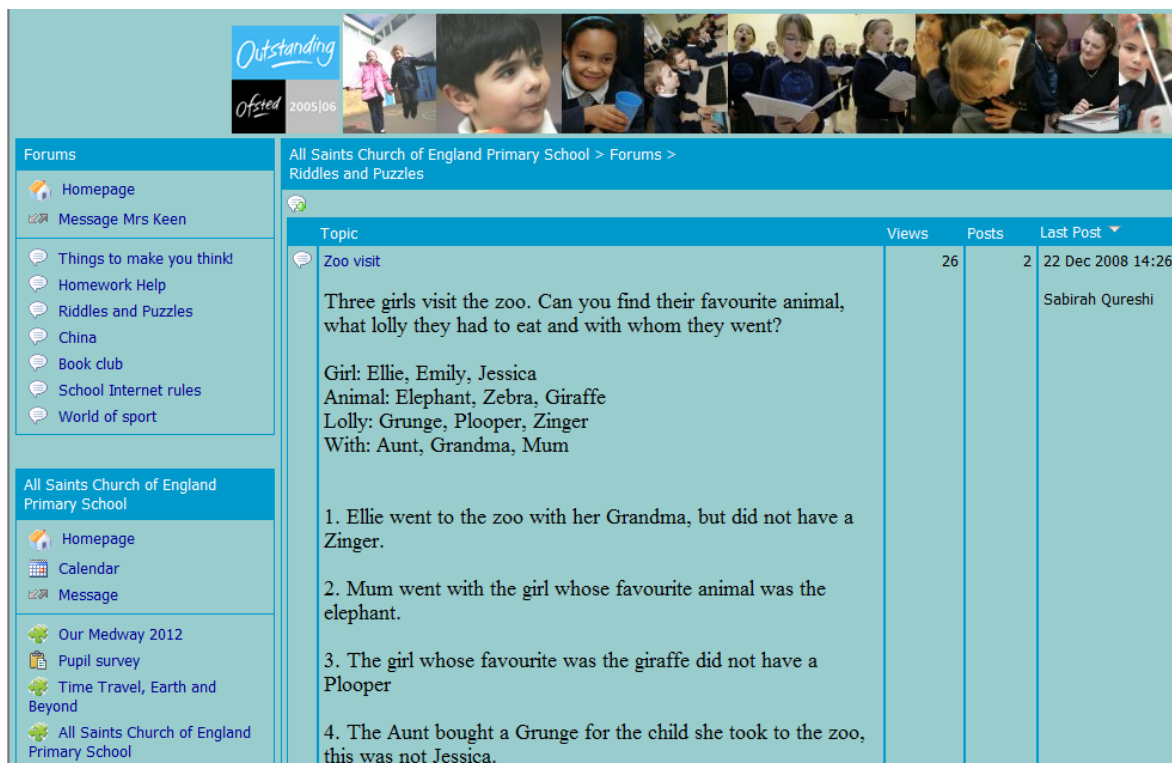


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at [www.clcsuccess.com](http://www.clcsuccess.com)

<b>School:</b> All Saints Primary, Medway	<b>LA:</b> Medway
<b>Teacher:</b> Mrs. Keen	<b>Students:</b> Gifted and Talented, KS2
<b>Contact:</b> <a href="mailto:keenp001@medway.org.uk">keenp001@medway.org.uk</a>	
<b>Learning Focus:</b> To challenge children's thinking skills.	
<b>Curriculum Focus:</b> Thinking Skills / Philosophy	
<b>Tools used:</b> Forum	



The screenshot shows a forum post from 'All Saints Church of England Primary School > Forums > Riddles and Puzzles'. The post is titled 'Zoo visit' and has 26 views and 2 posts. The content of the post is a riddle: 'Three girls visit the zoo. Can you find their favourite animal, what lolly they had to eat and with whom they went?'. Below the riddle, the following information is provided: Girl: Ellie, Emily, Jessica; Animal: Elephant, Zebra, Giraffe; Lolly: Grunge, Plooper, Zinger; With: Aunt, Grandma, Mum. A list of four clues follows: 1. Ellie went to the zoo with her Grandma, but did not have a Zinger. 2. Mum went with the girl whose favourite animal was the elephant. 3. The girl whose favourite was the giraffe did not have a Plooper. 4. The Aunt bought a Grunge for the child she took to the zoo, this was not Jessica.

**How this worked in practice:** Within the class, the teachers at All Saint's Primary School regularly set challenges or philosophical questions for the Gifted and Talented learners to consider and respond to. This is an excellent example of providing such children with the impetus to learn and consider.

It's also clear from the Riddles Forum above that the pupils are responding to one another and asking further questions; this is a space where the more analytical children can share their musings and work together to increase their understanding of their world.

**By the end of this sequence of work children had developed skills in:**

**PSHE:** Critical Thinking, Philosophy

**Next Steps:** Children could now begin to set these challenges as well as respond to them.