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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. |
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| ***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. |
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| **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 exploringPlaying with what they knowBeing willing to have a go | ***Active learning- motivation*** Being involved and concentratingKeeping tryingEnjoying achieving what they set out to do | ***Creating and thinking critically- thinking*** Having their own ideasMaking 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 |