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| **Trainee** |  | | | **Class/group** |  | **Time** |  |
| **Date** |  | **Area/s of learning** | UW  CaL | **Theme/focus** | Superhero’s- Understanding the world | | |
| **Teaching Standards to address from areas for development** | | | | | | | |
| S2a- to encourage early talk in every teaching activity  S3a- to develop knowledge and to teacher understanding the world to F1 children | | | | | | | |
| **Reference to EYFS (S3 S2)** | | | | | | | |
| Understanding the world- people and communities/ the world Shows interest in different occupations and ways of life 30-50 months  Communication and language *Builds up vocabulary that reflects the breadth of their experiences.* 30-50 months | | | | | | | |
| **Continuity and Progression – prior learning and interests from observation (*previous learning noticed through observations that will inform and support children’s learning in this plan)*  (S2, S4, S5, S6)** | | | | | | | |
| This is the first lesson focusing on real-life superheroes. | | | | | | | |
| **Learning Objective/Learning Intention/Learning Focus/Learning Question/WALT** **(S2, S3)** | | | | | | | |
| Explain the role of real-life super heroes. | | | | | | | |
| **Learning Outcomes/Success Criteria/Checklist/Steps to Success/WILF** (**S6**) | | | | **Adult roles (S8)** | | | |
| Name superheroes  Explain powers of superheroes  Identify different occupations  Name equipment associated with different occupations  Discuss roles within an occupation  Justify with reasons why some occupations are done by superheroes | | | | NG to support on the carpet with a focus on Adam (SEND) and Aisha (SEND); reinforcing vocabulary and supporting Adam and Aisha to engage with discussion of superhero.  VZ to undertake pupil observations with a focus on Ava Alice, Zaid and Yakeen.  Adults to observe children behaviour and record learning on a post it notes and feedback to myself at the end.  CL, AG, LC, EH, TC to all be sat near to the front or near an adult to support focus (further explanation) if needed and to keep the children focused and on task. | | | |

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| **Timing**  *Phases of teaching* | **Teaching Points to Facilitate Learning**  *How will you model and demonstrate key learning? What vocabulary What stimuli will be provided to catch the children attention (e.g. story book; object; visual; poem; jingle/song)* | | **Enhanced Differentiated**  *What will they learn and how? Consider SEND; EAL; PP etc. How will each activity allow for different learning preferences? What choices are available? How will you deploy adults to support learning and progress? Identify key and differentiated questions.* | | **Assessment for Learning against Outcomes**  *Which learning outcome/s are you assessing? How will pupil progress be identified? Who will you observe? How will you assess and how will you know if they have understood?* | |
| 1  11am-11.05am | Q what do you have that is special?  Q what does a superhero do?  Build up a common understanding of the role of a superhero – scribe list on the whiteboard. E.g. special powers; help others; courage; hero; good (verses evil); strong; powerful boy or girl. Refer to this later. | | 22-36 months work with 30-50 months.  40-60 months work with SEN/Focus children/speech and language | | **Name superheroes**  **Explain powers of superheroes**  Observe talk partners - Who contributes to the definition of a superhero and gives justifications. | |
| 2  11.05-11.12am | Re-read the list of traits - remind children definition of a superhero.  Q Can a superhero can be real?  Q Do you know any real life superheroes?  Show one picture card at a time of objects relating to occupations e.g. firefighter helmet; handcuffs; stethoscope; lolly-pop stick.  Think-pair-share with talk partners.  Who locks naughty people up?  Who helps you when you are sick?  Who helps you cross the road outside school?  Who puts out fires?  For each one the children get right show them a picture card of either the police officer/ doctor and nurse/ lolly-pop person/ fire fighter – picture card has the name of the job underneath. Place it on the whiteboard underneath the title ‘Our real-life superheroes?’ | | Think-pair-share with talk partners.  T support discussion and reinforce vocabulary:  22-36 months work with 30-50 months.  TA – NG to support discussion:  40-60 months work with SEN/Focus children/speech and language | | **Identify different occupations**  **Name equipment associated with different occupations**  **Discuss roles within an occupation**  **Justify with reasons why some occupations are done by superheroes**  Who can give specific reasons why their real-life superhero is a superhero.  Children answer questions and discussing them with their talk partner.  Can children name the occupation related to the real-life superhero and say why they each person is a superhero. | |
| 2  11.12-11.15am | Display picture cards of an assortment of real-life superheroes as a stimulus.  Ask children for their suggestions of real-life superheroes – why?  Q what is their job title? What do they do in their job?  Add any further superhero traits discussed in the session add to the original list. | | T support discussion:  22-36 months work with 30-50 months.  TA – NG to support discussion:  40-60 months work with SEN/Focus children/speech and language | | **Identify different occupations**  **Discuss roles within an occupation**  **Justify with reasons why some occupations are done by superheroes.**  Who suggests other real-life superhero occupations.  Can they justify why the role is a superhero role using the language from the scribed list. | |
| **Plenary** | How will the activity end? Review with the children what they have learned? Encourage children to share their learning. How will you enhance their learning to ensure progress? | | | | | |
| Watch a short clip about real-life superheroes – children to name each occupation.  <https://www.youtube.com/watch?v=I_3sYFHxJqU> | | | | | | |
| **Continuous Provision / enhancements/ provocations / extensions /developments to provision**  *Consider activities that you have modelled in this session or previous session that can become continuous provision activities and allow choice.* | | | | | | |
| Thomas C, Leo E, Caleb F, Ella H  Lydia C, Jessie D, Elliot Q, Harry M  Luca H, Daisy G, Ruby C, Eleanor T  Mia B, Lexi O, Joseph T, Charles L  Max | | (30-50 months) understanding the world- the world Talks about why things happen    (30-50 months) PSED – making relationships-  Explains own knowledge and understanding, and asks appropriate questions of others. | | Children in groups of 4 to work with myself. Children to discuss and suggest which objects will help us to help rescue the hero’s the quickest and why.  Extension task: when rescued ask the children who they are and what is their job. | | Who gives reasonable explanations for their rescue plan. |

| **Evaluating Impact on Learning** | |
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| **Key Questions you might consider** | **Evaluation with reference to assessment evidence from pupils’ learning/responses**  *Here you should consider what they now know and/or can do and/or understand as a result of your teaching- IMPACT ON LEARNING* |
| Were pupils motivated during the lesson? Did they enjoy learning? How do you know this? How can you cascade effective tools appropriately across practice? (S1, S4) |  |
| What strategies had the most impact on engaging all learners to display appropriate learning behaviour? What aspects of classroom management still need attention? (S5 S7) |  |
| Did the lesson follow the intended learning steps? (S4 S6) |  |
| In what way(s) did you adapt your planned lesson to better meet the learning needs of your pupils? (S6, S4, S5) |  |
| **Using assessment (S6):** |  |
| Did the pupils learn what you planned for them to learn? What evidence do you have? (S2, S6) |  |
| Who made **more** progress than you expected them to? (S2) How do you know this? Why did they achieve more than you expected – what have you learned from this? (S2,S5, S6)  Who made **less** progress than expected? (S2, S5, S6) How do you know this?  What progress was made in the TA targeted group? How do you know? (S8, S5, S6) |  |
| What are the ‘next steps’ for group of pupils and individuals? (S2, S3) Will you need to make any changes to the next lesson as a result of this? (S2, S4, S5) |  |
| Your teaching: would you make any changes to **how** you taught? If so, what and why? (S4,S8) |  |

**Headlines/Notes:**