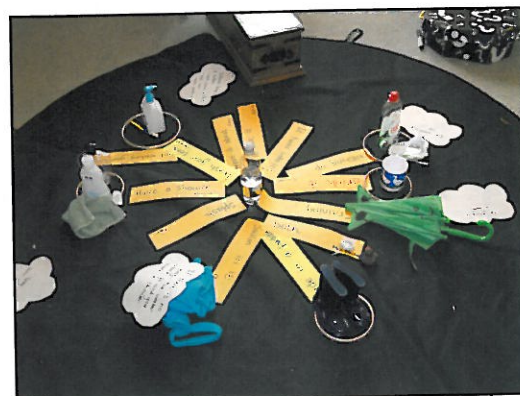
Next steps

Through re-visiting their thinking the adult can challenge them to talk about the connections in their ideas to make a more cohesive map.

When children are familiar with the idea, the connections can be written on the strip of paper.

E.g. Night time picture - **we need a** - torch - **needs-** battery - **no battery** - dynamo torch.

Although children will not decode the writing they will make a connection between the written and the spoken word. They will also identify which piece of writing is their own.



3D mind map

Recording the Evidence

To the untrained eye the mind map can look random. In actual fact the process of considering each idea and how it links to something else is simple and repetitive. The connections and lines make sense to the people involved in it.

The process of recording the 3D map can start at any point. Photographs that show the build up show the process of thinking; photographs of previous maps can encourage reflection; photographs or diagrams of the whole map can show achievement. The product is transient and for many children they enjoy the movable nature of the map. It can be adjusted and re-made as many times as they like.

Challenge and problem solving

It can be effective to keep the objects as part of their Talking Tub™, and use them to re-visit the thinking and learning on an ongoing basis. Through deeper discussions and handling of 3D objects, children will often come upon a problem that they feel they want to investigate. For example in the winter a child had slipped on some ice when they were at home. When she came to the Talking Tub™ on water she picked out the wellington boots and started to tell us about the sole of the boot and how it didn't work on ice. This in turn led to an investigation into 'what makes things slippy'. The problems that children want to investigate will be about the smaller scale issues that affect their daily lives.

Progression

In order for children to progress we need to offer them time to mature and stimulating opportunities to encourage them to think. Children move through a 'spiral of learning' that is a balance of child initiated play, adult observation, structured interaction through adult initiated opportunities and epistemic play to explore the potential of new situations and materials. The first Talking Tub™ may be on a general theme of water, through this children show their interest in footwear. The next Talking Tub™ would focus on that, from this discussion children may look at water-proofing. The following Talking Tub™ may contain water-proof fabrics, non water-proof materials, objects that will sprinkle water so that they can investigate water beading, being absorbed etc. This may in turn lead to den building and roofing materials. The pathway is directed by child interest, the adult skill is to understand the concepts and how to extend the learning.