Planning Activity

Suggestions for introducing classes to planning

Apply one or more of the approaches in this table to a class activity.

If you already use your own planning methods with classes, try adding refinements to your process from the ideas in the table.

Draw up a writing frame or thinking frame to guide classes through the sequence you want to follow. For more information on thinking frames, visit the link below.

Primary Science Teaching Trust: The Thinking Frames Review

Early stages	Some familiarity with plans	Later stages
• Model how to plan work by showing pupils examples of different planning me thods or structures useful for different situations, such as: – describing intentions; – storyboarding; – mind maps; – writing frames; – bullet point lists; – notes; – drawings; – sketches; – flow charts; or – annotated diagrams. • Model the thinking to show pupils how to divide a task into manageable stages. • Show pupils how to break a task down into smaller sub-tasks (perhaps setting them as process criteria). • Provide a sequence to follow. • Give examples of the stages involved in working through an activity (show pupils a finished version). • Give success criteria in pupil language.	• Ask pupils to decide on the stages into which to sub-divide a larger task: – how many stages; – how long to allow for each; and – state which are most important. • Ask pupils to identify in advance the key features they need to include in order to meet the requirements of a task. • Ask pupils to choose from several possible structures or planning methods which will be useful for the proposed activity. (Pupils should be familiar with using different approaches at different times for various purposes i.e. have seen and used several possibilities beforehand). • Give success criteria in subject language.	• Ask pupils to produce a plan of their own. • Involve pupils in formulating success criteria. • Ask pupils to show the sequence they intend to use when completing an activity. • Encourage pupils to prioritise the order in which to tackle parts of an activity. • Ask pupils to explain why they made particular planning decisions. • Ask pupils to show how their planning was successful or where refinements could have led to improved outcomes.