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| **Student Teacher** | |  | **Class/group** | | | |  | **Date** | |  | **Context-**whole class or small group? | | | |  |
| **Area/s of learning** (main area and sub area: eg Communication and Language: Speaking) | |  | **Organisation** (You need to show which learning activity you are leading in relation to the whole class – are you with the whole class or a group of children? Show how the children are organised (e.g. as part of directed/free choice/as individuals / in groups/whole class/outdoors). If you are with a group what are the rest of the class doing? | | | | | | |  | | | | | |
| **ASSESS** | ***Reference to EYFS Stage of Development*** See Development Matters 2021. This should be the age level and sub area of learning that the children are working at. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| ***Where are pupils (cohort, groups and individuals) in the learning within this specific area for focus this lesson?*** Use this box to ascertain starting points in this learning for this lesson for specific individuals/groups/cohorts. You may want to split the box up to help organise the information. | | | | | | | | | | | | | | |
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| ***What are the possible misconceptions within the area of learning?*** Note down barriers or challenging ideas that you will have to consider in supporting learning, as identified in: previous lessons, from your own research, university sessions, pupil assessment and via direction from class mentors. | | | |  | | | | ***How might this lesson offer stretch for learners?*** Note down how you may extend learning in this lesson,as identified in: previous lessons, from your own research, university sessions, pupil assessment and via direction from class mentors. | | | | | |  |
| **PLAN** | ***What is the specific learning aim of this session for the pupils?*** Write this learning objective/intention/WALT in line with your school policy, ensuring that it will lead to clear assessment of learning. A learning objective is more than a title. | | | | | | | | | | | | | | |
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| ***What are the smaller steps in learning that children will have to think through, to achieve the overall learning aim?***  Record these as small bullet pointed steps that can beassessed and that you want the pupils to think hard about. | | | | | | ***How will the lesson be adapted for different learning needs?***  Consider the differing starting points and needs of the groups/individuals in the cohort. What adaptations may be needed around cognition, learning and language? | | | | | | ***Where will evidence of learning be found?***  Consider all the sources of assessment that will be available to you through your lesson design to collect and consider information about pupil learning. | | |
|  | | | | | |  | | | | | |  | | |
| **TEACH** | ***Continuous Provision Opportunities (including resources)*** Consider activities that you will model in this session or previous session that can become continuous provision activities and allow choice / extended learning (eg using a part of the role play area, or playing a game as a group) | | |  | | | | | | | | | | ***Key Vocabulary:*** Think how you are enhancing the children’s vocabulary and understanding / think about the age appropriateness of what you say. | |
| ***Characteristics of Effective Learning*** How will your activity relate to these characteristics? Highlight those that are applicable. Set out your activity plan in the space below*.* | | | | | | | | | | | | | | |
| ***Playing and exploring - engagement***  Finding out and exploring  Playing with what they know  Being willing to have a go | | | | | ***Active learning- motivation***  Being involved and concentrating  Keeping trying  Enjoying achieving what they set out to do | | | | | | ***Creating and thinking critically- thinking***  Having their own ideas  Making links  Choosing ways to do things | | | |
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| **ASSESS** | **Record of Pupils’ Learning**  Gather together the formative and summative assessment during the lesson, organise and reflect on it and then feed this into the ASSESS part of the next lesson plan, as appropriate. | | | | | |
| Pupils who achieved all learning steps | | Pupils who achieved some learning steps | | Pupils who achieved few learning steps | |
| *[Be sure to make relevant notes around specific pupils, as necessary]* | | *[Be sure to make relevant notes around specific pupils, as necessary]* | | *[Be sure to make relevant notes around specific pupils, as necessary]* | |
| **Reflection on Learning and Lesson Design** to feed into the next lesson plan for actioning | | | | | |
| MISCONCEPTIONS | STRETCH | | SUPPORT | | MENTORING QUESTIONS |