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| **FOCUS** | **Student Teacher** | |  | | **Subject** |  | | **Date(s)** |  | |
| **Intended learning from the National Curriculum P.o.S**  *Which areas of the National Curriculum for this subject are being tackled?* | |  | | | | | | | |
| **ASSESSMENT** | **Specific knowledge and learning of cohort**  *What learning do the cohort have in this area? What previous P.o.S may be relevant? What is the likely starting point for this unit design?* | |  | | | | | | | |
| **Specific knowledge and learning needs of groups and individuals**  *What is the likely starting point for this unit design for individuals and groups? Which chn may have barriers or strengths in this are of the curriculum? What are their adaptations, support or next steps?* | |  | | | | | | | |
| **PLANNING** | **Proposed progression in knowledge and skills across the sequence**  *\*It is recommended to not plan more than 5 lessons at a time due to a need to respond to formative assessment and maintaining focus/control over the depth of detail needed.* | | | | | | | | | |
| **Objective one** | **Objective two** | | **Objective three** | | | **Objective four** | | | **Objective five** |
|  |  | |  | | |  | | |  |
| **Subject knowledge considerations**  *How might the learning be broken down into smaller steps? What possible misconceptions may learners have? Which areas of the learning could offer challenge? What is the latest research in the area? What other learning may be important to consider in this area?* | |  | | | | | | | |

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| **Learning Objectives** | **Learning Outcomes** | **Key Teaching Points, Explanations, Models and Demonstrations** | | **Learning and Adaptation of resources, tasks, outcomes and support** | | **Assessment Questions, Techniques and Evidence Bases** |
| 1.  *List the learning objective for this lesson.* | *Outline the smaller steps of learning that chn will need to know to achieve the overall objective.* | *What is they key learning to be considered?*  *What models and explanations may be given to achieve this?* | | *How might the key learning be adapted for individuals and groups to offer support and challenge?*  *What resources and scaffolding will support learners?*  *How might learning be best organised?* | | *Where will evidence of learning be found?*  *How might this look for different groups and individuals?*  *What key questions will allow learning to be discussed?*  *What techniques will be used to gather assessment and when/how?* |
| *Evaluation of impact and feedforward arising from record keeping* |  | | | | | |
| 2. |  |  | |  | |  |
| *Evaluation of impact and feedforward arising from record keeping* |  | | | | | |
| 3. |  |  | |  | |  |
| *Evaluation of impact and feedforward arising from record keeping* |  | | | | | |
| 4. |  |  | |  | |  |
| *Evaluation of impact and feedforward arising from record keeping* |  | | | | | |
| 5. |  |  | |  | |  |
| *Evaluation of impact and feedforward arising from record keeping* |  | | | | | |
| **Final Unit Assessment and Reflection** | | | | | | |
| Misconceptions  *What were the main misconceptions that were tackled in this unit?*  *Do any of these remain?* | | | Next steps  *How might this learning be built on?*  *How may misconceptions be tackled?* | | Continuity and Progression  *How has this unit contributed to learning within the target P.o.S?*  *How might this learning be linked/influence/draw upon to other areas of the curriculum?* | |