

## How can a mind map can be used?

A mind map is a flexible tool and can be used in any way you wish. It could be used for

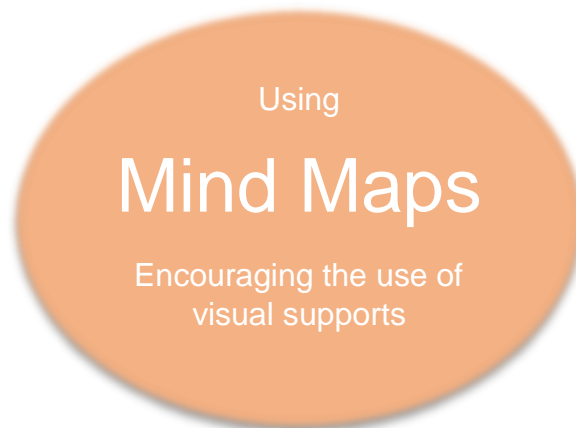
- Assessing prior knowledge
- Mind maps can be a different fun way to explore stories.
- Record the information from the beginning of the topic either on individual maps or as a whole group teaching tool
- Display the knowledge learnt on the wall. Mind maps lend themselves to visually exciting and stimulating displays
- Send them home so that parents know what children are learning about and can also reinforce topic vocabulary and discussions
- Aid understanding and promote discussion and leaning
- Mind maps can develop over a period of time as a topic is explored
- Assess leaning following the exploration of a topic

Mind maps have proved to be a motivating way to learn and children remember more information as a result

Adapted from Elklan Early Language Builders

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Mind maps can be an enjoyable, beneficial way of exploring vocabulary. They can be particularly useful for a child with delayed language or for children with English as an additional language because they can express their ideas through pictures.



**SWINDON**  
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## What to do

A central image is drawn in the middle of the page, this should contain a picture and can have words. The picture is coloured.

From the image thick branches are drawn on which are written the main headings of the topic. Different information about the topic is then categorised under each of these headings and written on sub branches which are thinner.

Drawing a mind map e.g. Babies

- Gather together pictures, photographs, wrappers etc. and perhaps objects associated with the topic.
- Use a large sheet of white paper or card
- The children suggest a central theme and draw or stick it in the middle
- It is helpful to start by drawing a few braches that represent the main categories. Label them and explain them to the children. For example, 'This branch is about eating. What do babies need to eat or drink?' Encourage children to find the relevant pictures.
- Keep the mind maps simple. If there is too much information, the younger child may not understand what is going on
- The children stick images on the paper
- Write one word next to each image. Older children can copy or overwrite
- Give the children an opportunity to think of other ideas and either draw them on the map or find suitable objects or pictures to stick on
- Once one branch is complete, move on to the next one