
Best Practice Network Gifted & Talented Newsletter

Summer 2004
Issue 4

I am delighted to welcome Liz Townend to join the work of the LEA in supporting the provision for Gifted & Talented (G&T) pupils in your school. You may already know of Liz's work with SACRE and Religious Education. Her role in G&T will be similar and she will visit all schools at all Key Stages during the coming year to support you with training, ideas, cluster provision, website materials and newsletter articles. My role will be to coordinate our work for Gifted & Talented pupils and link with our Inclusion Strategy Manager, Denis de Souza. Our contact details can be found below, so do get in touch; we would like to hear from you about your provision for G&T pupils or if we can support you in any way.

NACE Conference, July 2004, Crewe

At this year's conference Michelle Paulle from Oxford Brookes University described her thinking about independent learning and the Gifted & Talented pupil. She referred to three models of learning: George Betts – the Autonomous Learner Model; Donald J Treffinger – Self Directed Learning; Shlomo and Yael Sharan – Group Investigations. I mention these as they raise questions for us all about the way we teach our G&T pupils. Study skills are a basic requisite to independent learning and include looking at methods, approaches, tools to find out who,

what, why to support learning. Self-assessment, understanding the requirements of the task, using resources, developing thinking skills and communicating solutions are also features of study skills. The challenge for us as teachers is to provide the correct amount of guidance without providing too much direction. However, direction is needed to help learners identify and overcome areas of difficulty but too much direction detracts from their sense of ownership of the learning project. We need to ensure that learners have the ability to respond to change, have transferable skills, allow for different learning styles so the learner can use their judgements about how best to learn and enable self-motivation and higher order thinking skills. The excitement and pleasure of independent learning will carry over to the subject itself. **As teachers can we mirror 'natural' learning in the classroom to the rest of life?**

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Itchy Knees at Marlwood School: Years 2 to 6 Gifted and Talented Day.

On Wednesday 26th May 2004, over 60 Infant and Primary School children, from Years 2 to 6, attended a Gifted and Talented Maths and Science Day at Marlwood School. Julia Mabey and Gary Schlick acted as points of contact between schools during the organisational phase. The day itself was run by a number of members of staff from these departments, and was written and coordinated by Miss Charlotte Cook and Mrs Caroline Wells.

The objective of the day was to give the children an opportunity to broaden their learning, beyond what could be achieved from the KS1 and 2 National Curriculum; specialised activities were devised over several months, in collaboration with Primary teachers and ASTs, which aimed to encourage higher order thinking, discussion and group work. The day also had a running theme 'A Knight's Quest'.

| Years 2 Group A | | |
|-----------------------|--|--------------------------|
| Timings & Rooms | Theme | Topic |
| Introduction G3 | A brave knight sets out to rescue a princess who has been locked in a tower for 5 years. | |
| 10:00 – 10:30am G3 | Firstly he has to work out a secret code to unlock the code to his master's armory so he can get the armor he needs for his brave quest. | Ancient numbers |
| 10:45 – 11:45am G3 | In order to get to the tower he must cross a moat but his armor is heavy and he keeps sinking. He adds salt to the moat, in order to make himself buoyant – but how much salt does he need to add? | Floating and sinking |
| 1:00 – 1:30pm G3 | After that he has to solve some balancing puzzles so the cogs connect to lower the drawbridge. | Moments Mathematics |
| 1:30 – 2:00pm G3 | He then discovers that the stairs to the tower have collapsed and he has to work on new designs for the staircase up to the tower. | Staircases investigation |
| 2:15 – 2:45pm G3 | Lastly when he is making his escape the guards at the tower try to foil his plan, by shooting cannon balls after him. | Craters |

| Years 3 & 4 Groups B & C | | |
|------------------------------------|--|--------------------------|
| Timings & Rooms | Theme | Topic |
| Introduction | A brave knight sets out to rescue a princess who has been locked in a tower for 5 years. | |
| 10:00 – 10:30am G4 (B) & G7 (C) | Firstly he has to work out a secret code to unlock the code to his master's armory so he can get the armor he needs for his brave quest. | Ancient numbers |
| 10:45 – 11:45am G1 (B) & G2 (C) | In order to get to the tower he must cross a moat but his armor is heavy and he keeps sinking. He adds salt to the moat, in order to make himself buoyant – but how much salt does he need to add? | Floating and sinking |
| 1:00 – 1:30pm G4 (B) & G7 (C) | There is a dozy guard at the bottom of the tower who demands that the knight plays a dice game. You have to work out the knight's best strategy to try and win. | Probability |
| 1:30 – 2:00pm G4 (B) & G7 (C) | He then discovers that the stairs to the tower have collapsed and he has to work on new designs for the staircase up to the tower. | Staircases investigation |
| 2:15 – 2:45pm G1 (B) & G2 (C) | Lastly when he is making his escape the guards at the tower try to foil his plan, by shooting cannon balls after him. | Craters |

At the start of the day, pupils performed a number of brain gym activities, which included learning how to count to ten in Japanese, linking verbal repetition to kinesthetic actions in order to memorise the digits. The children were then split up into groups of around ten, and taken to rooms where they were given a number of tasks to complete. Each activity was introduced in a way which would link it into the evolving 'Knight' story, but would need to be completed using Maths or Science skills; for instance, pupils needed to 'crack the code to the lock on the dungeon door' before they could 'rescue the princess', whilst 'dodging the cannon balls fired by the guards'.

The pupils responded well to the activities, and remained engaged throughout what was a long and intense day in an unusual setting. The teachers who accompanied them gave very positive feedback, even joining in during our final run-through of Japanese counting and parents who attended the evening meeting also expressed their interest and support. The day was very successful, and although classroom teachers could not be expected to produce lessons such as these all of the time, everyone felt that it was a useful event to hold occasionally.

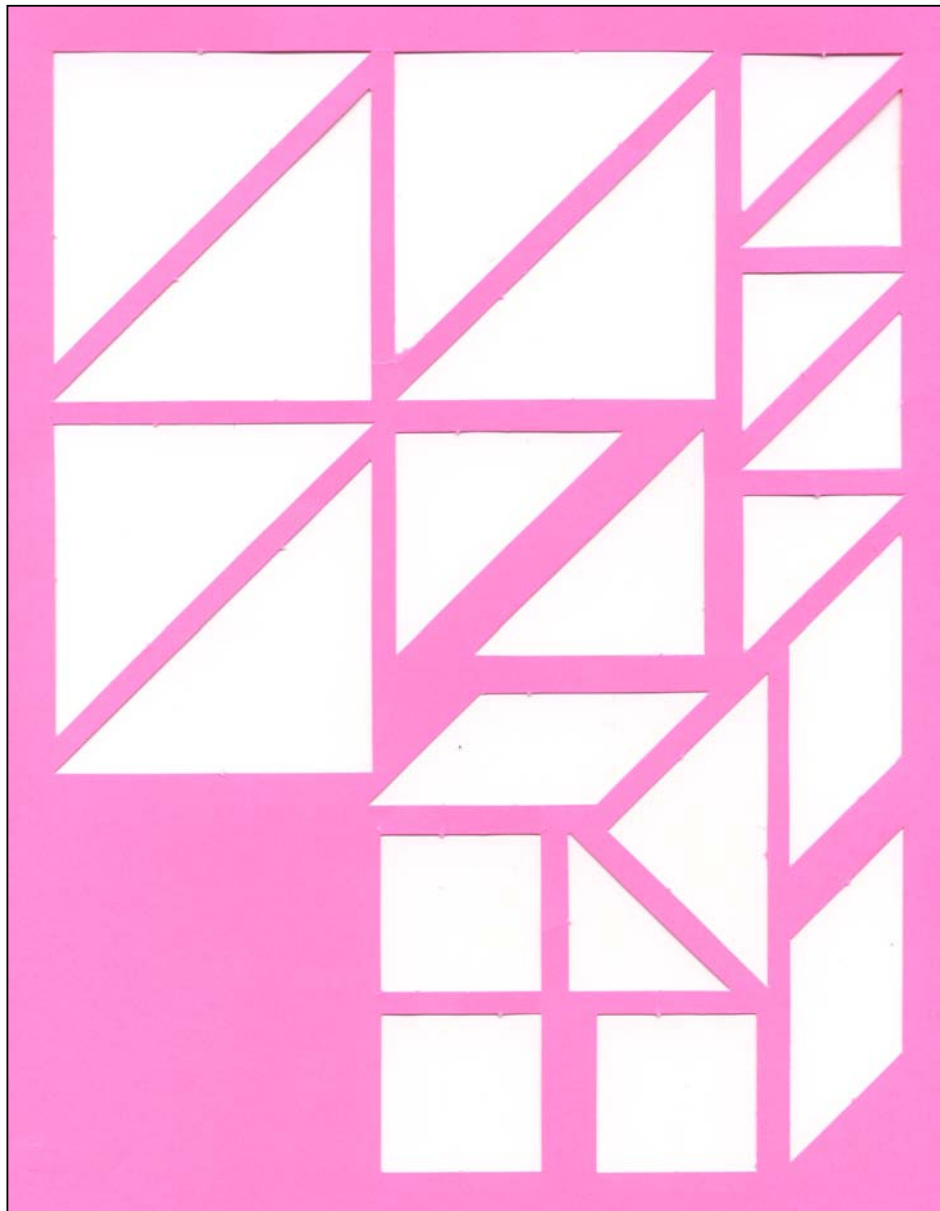
| Years 5 & 6 Groups D & E | | |
|------------------------------------|--|--------------------------|
| Timings & Rooms | Theme | Topic |
| Introduction | A brave knight sets out to rescue a princess who has been locked in a tower for 5 years. | |
| 10:00 – 10:30am G1 (D) & G2 (E) | In order to get to the tower he must cross a moat but his armor is heavy and he keeps sinking. He adds salt to the moat, in order to make himself buoyant – but how much salt does he need to add? | Floating and sinking |
| 10:45 – 11:45am G4 (D) & G7 (E) | He then discovers that the stairs to the tower have collapsed and he has to work on new designs for the staircase up to the tower. | Staircases investigation |
| 1:00 – 2:00pm G1 (D) & G2 (E) | When he reaches the door to the tower he has to solve some seesaw balancing problems. | Science moments |
| 2:15 – 2:45pm G4 (D) & G7 (E) | Lastly he has to work out a secret code to finally unlock the door. | Ancient numbers |

COMPETITION TIME!!!

Activities for promoting skills of spatial awareness and problem solving for more able, gifted and talented pupils.

1. Photocopy and cut out shapes. OHP??
2. Make 1 big triangle with as many pieces as possible.
3. What problem solving skills are being used by your pupils? What do you need to do to extend this task?

Small prize and the winner's entry and solution shared in next newsletter.



South Gloucestershire Education Authority

The Top Ten Most Popular Ways To Help You Provide For Able Pupils

1. Specialist help and advise by telephone or email
2. Consultant work alongside you in the classroom
3. Courses for your school and cluster groups
4. Keynote speakers for special events can be arranged
5. Annual and regional conferences publicised
6. Market-leading books and seminal publications reviewed
7. Support for special projects in clusters or individual schools
8. Professional development courses with continuing support from Advanced Skills Teachers/Advisory Support
9. Networks of teachers and Coordinators and Best Practice Fora for teachers for Gifted and Talented.
10. The Challenge Award Self-Evaluation Framework for schools and LEAs, enabling you to audit/plan provision in your school

Visit our website to get more information

<http://www.southglos.gov.uk/ed/advisory/index.htm>



A Positively MAD Day At Manorbrook Primary School! **By Angela Evans, Headteacher**

At Manorbrook Primary School we are committed to raising standards for all our children, including those with gifts and talents. We have been involved in the Learning Through Innovation Project and for the past year have done a lot of staff training on Accelerated Learning techniques, multiple intelligences, brain gym, mind mapping, using music in the classroom and looking at children's individual learning styles.

Teaching staff have been interested and motivated to explore new ways of working with children. We are delighted with the progress we have made but felt that it would be useful to invite an expert in to school to work directly with the children. Around this time a flyer from a company called 'Positively MAD' landed on my desk!



Like all Heads, I see many such flyers each week and most of them are consigned to the bin! However this one tempted me. The 'Fast Track Day' proposed for KS2 pupils seemed a little different to anything else I had seen and sounded right up our street.

Financing initially seemed to pose a problem. However, by thinking creatively it was resolved. We negotiated a discount by offering to invite representatives from other schools and then contacted another local school, which agreed to share costs with us.

So what did it entail and how would it meet the needs of our school?

As the literature promised it was a fun filled and inspiring presentation, in which up to 220 pupils at a time, were fully engaged. It was lively, entertaining and boisterous but the presenter remained fully in control at all times.

The children and watching staff were treated to an interactive performance, which included Accelerated Learning principles in action. Visual, Auditory and Kinesthetic approaches were used throughout. Music was used to stimulate and a number of brain gym sessions were interspersed between learning opportunities. The children were given confidence in their own abilities and were encouraged to demonstrate their learning in a secure environment. Despite the fun atmosphere they were always treated with sensitivity.

There was a lot of humour used and references to recent advertising campaigns illustrated how much television our children watch! Catchphrases were coming thick and fast but when the presenter came on in a massive pair of glasses and one of our Year 6s shouted 'You should have gone to Specsavers', it was apparently a first and even the presenter fell about!

They were challenged to imagine how many new facts they would know by the end of the session and needless to say were thrilled to find they had surpassed expectations. They were taught memory techniques to help them memorise a list of facts and whilst this might not help much with the SATs, I'm sure they will find the technique useful at other times. In fact, the day after the presentation, one class were to be found trying to work out a storyline to help them remember the criteria for writing a recount.

A Mindmap was introduced with facts about the life of Marco Polo. We were all able to recall an amazing amount of information in a short time. However, I think the favourite for most children was using a story to remember the sequence of the planets.

Some of the more obscure facts we learned, included the names of the fifteen countries of the EU, before the recent additions. Luckily for me, this was the first question in a quiz I went to the following week, so I was able to make use of the information (though I got a few funny looks as I had to bounce up and down and point all around the room in order to recall them)! Full marks for that one, though the next question was about the ten countries that recently joined and a miserable 3/10 for my team as we didn't cover that on the day!



We asked parents and children for feedback after the event and the results were extremely positive:

"Really good fun and I learned lots of things" Year 5 child

"James thought this session was 'the best'. He talked about the content but also loved the audience participation. Said his concentration didn't wander at all!" - parent governor

"I learned a lot more things than I expected. It was fun. He can come back any day!" Year 6 child

What did it mean for us?

All the children were motivated and stimulated to learn and were able to agree that learning can be fun. They were able to find out more about some of the techniques their teachers have been starting to use. The teachers and support assistants were able to see those techniques being put into practice by a real expert. They all acknowledged that Michael really inspired his audience and it gave them all the confidence to try some new things in the classroom. An enriching experience for staff and pupils alike. There was something for everyone and even children who find it difficult to concentrate for long periods were entranced.

MENSA TESTS

Debbie Clayfield, Grange School

One of my Year 11 students had been accepted for membership to MENSA after taking the entrance exam privately. Her mean CAT score was 115 so we picked 60 students whose CAT mean was 115 or above from Years 8 to 11 (I did not have the Year 7 CAT results at the time) and applied to MENSA for them to take the exam in school. Ten of them scored high enough to be accepted for MENSA membership. I wrote to all of the students who took the exam to inform them of their IQ and in most cases, their position, (i.e. top 5% etc...) In some cases I added that although they had not scored high enough they were still clearly very intelligent, in other cases I commiserated and said that I felt that maybe this particularly test did not fit their particular skills. (I did find the test was very language based rather than logic). Since they received their results a number of students have come up to me excitedly, and publicly, to inform me of their result, clearly pleased with themselves and I have been able to respond with equal enthusiasm and able to make comments about how I will be expecting higher things of them regularly from now on. We plan to test students from Years 7, 8 and 13 in the next school year once the Year 7's have taken their CATs.

The following article and puzzles will be published in the school magazine before the end of term:

Fit minds as well as fit bodies.

Being a Sports College means more than being good at sport! In May 2004 a number of students from Years 8 to 11 attempted the MENSA entrance exam. This is a selection of tests that measure your Intelligence Quotient (IQ). The exam consisted of six tests that were strictly time controlled. The questions were the sort that asked you to pick the odd one out, or what comes next using logic and association. (Some similar questions are included below for you to have a go at). To become a member of MENSA you have to have an IQ of 149 or above which will place you in the top 2% of the country. There are more than 26,000 MENSA members in the UK, including around 900 Junior Mensans under the age of 18. Famous MENSA members include:

- * LISA SIMPSON, of 'The Simpsons' fame
- * SIR CLIVE SINCLAIRE - inventor
- * JIMMY SAVILLE - TV personality
- * DONALD PETERSEN - Former chairman of Ford Motor Company
- * HENRY MILLIGAN - boxer
- * GEENA DAVIS - Actress
- * NORMAN SCHWARZKOPF - Planner of Operation Desert Storm
- * PATRICIA JENNINGS - Keyboardist for the Pittsburgh Symphony
- * STEPHEN HAWKING - scientist
- * CAROL SMILIE - TV presenter

Now the list of MENSA members will include a group from the Grange School!

Congratulations to:

- * Lucy Harding
- * Sophie Chapple
- * Tara Hobbs
- * Chris Scott
- * Jennifer Tippet
- * David Anscombe
- * Katy Sobey
- * Charlotte Handley
- * Ewan Gadsden
- * David Stevens

... for achieving MENSA status. Amazingly David and Chris had IQ's that place them in the top 1% of the country!

Commiserations to:

- * Helen Waddington
- * Luke Dean
- * Abbie Hooper
- * Tarek Saunders
- * Lewis Hutton
- * Jason Westlake
- * Grace Harvey
- * Jacqueline Scott
- * Aaron Hodges
- * Kathryn Masters
- * Leanne Scott

... who just failed to pass but who all scored IQ's in the top 5%.

Why don't you have a go at some of these puzzles yourself?

1. Replace each question mark with either plus, minus, multiply or divide. Each sign can be used more than once.

$$2 \ ? \ 3 \ ? \ 1 \ = \ 4$$

2. Which of the numbers in the square is the odd one out and why?

| | | |
|----|----|----|
| 4 | 10 | 2 |
| 14 | 16 | 6 |
| 7 | 8 | 12 |

3. How many B's make A + C?

$$A + B = C$$

$$A + A + A + A + A = B + C$$

4. Which word is the odd one out?

RUN PLAY TALK RED SKIP

5. The answers to the five clues below all rhyme. What are they?

- a) Unswerving in allegiance
- b) To ruin
- c) Their blood might be blue
- d) Hard work
- e) Grotesques spout on roof

6. Here we have mixed up the names of trees with the names of places where people live. See if you can untangle the resulting strange words.

PALBEAM

CEDASTERY

HORNACE

CAPLE

MASTLE

BUNWOOD

GALOWRED

COTTORY

HICKAGE

MONAR

7. Here are 40 sets of three letters. Using each set only once and without changing the order of the letters can you make 20 six-letter words?

ORA CAN JOC BAS MIS VER PLU HAP OUS DAM

GIN SEN FIX NOR IUS POR LAW CUD WIG AGE

PEN OUT SUF FAM QUA EAR KET RAL TRY KEY

MAL DLE ANG SEL VOY LAY GEN DID TER MAR

8. What letter should come next?

MYVSEHMSJRSNUSNEP?

9. Details of a check at a stationers are shown below.

78 - Pencils
152 - Paint Brushes
51 - Files
142 - Felt Tip Pens
? - Writing Pads

How many writing pads should there be?

10. In which direction should the missing arrow point?

| | | | | |
|---|---|---|---|---|
| V | > | ^ | V | < |
| V | < | > | V | > |
| ^ | > | ? | > | V |
| > | < | V | ^ | > |
| V | > | < | V | ^ |

11. A man received a cheque. The pounds had been transposed for pence and vice versa. He went out, spent 5 pounds and 42 pence but discovered that he now had exactly six times the value of the correct cheque. What amount should he have received?

If you want to try some more puzzles or even attempt the MENSA entrance exam yourself, look on their website: <http://www.mensa.org.uk>



Mensa
The High IQ Society

Pupil Reading And Writing Targets In Literacy To Support All Pupils Especially Those Who Are More Able & Gifted

Last summer, I used several sources to help me to put together individual pupil reading and writing targets sheets for Level W to 5. These were then introduced to staff who have trialled them in their classrooms for the past year. (Examples shown on the next page.)

Writing Targets – How They Work

Teachers keep writing targets sheets, at the relevant level, for each child in their class. The targets are highlighted to show the current target that the child is working on. When the target is achieved it is ticked and dated in the right hand column. Within KS1, teachers type up the individual targets onto cards and these are kept on the children's writing table to remind the children what their target is. Within KS2, the children copy their target into the front/back of their writing books every time they receive a new one to work on.

The targets are properly updated in conjunction with the marking of writing assessment. However, sometimes it is necessary to change them earlier if a child has securely achieved their target.

Reading Targets – How They Work

Teachers keep reading target sheets, at the relevant level, for each child in their class. Again the targets are highlighted to show the current target that they are working on. When the target is achieved the target is ticked and dated in the right hand column. In Year 1 the children read to the teacher once a week. During this time, the teacher decides which target to give the child and writes it in their reading log. The child then works on this target when reading at home and at school. The target is changed when necessary. From Year 2 onwards, the targets are used in conjunction with guided reading. Targets are worked on within guided reading sessions and the children can practise them within their independent reading. The targets are updated during guided reading sessions when necessary.

The Children's Response

We have trialled these targets for a year now. The response from the children has been encouraging. The Year 1 and Year 2 children in my class automatically get their writing target cards out in Literacy lesson and are keen to show me that they are improving in the area that they are focusing on. They enjoy seeing when they have achieved their target and look forward to getting new ones to work on. The targets have given all children something to focus on whilst they are reading and writing. Most importantly, they give the children a sense of direction in their Literacy lessons.

The Teacher's Response

It has meant extra work and has taken the whole of this trial year for everyone to get to grips with the pupil target sheets, but most staff can see the benefits to all the children's Literacy skills but especially those who are more able and gifted in Literacy.

**By
Abby Austin – Literacy Coordinator
St John's Mead Primary School**

Examples of Pupil Reading and Writing Target Sheets

Level 3 Writing

| <u>Pupil's Writing Targets – Level 3</u> | |
|--|---------------|
| PUNCTUATION | |
| Use capital letters for proper nouns. | Date Achieved |
| Make sure that all of your sentences start with a capital letter and end with a full stop. | Date Achieved |
| Use question marks and exclamation marks where necessary. | Date Achieved |
| Use commas within lists. | Date Achieved |
| STYLE | |
| Use a variety of adjectives and adverbs to add interest to your writing. | Date Achieved |
| Use compound (longer) sentences using different connectives. | Date Achieved |
| Include explanation and description in your writing. | Date Achieved |
| Use your imagination when writing a story. | Date Achieved |
| Use a thesaurus to find alternative words. | Date Achieved |
| COMPOSITION AND ORGANISATION | |
| Organise your ideas in a plan before you start writing, so that you have a beginning, middle and ending. | Date Achieved |
| Set your work out clearly. Begin to use paragraphs. | Date Achieved |
| EDITING | |
| Read through your work, spot mistakes and make them right. | Date Achieved |
| HANDWRITING | |
| Take care with the presentation of your writing in all subjects. | Date Achieved |
| Try to use joined writing all the time. | Date Achieved |
| SPELLING | |
| Use 'Look, cover, write, say' to help you to learn new spellings. | Date Achieved |
| Break up long words into syllables to spell them bit-by-bit. | Date Achieved |
| MY OWN TARGET | |
| | Date Achieved |

Level 5 Writing

| <u>Pupil's Writing Targets – Level 5</u> | |
|---|---------------|
| PUNCTUATION | |
| Basic punctuation is used accurately. | Date Achieved |
| Question marks and exclamation marks are used accurately. | Date Achieved |
| Commas, apostrophes, speech marks and ellipses are used accurately. | Date Achieved |
| STYLE | |
| Make sure you know when to write formally or informally. | Date Achieved |
| Use a mixture of sentence lengths to create different effects in different text types. | Date Achieved |
| Within non-narrative writing, include interesting events and description. | Date Achieved |
| Within non-narrative writing, include details about characters' feelings and thoughts. | Date Achieved |
| Use a variety of different words within your writing. Stay away from 'said'! | Date Achieved |
| COMPOSITION AND ORGANISATION | |
| Include the correct features for all different types of non-fiction. | Date Achieved |
| Start a new paragraph when you move onto a new point. | Date Achieved |
| Make sure all of your writing has an effective ending. | Date Achieved |
| EDITING | |
| Plan, draft and edit your work successfully. | Date Achieved |
| Read through your work and check that it makes sense and is organised well. | Date Achieved |
| HANDWRITING | |
| Make sure that your handwriting is joined and fluent. Develop your own style. | Date Achieved |
| Use different types of handwriting to match the task. E.g. Bold/large writing for posters/leaflets. | Date Achieved |
| SPELLING | |
| Check your spelling. Are your words all spelt correctly. | Date Achieved |
| MY OWN TARGET | |
| | Date Achieved |

Wheatfield Primary School
School Linking Visit to Calabria, Italy
Saturday 13th until Wednesday 17th March 2004

If you are looking for ideas as to how you can offer challenge and enrichment in the curriculum for Gifted & Talented pupils, Comenius Projects may be useful. Funding for planning visits are available to Headteachers in order to enable them to make a preliminary visit. The Headteacher at Wheatfield Primary School, Chris Dursley, visited Calabria in March 2004. Here is her report, which includes provision for all children but which gives G&T pupils opportunities to develop study skills and independent learning.

MAIN OBJECTIVES OF VISIT:

1. To meet with colleagues in our partner school in Calabria in order to establish positive relationships and to confirm and refine ideas for a joint curriculum project which will:
 - Help raise children's awareness in both schools of life in another country and culture and to appreciate and value differences, thus contributing to an understanding of global citizenship.
 - Improve and develop the children's communication skills through shared curriculum activities and through the use of ICT.
 - Support creativity across the curriculum through shared learning opportunities.
 - Encourage and support the teaching and learning of a foreign language.
2. To exchange information and gain mutual understanding of each others
 - Educational system
 - Social and economic background of areas in which schools are set
 - School ethos and cultural values
3. To provide a purposeful link for teaching and learning across the curriculum.

SPECIFIC OUTCOMES:

- The hospitality and welcome received certainly contributed to the establishment of positive relationships, which is the key to the successful development of the link and the project.
- Both schools have identified the staff and children who will be initially involved in the project, although it is anticipated that in the long-term (probably within 2 years) there will be whole school involvement.
- Initially we have agreed that the children and staff involved will begin to correspond with each other by letter and e-mail on a half termly basis, exchanging basic information in order to build up relationships.
- The children in one class in the primary department of the school I visited will write information about themselves and their daily lives in a journal, which has been left with them. This will be returned to England at the end of the Summer Term.

INFORMATION OBTAINED AND ITS BENEFIT TO WHEATFIELD PRIMARY SCHOOL:

- The specific location of the partner school in Calabria provides a stark contrast to the situation of Wheatfield Primary School. There are marvelous opportunities to access information about a contrasting locality, which will greatly enrich and extend the Geography Curriculum.
- The opportunities for the exchange of information, between school can be used to provide purposeful writing opportunities for the children which could contribute to raising of standards – a key issue post OFSTED and for our SDP.
- The potential for the use of ICT to enrich communication between the schools will support development and extension of the children's ICT skills – and encourage its use to support work across the curriculum.
- The building of positive relationships between children and staff in both schools will support the development of our PHSE and Citizenship education/curriculum.
- Sharing of ideas on the teaching and learning of a foreign language will support us as we begin to implement MFL into the primary school curriculum.

MECHANISMS FOR EVALUATION AND DISSEMINATION:

- Dissemination of the project will be achieved through:
 - Written Reports to Governors and Parents.
 - Whole school assemblies led by children as well as staff.
 - Verbal reports in staff and governors meetings.
 - Sharing progress on development with other schools in South Gloucestershire who were involved in the link visit and officers from the LEA.
- Initial evaluation of the project will be measured in terms of:
 - Frequency and quality of on going communication between the two schools.
 - Raised awareness, interest and understanding of what it is like to live in another part of the world and the impact this will have upon the children's ideas of citizenship.
 - Improvement and development of the children's communication skills – especially through the use of ICT.
 - Evidence that the link is impacting upon the planning and delivery of the curriculum in a more creative way through the exploration of cross-curricular themes.

FUTURE PLANS:

We have agreed to explore the possibilities of extending the project to include schools in 3 other European countries and of securing Comenius Funding, probably in March 2005. This will provide opportunities for teachers in the schools to meet with each other and to share and observe good practice.



Wycliffe

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I would like to tell you about the Royal Institute of Mathematics Masterclass which will be running next year and hope that you find this a useful resource for gifted Mathematicians in your school.

For the next academic year, it is hoped that there will be two series. One aimed at Year 9 pupils will be held at Wycliffe College, the second aimed at Sixth Form Students will be hosted by St Peter's RC School, Gloucester. Each series will comprise of six Masterclasses given by outside speakers. The cost of the series will hopefully be funded by a combination of RI, Wycliffe and St Peter's money, although it is anticipated that parents may offer small donation for expenses.

Masterclasses are open to all students, though it is envisaged that a certain level of Mathematics is required to make full use of the courses. Teachers should feel free to bring a small group of pupils whilst individuals may prefer to ask parents to drop them off at school.

Year 9 Masterclasses will be on Saturday mornings at Wycliffe College, 10:00am until 12:30pm with refreshments provided at around 11:00am. Recent talks and lectures have included:

- Celtic Knots – Prof. Chris Budd
- Juggling – Dr. Colin Wright
- Fair Division – Phil Hale
- Liverpool Fun Maths Roadshow – Dr. Ian Porteous
- Anamorphic Art – Prof. Alan Davies

... and if you are unsure of what these topics entails then I hope you can come along and watch!

The Sixth Form series is a new addition and will take place on weekday evenings from 4:15pm until 6:15pm at St Peter's RC School, Gloucester. Whilst these classes will be aimed at pupils taking AS and A2 Mathematics and hence may take the part of lectures, the hope is that there will always be an element of interaction and interactive learning through use of IT software or group work.

If you would like more information, please get in touch with John Welham at the address above.

WEBSITE OF THE MONTH

this is actually a series of websites: four projects being developed at Cambridge University's Centre for Applied Research in Educational Technologies (CARET) as part of the university's aspiration-raising scheme (<http://www.cam.ac.uk/aspirations>) to encourage and inspire 11-19 year olds to consider studying in further and/or higher education – particularly those with disadvantaged backgrounds. The websites are designed to complement the national curriculum: quirky, yes – but well designed for the curious and eclectic.

<http://puzzling.caret.com.ac.uk>

Brainteasers and puzzles in two sections: 11-15 and 15-19. A little bit slow to navigate round the site, but well worth this small effort. Puzzles will keep the kids occupied for hours – also a chat section.

One example is 'Bored Billy' – a computer game where you have to stack up books without them falling over. So far, so dull – but actually it's about how the centre of mass moves as you move the books. Simple, but well done.

<http://staranise.caret.cam.ac.uk/humanfactory>

Human Factory aims to 'raise young people's aspirations to pursue higher education in a field relating to human biology or medicine' and is designed for 11-16 year olds. Yes, it does cover the national curriculum but provides additional information 'that may inspire the user to further study in this area'. The development of the site is on going but they plan to have a section on careers containing interviews with professional talking about how and why they chose their career. Pupils are taken on a journey through the human digestive system, encountering visualisations of biological processes at various scales merging of 3D games technologies with Science education.

<http://revolution.caret.cam.ac.uk> (or rEvolution, which is about the natural Sciences)

I really enjoyed the Rain Forest section – it's a little slow (unless you've got Broadband) and it's not finished yet but there's still a lot there to enjoy: the global habitat map; adaptations; ecosystems and rainforest layers. You can also choose whether you want to look at the 'easy' version or the 'hard' version which means kids can progress as they build up their knowledge base – you'll need Flash 6 for this website, but you can download it for free.

<http://aspirations.english.cam.ac.uk/converse/hone.acds>

This is an English literature section. It invites pupils to 'meet the first Black student at Cambridge University' (actually one Francis Williams, born in Jamaica in 1702), and asks 'could you talk to a 14th century poet?' – a section that translates modern language into something approaching Chaucerian verse. Have a look at 'texts in time' and see if you can 'play' this game: 'Can you use your skills of close reading to identify the date of eight different poems from different centuries' – ideal for brushing up your own skills! Operates at all levels from Year 7 to graduate level – fascinating and great for pupils who enjoy discovering odd and intriguing facts.

I'm a fan of these websites – do keep an eye on them, they're only going to get better.

- **Article taken from 'G&T Update' - Issue 16, July/August 2004**

Enrichment Courses – Autumn Term 2004

Kilve Court Residential Education Centre

Director: Andy Simms



Kilve, Bridgwater, Somerset, TA5 1EA

Tel: 01278 741270/326

Fax: 01278 741551

Email: info@kilvecourt.org

Website: <http://www.kilvecourt.org>



Kilve Court provides courses suitable for more able and gifted and talented pupils. I hope that these courses will be of interest to your pupils.

| Course Name | Year Group | Subject | Dates |
|--|------------|-----------------------|--------------------|
| Water, Water | Years 6-8 | Environmental Studies | 1-3 October 2004 |
| Humps, Bumps, Bits & Bodies | Years 6-8 | Archaeology | 8-10 October 2004 |
| Creative Maths & Origami | Years 7-8 | Maths | 8-10 October 2004 |
| My First Novel | Years 9-11 | English | 8-10 October 2004 |
| Rocket Scientists | Years 7-9 | Science/Astrology | 22-24 October 2004 |
| More Improve you Acting | Years 9-11 | Drama | 22-24 October 2004 |
| A Scientific Approach to Global Communications | Years 9+ | | 25-28 October 2004 |
| Creepy Creative Writing | Years 6-9 | English | 25-28 October 2004 |
| Fantasy Masterclass | Years 8-11 | English | 25-27 October 2004 |
| Make a Fashion Outfit | Years 9-11 | Design | 25-27 October 2004 |
| Art & Local Legends | Years 5-7 | Art | 27-29 October 2004 |
| Secret Combes & Vanished Villages | Years 8-10 | Archaeology | 27-29 October 2004 |
| Into Orbit & Beyond | Years 8-11 | Space Science | 29-31 October 2004 |
| Poetry Masterclass | Years 8-11 | Poetry | 29-31 October 2004 |
| Drama, Masks, Clowns & Crafts | Years 7-8 | Drama & Art | 29-31 October 2004 |

If you have any feedback from pupils attending these courses, please let Liz Townend or Julia Mabey know so we can include this in our Newsletters.

N.A.C.E.
National Association for Able Children in Education

Publication in partnership with David Fulton Publishers

NACE
PO Box 242
Arnolds Way
Oxford
OX2 9FR

Tel: 01865 861879

Fax: 01865 861880

Email: info@nace.co.uk

Website: <http://www.nace.co.uk>

The following publications can be ordered from NACE using the contact details above:

- **Educating the Gifted and Talented** – Catherine Clark & Ralph Callow
Resource issues and processes for teachers (2nd edition 2002).
£16.00
- **Challenges In Primary Science** – David Coates & Helen Wilson
Challenging pupils to develop thinking in Science.
£16.00
- **Challenging The More Able Language User** – Geoff Dean
Challenging pupils advanced in reading and writing.
£18.00
- **Able Children in Ordinary Schools** – Deborah Eyre
Asserts that the needs of able children can be met by ordinary schools & provides practical strategies.
£18.00
- **Curriculum Provision for the Gifted & Talented Secondary School** – Deborah Eyre & Hilary Lowe
Gives practical help in making provision for the able in their classroom.
£17.00
- **Curriculum Provision for the Gifted & Talented in Primary School (English, Maths, Science & ICT)** – Deborah Eyre & Lynne McClure
Gives practical help in making provision for the able in their classroom.
£17.00
- **Gifted Children Grown Up** – Joan Freeman
Third book in series – brings us up to date with children who have been studied since 1974.
£19.00

(Continued...)

- **Gifted & Talented Learners** – Barry Hymer & Deborah Michel
Creating a policy for inclusion.
£16.00 (*Best Seller*)
- **Teaching Mathematically Able Children** – Roy Kennard
(2nd edition 2001)
£17.00
- **Supporting the Child of Exceptional Ability** – Susan Leydan
(3rd edition 2002) Informs about the frustrations of exceptional children and offers advice on how to create supportive environments.
£18.00
- **Gifted & Talented Children with Special Educational Needs** – Diane Montgomery
Double Exceptionally – Identify highly able pupils with special needs such as ADHD, Dyspraxia, Dyslexia & Downs Syndrome.
£18.00
- **Using Science to Develop Thinking Skills at Key Stage 3** – Pat O'Brien
A series of practical activities designed to help teachers build and effective Science curriculum for more able children.
£16.00
- **Listening To Able Underachievers** – Michael & Kathryn Pomerantz
Provides new contribution to improving attainment of able underachievers in Secondary schools.
£17.00
- **Using & Applying Mathematics at Key Stage 1** – Elaine Sellars & Sue Lowndes
A guide to teaching problem solving and thinking skills.
£12.00
- **Using & Applying Mathematics at Key Stage 2** – Elaine Sellars & Sue Lowndes
A guide teaching problem solving and thinking skills.
£14.00
- **Meeting the Social & Emotional Needs of Gifted & Talented Children** – Michael J Stopper
Looks at the balance between intellectual, social & emotional development.
£18.00
- **Using History to Develop Thinking Skills at KS2** – Belle Wallace
Helps teachers develop children's problem solving & thinking skills through History topics.
£14.00

(Continued...)

- **Teaching Thinking Skills Across the Early Years** – Belle Wallace
Helps incorporate problem solving into National Curriculum in line with QCA & DfES.
£17.00 (*Best Seller*)
- **Teaching Thinking Skills Across the Primary Curriculum** – Belle Wallace
For all abilities – Framework for teaching thinking and problem solving.
£17.00 (*Best Seller*)
- **Teaching Thinking Skills Across the Middle Years** – Belle Wallace & Richard Bentley
For children 9-14years – Framework for thinking and problem solving for KS2 & KS3.
£17.00 (*Best Seller*)
- **Teaching the Very Able Child** – Belle Wallace
Developing a Policy and Adopting Strategies for Provision.
£16.00
- **The Challenge Award: A Self-Evaluation Framework for Schools and LEAs**
A resources to provide strategic direction and quality standards for able, gifted & talented provision.
£55.00 (*Best Seller*) Non member cost of publication is £69.99
- Journals – **NACE Bi-Annual Journal: Educating Children** - Vol 7, Issue 2, Winter 03
Edited by Diane Montgomery
£8.50
- Journals – **NACE Journals from the past** – package price for all back copies
2003 x1, **2002** x2, **2001** x2, **2000** x2, **1999**, **1998**, **1997**, **1996**, **1995**
£40.00
- **Challenging Resources for Able & Talented Children** – JB Teare
Includes resources for use with children of all ages (KS1 – post 16) within the classroom & beyond.
£28.95
- **Effective Provision for Able & Talented Children** – JB Teare
Practical guidance on creating & maintaining a school policy.
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- **Effective Resources for Able & Talented Children** – JB Teare
Enrichment & extension activities for KS2 & KS3.
£24.95
- **More effective Resources for Able & Talented Children** – JB Teare
Enrichment & extension activities for KS2, KS3 & KS4.
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|----------------------|-----------------------------|--------------|
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| Swallows & Amazons | Meteorology | Dinosaurs |
| Astronomy | Reptiles | Robots |
| | | Starlab |

For Adults

Key Speaker:
Dick Smith, Department for Education & Skills
'The Gap between Actual & Potential Pastoral Provision for G&T pupils'

Seminars:
Jo Counsell - Handwriting
National Academy for Gifted & Talented Youth
Gill Rowley Books
Open Forum

For further information, please contact:

NAGC
Suite 14, Challenge House
Sherwood Drive
Bletchley
Milton Keynes
MK3 6DP

Tel: 0870 770 3217

Fax: 0870 770 3219

Email: amazingchildren@nagcbrtain.org.uk

Website: <http://www.nagcbrtain.org.uk>

Mathematics Trail for our Gifted and Talented Pupils

**Clare Orchard
&
Sue Humphreys**

Raysfield Junior School, Chipping Sodbury

When I introduced the idea of creating a Mathematics Trail around the school to the group of Year 3 extension pupils, they were at first very apprehensive and a little confused as to what was involved. In order to allay their fears and doubts we checked out some websites on the Internet to see what other schools had done, which spurred the group into thinking what they could achieve.

After giving them an instruction to brainstorm in order to get their ideas down on paper I stood back and let them talk amongst themselves. They came to me with some brilliant ideas and some that were quite impractical. After further discussion we all decide on a 'Treasure Hunt' type trail where clues were given to take participants to various stations at which puzzles/tasks/activities based on all aspects of Mathematics were awaiting them.

As a group, the children decided on the best route around the school and the form the clues would take. They 'persuaded' me to take digital photographs of objects around the school and blow up a selected part of the object. This completed, they went on to think about what tasks could be done and once again went into brainstorming session. Again after discussion the impractical tasks were rejected and the basis of the trail began to appear. At this point, the group split into three natural pairings and begun to work on individual tasks. The children realised that if the whole school were to have a go at the trail the tasks would have to be at different levels. With a little help they managed this; one group producing their tasks on the computer, another programming the Roamer to follow a track, another creating symmetrical patterns. Other tasks had been incorporated from previous lessons where the group had made their own logic problems and ideas taken from my own number crunching activities.

My input to the Mathematics Trail was almost as an administration assistant, to keep the group in order but to let the group make the decisions and learn from their mistakes. I typed up instruction sheets, answer sheets and timesheets to help the Mathematics Trail run smoothly.

The group are running this trail this week, so here's hoping all their planning and hard work gives the rest of the school a great deal of pleasure and FUN!

Pupils at the school wrote about the Raysfield Junior Mathematical Trail:

We have made a Mathematics Trail for the whole of Raysfield Junior School. It had a Treasure Hunt, Fort Boyard format with seven challenges for each group to go through. The challenges were a Roamer activity, a logic problem, sequencing, symmetry, measure, a times table challenge and Countdown.

We tested our trail on a small group from our class to check that everything was OK. We noticed that with only group doing the trail, there was a long way before the group got to you if you were at the end of the trail. Also that the challenges outside had to be careful that nothing blew away in the wind. We also felt that some of the challenges had too much time so we reduced the time limit a bit.

When we ran the trail properly everything went smoothly and we all enjoyed it.

Mackenzie

Jack

Abigail

Sejal

Alex

Kevin

David

Tamsin

Jade

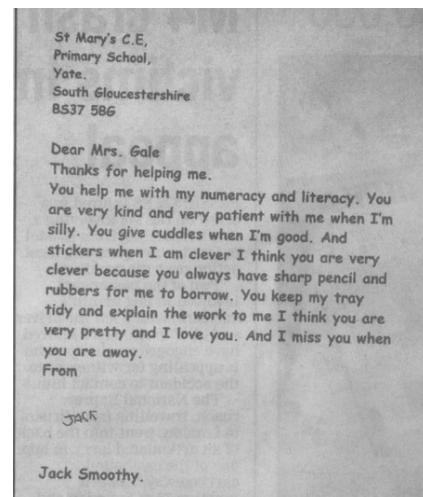
Comments from pupils taking part in the Trail:

- ✿ *"It was great fun"*
- ✿ *"The best Maths we've done for ages"*
- ✿ *We wanted to go around again"*
- ✿ *It was fun working as a team"*
- ✿ *It was hard but great fun all the same"*
- ✿ *The people helped us as we went round"*

Jack's Special Letter Wins Prize (Quoted from Bristol Evening Post – 12/03/04)



Jack Smoothy from St Mary's CEVA Primary School, Yate, brought tears to the eyes of his Teaching Assistant, Jane Gale, when he wrote her a letter to thank her for her kindness and patience. Now the letter has won Jack a place in the final of a nationwide competition run by the Royal Mail. Jack, aged 10, has complex and specific learning difficulties. Jan helped him with his letter in the special achievement category of the competition for young letter writers. Judges said that Jack's letter was "communication at it's best". They said it was a "wonderful, moving letter, which made Jack's Teaching Assistant cry when she read it". The youngster won £100 to spend on books and stationery and £500 for his school.



Cipher Challenge

The University of Southampton National Cipher Challenge will be returning to schools in September the free lesson packs for the post-exam period... why not visit <http://www.maths.soton.ac.uk/cipher> now!



Below are a couple of flyers that I have received about some publications that you may find useful. For more information or to order copies of the publications, please contact the following companies:

Rising Stars
PO Box 5948
Wellingborough
NN8 2FD
Tel: 01933 443 862
Fax: 01933 433 849
Email: info@risingstars-uk.com

nferNelson
The Chiswick Centre
414 Chiswick High Road
London
W4 5TF
Tel: 0208 996 8444
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This practical resource helps pupils to learn how to efficiently tackle questions in science.

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Motivating and easy to use, the activities cover:

- seriation
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- concrete modelling
- conversation
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- relationships between variables.

Turn over to try one of our activities →

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Thank you to contributors to our Gifted and Talented Newsletter:
Charlotte Cook & Caroline Wells, Angela Evans, Debbie Clayfield, Abby Austin,
Chris Dursley, Clare Orchard, Sue Humphreys, Sian Richardson