





# Holidays Matrix

<p>Transport</p> <p>Places</p>	 <p>bicycle</p>	 <p>ferry</p>
 <p>Cyprus</p>		<p>Using a matrix to stimulate geographical discussion.</p>
 <p>Holland</p>		

It's empowering to talk an idea through before you write about it!

Good for all pupils!

Vital for EAL pupils!

Basic principles behind our talk for learning activities:  
Oracy in curriculum contexts!

Build on children's own prior knowledge.  
Move from concrete to abstract.  
Ensure everyone works with everyone else.

Extend social language towards curriculum language.  
Provide motivating ways to go over the same knowledge more than once.

COLLABORATIVE LEARNING PROJECT

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We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Bilingual learners benefit from a visual representation of a topic to help them to make sense of the kind of class discussion that often introduces written work. This framework (sometimes called a key visual or graphic organiser) can also work as an aide memoire for teacher and child to recall and repeat the talk that sustains the topic. Bilingual learners need to revisit talk around each topic, so that they can assume ownership of the structures and vocabulary. If the rush to writing is too rapid, children will end up either copying without understanding or colouring in.

A matrix is one of the simpler forms of visual representation and can be used in a variety of ways. The discussion that produced this matrix followed the lines of asking children (Years 1 and 2) where they had been on holiday, how they got there and maybe what it was like and how long it took to get there. As in all class discussions only a few children contributed and some children never raised their hands. The children then moved on to fill in a passport template and colour in their self portrait.

A matrix of this kind could be used in the initial discussion provided the teacher had already found out a list of places where the children had been on holiday. Here is an example. These pictures of places were pulled quickly off the net. The first stage would be to establish whether they accurately portrayed where the children had been, and help to inform discussion about the differences between places. This particular example was originally constructed from four sheets of A4 and explores questions around what means of transport could be used and how long the journey could take. Instead of transport along the top you could have items you might take with you or activities you might indulge in etc. Smaller matrices can be used with individuals or small groups to focus discussion and filling in a matrix can easily be converted into a bingo type game where children take turns to pick a picture or word card and fit it onto their matrix.

Please send us examples of your matrices!

<p>Transport</p>	 <p>bicycle</p>	 <p>ferry</p>	 <p>train</p>	 <p>plane</p>	 <p>bus</p>	 <p>Cyprus</p>	 <p>Holland</p>	 <p>Tunisia</p>	 <p>Jamaica</p>	 <p>Whitby</p>