| EHU Logo Stack Early Years Foundation Stage (EYFS) Adult led/Adult Supported Learning Plan | | | | | | | |
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| **Date:** | | **Time:** | | **Year group** | **Total number of children:** | **Type of session**  (circle as applicable)  **Whole Class Group Individual** | |
| **Area/s of Learning & Development - Prime/Specific:** | | | | **Specific focus for this session/Learning objective/s:** | | | |
| **CoEL:** | | | |
| **Outcomes:**  *what composite knowledge/ skills do you want children to achieve through their learning by the end of the session* | | | |  | | | |
| **Assessment opportunities:** | | | |  | | | |
| **Prior learning and knowledge / Interests of the children / Implications from previous sessions:** | | | | | | | |
| **Predicted misconceptions:** | | | | | | | |
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| **Key Vocabulary:** | | | | | | | |
| **Resources and materials required:** | | | | | | | |
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| SEQUENCE OF TEACHING & LEARNING | | | | | | | |
| **Timing:**  *consider pace of lesson.* | **Role of the teacher & support staff:**  *e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | | **Children’s steps in learning:**  *what will the children be doing? Learn, practise and apply component steps.* | | **Adaptive teaching:**  *consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | | **Checking what children know, understand and can do:**  *Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
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| **Evaluation of children’s learning:**  **Next steps:** *e.g. how to address misconceptions, providing increased challenge or support, use of different resources, enhancements or modelling* | | | | | | | |