**Department of Primary & Childhood Education**

**Lesson Plan** 2021/22

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Class:** | **Subject/topic:** | **Time:** |
| **Prior knowledge:** *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  |
| **Outcomes:** *what composite knowledge/ skills do you want children to achieve?***Assessment:** |
| **Learning objectives:** *substantive & disciplinary knowledge*1.2.3. |
| **Key vocabulary:** | **Resources:** |
| **Predicted misconceptions:** | **Risk assessment:** |



|  |
| --- |
| **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.* |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



|  |
| --- |
| **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.* |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



|  |
| --- |
| **EVALUATION** |
| **Evaluation of pupils’ learning:****Next steps:***e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.* |
| **Evaluation of teaching:****Next steps:***e.g. subject knowledge, teaching strategies, behaviour management.* |