

Primary School Experience Guidance Notes 1

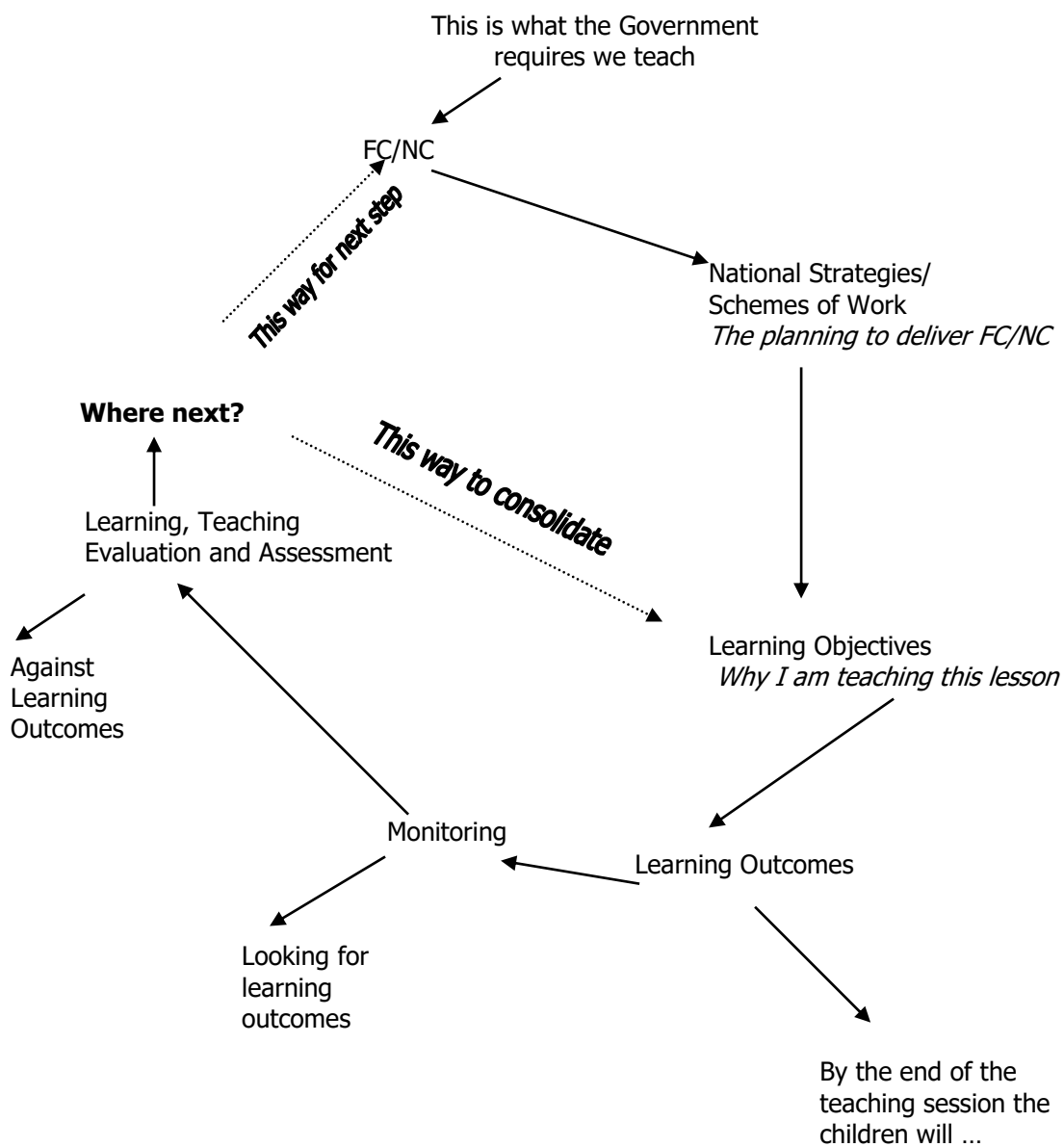
Planning Lessons



Academic Year 2018-2019

This booklet is designed to help you with your paperwork on School Experience.

Below is a diagram showing you the route through the learning and teaching process.



CONTENTS

PLANNING LESSONS	4
LESSON PLAN TEMPLATE.....	5
LESSON PLAN EXAMPLES	13
DIFFERENTIATION.....	11
PLANNING (KS1/KS2).....	19
RECOMMENDED READING AND REFERENCE.....	27

PLANNING LESSONS

You will be advised on learning and teaching planning in Core and Broad Curriculum lectures. On the following page there is an example of a blank lesson proforma. You can photocopy it for your own use and fill it in, or you can produce your own planning template using these headings.

You may choose to add further headings, or to arrange your planning in a different order. Just ensure that you cover all the headings. Use the format which is most useful to you.

The blank lesson proforma is followed by further guidance.

Lesson Plan

Teacher:		Date:		Time:	
Class:	No. of Chn:	Age Group:	Length of Session:		
Subject/Area of Learning:					
Type of Activity:					
Children on the SEND Register:					
Other adults (and their role):					

AFL: Pupil current understanding/ abilities incl. attainment:	Context of lesson:
Focused Learning Objectives:	Success Criteria:
Opportunities for Spiritual, Moral, Social and Cultural development	Opportunities to include English into the lesson incl. new vocabulary/ reading and writing.

Related Curriculum References:

Resources:	
Planned Assessment/ Key teaching points:	Key Vocabulary:

Lesson <i>(Including timings, differentiation, extension activities, key questions, activities, TA role, teacher role)</i>	
Introduction:	Approx. timings
Development:	Approx. timings
Plenary/Conclusion:	Approx. timings

Evaluation *(to be done after the lesson; focus on teaching and the standards for this) Indicate the next steps in the learning*

GUIDANCE ON WRITING A LESSON PLAN

Subject/Theme/Topic

Curriculum area/Areas of Learning and focus of your teaching session e.g. History, Iron Age; Art, print making; Early Years Foundation Stage, Understanding of the World. Include a reference to the stage this teaching episode is addressing, eg Lesson no. 4 out of 6.

Class/Early Years group.

May be different for different sessions/lessons e.g. a mixed class from two year groups, a set across the year group.

National Curriculum/ Early Years Foundation Stage/other references.

Reference to National Curriculum/Curriculum Guidance for the Early Years Foundation Stage, or other references will have been identified in the school planning for each subject/topic. Be specific about which statements in the NC or areas of learning and development from the Early Years Foundation Stage are relevant to this lesson. If you are doing cross-curricular work, this should be reflected in your references.

Learning Objectives.

This is what you are going to teach and what you will assess at the end of the lesson to see if the children have learnt from your teaching. Learning objectives are linked to the National Curriculum and other requirements, and should build on the children's previous learning. The learning objectives for each lesson will be the small steps towards the overall learning objectives for the programme of work. They should be very specific. At every stage, your planning springs from the Learning Objectives.

Learning Outcomes

Your focus is on the children's learning, and your learning outcomes should be expressed in terms of what the children should know/be able to do/have experience of, ie "by the end of the lesson the children will be able to.....".

In any class there will be children with different abilities, experiences, needs etc. You may therefore expect to have different learning outcomes for some children, within the same lesson. Record them on your plan.

Prior Assessments/ Previous learning. Identify the knowledge, skills and understanding which the children will need as a starting point for this lesson, and where these have been met. Each lesson should be able to build on the previous ones. Sometimes you will be extending learning from previous years. You will need to establish how much the children remember.

This will be where you add the targets for learning from the previous teaching session in the topic - eg Blue group were very secure on addition to 20, today I want them to add a two digit and a single digit number together up to 30 **or** "all the children understood the reasons for the Viking invasion, today we will

look at the impact they had on existing settlements.”

Key Vocabulary. Do not assume that children are familiar with topic-related or technical vocabulary. Plan how you will explain any new vocabulary, then plan to use and reinforce it throughout the lesson, including the plenary.

Other adults. Identify who will be available to work with the children, e.g. teacher, classroom assistant, integration assistant, parent, nursery nurse. You will need to plan for what they will be doing and write it on your plan. Share your planning with adult helpers before the start of the lesson if possible. It is a good idea to write notes for classroom assistants, parents/helpers etc, of what you would like them to do and share the learning objectives of your lessons with them. If they have their own area of responsibility during, but “outside”, the lessons, e.g. hearing children read, withdrawing children for individual support, write this into your planning also. **Ann Cox** on SE2 has produced a proforma for adult helpers that is useful for her and is reproduced at the end of this booklet.

Differentiation

There is a section on differentiation following these planning notes. Try to ensure a variety of appropriate learning activities for the children, Examiners and others are quite scathing about what they call “death by a thousand work sheets.” Activities must support the children’s learning, not just keep them occupied (a ‘holding’ activity). Activities must be appropriate to the children’s needs and abilities. It is important to provide relevant, practical, interesting, stimulating and challenging activities. Try to introduce variety, and don’t be afraid to try different things.

Assessment Criteria

If your learning outcomes are clear you will know what you are looking for as you monitor the children’s work. At the end of the session you will assess whether the children have learnt what you taught. - ie if they have achieved the learning objectives. You can only assess what children have learnt by recognising what they know/can do. Assessment criteria are the criteria you will look for in children’s work, to evidence their learning - eg use of appropriate adjectives in an advertisement.

Assessment strategies/evidence You must also know where you are going to find the evidence that learning has taken place. It might be through listening to the pupils talk, questioning, discussion, marking their completed work, observing a particular task. Remember, you will not be able to assess all the children for all the learning objectives in each lesson. Be realistic and systematic.

Resources. List all the resources you and the children will use during the lesson. Ascertain where they are kept, that they are available for your lesson, and that they are usable. (Torches need working batteries!).

Lesson Activities, Organisation and breakdown of Timing. Most lessons can be planned in three broad stages, although this format is not necessarily followed in all lessons —

Introduction - time allowed

Your role is to establish the focus of the lesson and the learning objectives, arouse the children's interest, and motivate them to learn, link the lesson to their previous learning, explain and demonstrate activities linked to learning objectives.

The children may, for example —

- listen
- ask questions
- brainstorm ideas
- demonstrate
- role-play
- read

Main part/Development of lesson – time allowed

Your role is to continue to support the children, clarify understanding, extend individual learning, manage collaboration and opportunities for independent learning, give children feedback and encouragement. The children may, for example —

- investigate a problem, individually, in pairs, in groups
- write
- complete an exercise in workbooks
- make something
- use apparatus
- play a game
- talk to you, each other, another adult
- draw
- observe
- record

It may be a variety of these activities when the children are working independently. Share timings with the children so that they know how much time you have allowed for them to complete the activity.

Plenary/Conclusion

This is an area, which is often rushed if you have not stuck to your timings in the lesson so far, but it is a very important part of the lesson. This is where you can check what the children have learnt. Your role is to make explicit and to consolidate learning, to share with the children whether and how learning objectives have been met, including their opinions, to give feedback and praise.

The children may, for example —

- describe and show their work
- answer and ask questions
- organise work for display
- summarise their learning
- use their new knowledge and skills to solve a problem.

For each stage you must plan for and know —

- what the children will do
- what you will do
- what other adults will do
- what resources will be used
- how the children will be organised (where, in what groups, with what support, how they will access and use and put away resources)
- timing
- transitions.

Action points for the next lesson

These will added after you have assessed the learning in the teaching episode and how much work was completed – eg “work sheet was too easy for blue group, I need to reassess the level at which they should be working and plan accordingly to challenge them.”

DIFFERENTIATION

Because of the range of children in any class, and the entitlement of all children to fulfil their potential as learners, teachers need to differentiate the work for the different abilities, i.e. match the delivery of the curriculum to the needs and abilities of the children. 'Inclusion' is planning and teaching in a way that meets the learning needs of all children.

When you are planning whole class lessons, you need to consider the needs of different groups and individuals within the class. You can then modify your teaching, resources, time allocation etc. to suit those children. This might include extension activities for the very able children, less demanding targets or less demanding recording for the less able children or strategies to enable EAL children to access their learning.

Some methods of differentiation

Different —

- **tasks.** Different activities for different children, based on your assessment of what they can do and what is the next step.
- **response/recording.** Some children may be able to demonstrate their understanding through writing, others through speaking, underlining, cloze procedure or drawing.
- **resources.** Some children will benefit from more practical tasks to support their understanding. Some will need more pictorial or simpler presentation of material. Some will find more challenging material stimulating. Appropriate use of ICT can extend children's attention and recording skills.
- **levels of support.** This can be from you, another adult, a supportive peer. Remember, *all* children need extra support on tasks which are challenging to them, not just the less able children.
- **expected outcomes.** Your knowledge of the children will inform your expectations. Open-ended tasks and stepped tasks enable children to achieve differently but each to their own potential.
- **grouping/pairing/organisation.** Organisation should match the children's needs for a particular purpose. Same-ability groups may work best for introducing a new concept, mixed-behaviour groups for data-collecting, mixed-ability pairs for recording observations etc. Some children will need more time to complete tasks.

You will not be able to differentiate for all children all the time, although there should be some form of differentiation in all your lessons. It is important to provide variety in your teaching, in order to give different children opportunities to access learning. If children experience a range of teaching and learning activities, they will be able to respond at different levels, depending on their abilities and interests.

There are samples of lesson plans on the following pages.

John Boyce (on Final SE) has planned in great detail, including due attention to safety issues. John felt he needed this level of detail for a subject he had not taught before. He has been particularly conscientious with his assessment strategies.

Lorraine Topping (on SE1) has also planned comprehensively, including a lot of thought on possible safety hazards.

Yvonne Bolton (on Final SE) found some interesting software to aid her planning. It is impossible to reproduce in colour here, but the font was visually very attractive. Please note that the main headings are all covered, some on the additional notes Yvonne was working from. For those of you not familiar with the abbreviations –

WALT is “what are we learning today”.

WILF is “what I (the teacher) am looking for”.

John Boyce**Art Lesson Plan****Date:** Thursday 15th May

Class: Y3

Topic: Exploring the Use of Lines: Mondrian

No. of Chn: 24

Title of Lesson: Designing a Pattern & Making a Block

Time available: 1 hour

Learning Objectives:

- To question and make reflective observations concerning starting points, and choose ideas to use in their own work, to use visual and tactile elements such as colour, line and texture to produce a 2D pattern.

Learning Outcomes

- By the end of the lesson the children will have demonstrated that they understand how to use visual and tactile elements to produce a 2D pattern in the style of Mondrian.

National Curriculum P.o.S:

- (1c): Collect visual and other information to help them develop their ideas.
- (2b): Apply their experience of materials & processes, including drawing, developing their control of tools and techniques.

Adult support

None.

Key Vocabulary:

Cubist Mondrian, lines, 2 dimensional, pattern, design, plates, print, cardboard.

Resources:

Children's pencils, string (thick/thin), cardboard plates, white glue, A4 paper, ruler, scissors, whiteboard, small whiteboard, Mondrian prints, rubbers & sharpeners.

Previous Experience:

Previous experience = Year Three, Term One, Cubist Artists.

Assessment Criteria:

By the end of the lesson, the children will:

- Know how to design a pattern, in the style of Mondrian i.e. blocks of colour, thick black lines and how to make a plate for printing.

Assessment Evidence

- Through examination of the children's completed designs against the learning outcomes.

Assessment Strategies:

- During the introduction to the lesson, the teacher will listen to the class, and 'read' the class to determine the level of understanding that the class and individual children have.
- During the lesson, the teacher will ask the class, and individual children questions to assess their level of understanding of the learning objectives.
- During the development, the teacher will observe the class, and individual children to assess their level of understanding of the learning objectives.
- During the conclusion, the teacher will ascertain whether the class has understood the learning objectives.
- The teacher will mark the children's work to determine whether they have understood the objectives.

Health & Safety:

- Be careful with scissors.
- Wash hands after the final activity.
- Glue: be careful with hair, eyes & mouth.
- CHILDREN TO WEAR APRONS
- Tables to be covered

Introduction: On the carpet: **10 mins**

- Reporting back to the children about their marked work.
- Recap on the previous lesson's objectives: Know how to make a pattern, using different types of lines.
- Recap on the previous lesson:

Design patterns just like the ones that Mondrian did.
Use of the line: light, feint, soft, dark and heavy.
Look at pattern by Mondrian.
Different line thickness.

Development On carpet **10 mins**

- Show examples of the children's work that they did the previous week.
- Show Mondrian prints.
- SMSC = Spiritual: Mondrian was able to express himself (show people how he felt) through painting.
- Share the learning objectives with the class: By the end of the lesson, the children will know how to design a pattern, using lines, & make a plate for printing.
- The children are going to design a simple pattern that they can use to make a printing block.
- The children are going to make **four** simple patterns on an A4 paper, and then choose **one** of those patterns to make their printing block.
- Show the children an example of four simple pattern on an A4 piece of paper (paper divided up into four).
- Draw other simple patterns on the whiteboard.
- Get the children up to the front of the class to draw an example of a pattern.
- Why are the four patterns small?
- Why have we got to keep our patterns simple?
- Show the children how to divide their paper up into four sections.

1st Activity: At their tables: **2 minutes each pattern (8 mins).**

- The children will draw their four patterns.
- Some children will need support.

Talk to the children about their next task: At their tables: **5 mins.**

The children will choose their favourite pattern and use it to make their plate/block.

How would you make a block? How could the lines be printed?

Show how to make plate/block in stages. **SHOW SAMPLE.**

2nd Activity: At their tables: **20 mins.**

- The children will make their plates/blocks.
- Some children will need support.

Plenary: 10 mins.

- What do you know about Mondrian's style?
- Why did you draw four pictures?
- Why was it better to make simple patterns today?
- What sort of patterns will the plates be showing?
- How could you show different ways of printing with your plate/block?

Action points for next lesson

Lorraine Topping

Lesson Plan Science

Time Available: One Hour

Age of children 10 & 11

Number of groups: 4 groups of 6

National Curriculum: Life processes and living things

Title of lesson/aim: ['Living things in their environment'](#). Pond dipping

Learning Objectives: To compare and contrast 2 different habitats and identify the features which make them suitable for the inhabitants.

Learning outcomes (by the end of the session pupils should be able to): Demonstrate that they can compare the different plants and animals in two different habitats – what lives in a wood or a wall – what lives in a pond or a field – know and be able to explain what a habitat is – know that habitat means different things for plants and animals – and can choose two different habitats and compare them giving examples of suitability for specific animals or plants.

Key Vocabulary: Natural habitat, predict, compare, contrast, pond dipping, bacteria, risk assessment.

Assessment and assessment evidence:

- Children's ability to describe the features of two or more habitats and relate the suitability of their features to their previous knowledge of the inhabitants, as evidenced through correct answers of work sheet.
- Children's ability to compare and contrast environments as evidenced by informed teacher observation during peer discussion and question and answer sessions.

Previous experience:

Brainstorm the whole group to find out what they already know from either experience or from their previous learning in the Autumn term when they investigated 'tree canopies' and 'tree litter' when they covered this subject before

Adult support

Tutor from Newman, just from the safety point of view.

Resources Required:

Sufficient for four groups of six, trays, (so that the samples can be clearly seen), containers to collect the samples in, fishing nets, paper and pens to make recording of there initial findings, a prepared key of the animals and plants that they need help identifying.

Worksheets – Key (of animals that they would expect to find in the pond)

Work sheet	Pens	Paper
Tray	Water container	Labels
Nets	Pencils	Pots for samples
Scissors to collect small samples		

Prior preparation:

Ensure there are sufficient containers, and nets available. Design the Key sheet. Find out the rules and regulations that should be followed when using the pond area. Make sure the children are fully aware of their actions when pond dipping.

Activity: Introduction: (10 Minutes)

Heading on the board will be; "Natural habitats"

With the children sitting at their desks we will talk about the learning objective and the investigation that we will be carrying out. We will establish their own knowledge about habitats and I will encourage the children to talk about their own thoughts and experiences.

Review the behaviour that is expected of the class while they are at the pond and the safety elements that they must appreciate.

Development: (40 Minutes)

The whole class will be carrying out this investigation at the same time, in pairs.

The Investigation

- Collect a pot
- Get a net
- Bring writing materials, for recording
- Write a label with your name and date
- Collect a Key sheet for identifying your catch
- You will then have a sheet where you can record what you have found and where (in the water on the wall on the grass on the playground, etc)

Action Plan:

Monitor the children's progress with regard to the way they are behaving in and around the pond area, talk about what they expect to find and where? Help them by reminding them about the plants and animals they should be able to find and remind them that they should be recording the results that they are finding.

Conclusion: (10 Minutes)

Ensure that all of the class have washed their hands thoroughly and that all equipment is returned to the classroom. Informal discussion during this time so children can tell me what they found out, what species they found and what their predictions are. The results from this lesson will be used at the High School when the class completes its bridging curriculum there.

Safety Assessment:

There are no children in this class with any special needs that would prevent them from carrying out this lesson.

Ensure that all of the group is being observed periodically to arrest any silliness, and possible pushing each other in the direction of the pond.

Plenary

Evaluation: What did they learn? What were they unsure about or did not understand? Could they answer questions about the different habitats? Ask them to predict what would happen if the habitats were changed for the animals and plants? Would they survive?

Activity	Hazard	Risk	Risk assessment:	Action taken
Pond dipping	Water	Falling in	Low	Make sure the pupils are aware of the hazard, and that they do not stand too close to the edge of the water. They know the penalties of pushing anyone in.
Touching animals and plants	Bacteria or poison	Getting bacteria on their hands, and putting hands into their mouth.	Low	Emphasise the need to keep hands away from their mouths. Then wash hands.

MATHEMATICS AND ENGLISH LESSON PLANNING

On the first School Experience you will be expected to plan English and Mathematics sessions from your class teacher's weekly/unit planning. In SE2 and SE3 you will be planning for progression, because you are responsible for the learning for the whole week and beyond in English and Mathematics.

English Lesson Planning KS1/2

For planning on your school placement:

- The phases within the lesson should support the learning intention of the lesson.
 - The phases should introduce, develop and review the learning focus while maintaining sharp beginning, coherence across the session and a clear conclusion.
 - Children should know what they are learning and why, along with the extent of the progress they are making.
 - Both teaching and lesson activities should be planned so that learning is effectively structured and sequenced within the lesson.
 - Clear learning objectives are identified and followed through across the lesson.
 - While the teacher orchestrates the structure of learning, children should have the opportunity to enquire, to question and to explore in order that teachers and practitioners can build children's knowledge and understanding.
 - Timings of different parts of the lesson should fit the purposes of the intended focus for learning.
 - An important element of the lesson is the period of review / plenary, which draws children together to review learning, to clarify misunderstanding and to plan the next steps in learning.
 - Within a series of lessons, consider the teaching and learning cycle that sees **review, teach, practise, apply and evaluate** as the process underpinning the structure of planning.
-
- Cover the development of speaking and listening, reading and writing. Lead to learning at a challenging pace towards the end-of-year expectations or beyond.
 - Have regular teaching at word-level and sentence-level embedded within it, or identified as discrete teaching alongside it, to ensure children achieve these critical learning objectives in a coherent and progressive way.
 - Follow and build upon the teaching sequence, from reading into writing and developing comprehension.
 - Fully integrate the appropriate use of technology opportunities to develop key aspects of learning and assessment opportunities. The planning should consider opportunities for literacy learning both within dedicated literacy teaching time and also across the whole curriculum.
 - Involve a wide variety of enjoyable and engaging learning opportunities, related to children's experience, building on previous learning and therefore appropriately personalised.
 - Identify the particular needs of children working below or significantly below age-related expectations and the needs of gifted and talented children working significantly above those expectations and plan to meet these needs.

Mathematics Planning on School Experience

As with all planning, your Mathematics planning on school experience serves two main purposes. Firstly, it is for you, so that you are clearly focused about the aims and objectives of the lesson and how it will proceed etc. Secondly it provides essential evidence for your tutor, mentor and class teacher that you are meeting the required standards.

It is inevitable that the planning which the school requires from the class teachers is different to that required from you, for the reasons outlined above. Therefore, it is not always possible to use school documentation for your own purposes.

The main difference will be in your individual lesson plans, which class teachers do not have to produce except for inspection (evidence) purposes.

Numeracy Lesson Planning

Your numeracy planning should reflect the following structure:

- **Mental/Oral**
- **Introduction**
- **Main activities**
- **Plenary/Review (conclusion)**
- **Assessment (criteria/strategies)**

Your planning should include an appropriate amount of detail, ask yourself – Could another teacher pick up the plan and teach the lesson?

It is up to you how you present the format of your lesson plans; however, your planning should include **all** of the following headings:

Headings for Mathematics Lesson Plan:

- **Date**
- **Class/Year Group**
- **No of children in class**
- **Time available**
- **Mental/oral Learning Objective** – This could be taken from the NC for Mathematics or the particular scheme used by your school and limited to just one – this can be the same as the main objective, but doesn't have to be;
- **Main Learning Objective** – This should be taken from the NC for Mathematics or the particular scheme used by your school and limited to 1 or 2 (Please note – they may be, where appropriate, differentiated for different groups);

- **National Curriculum Programmes of Study (NC PoS)** – Irrespective of where you have taken your learning objectives from you need to reference the learning to the National Curriculum for maths (ensure you write the relevant parts out fully, not just the reference numbers/letters) – again this should be limited to 1 or 2 and should relate directly to your learning objectives;
- **Context of lesson/Previous knowledge and understanding** – Highlight what prior knowledge the children already have. Make it clear, for example, whether this is the first or last lesson on this topic;
- **Key Vocabulary** – Highlight the relevant mathematical vocabulary that you will be encouraging the children to use and develop throughout the lesson (**Note:** Throughout your planning (M/O, Introduction, Main and Plenary/Review) you should highlight **Key Questions** that you are going to ask the children;
- **Resources** – List the resources you are going to be using;
- **Details of Lesson:**
 - **Mental/Oral activity** – Explain the activity the children are going to undertake. Remember the mental/oral is a 5/10 minutes activity to practise, consolidate and discuss rapid recall facts and mental strategies;
 - **Introduction** – Explain how you are going to introduce the topic to the children and how they are going to be organized. Key teaching points need to be included in this section. Remember to focus upon *what* it is that you want the children to learn (**the learning objective**) and *how* you will teach it (**the strategies and resources you will use to do this**);
 - **Main activities** – Explain what activities the children are going to undertake, how they are going to be organized and how they are going to be grouped. Remember to indicate how the lesson will be appropriately differentiated. Make sure that you vary the types of activities the children are undertaking – practical, games, ICT based, worksheet, text book, work card, outdoor, role-play, etc... **Note:** It is not sufficient to write 'complete worksheet 1' or 'see attached' as this does not indicate what the children will be learning and doing;
 - **Extension activity** – Explain what activity/activities you have prepared in case the children finish the main activity. **Note:** This is a maths lesson so 'colouring the worksheet' or 'reading a book' are **not** appropriate activities;

- **Teacher support** – As this is your lesson you are the teacher, so highlight which group you are working with and how you will be supporting their learning – be specific;
 - **Adult support** (where available) – Show how you are going to use any classroom support effectively. Highlight which children or groups they are going to work with and again make it clear exactly how they are going to be supporting the children’s learning. **Note:** Don’t always put adult support with the lower ability children;
 - **SEN/EAL provision** (where appropriate) – Explain how you have made appropriate provisions to ensure that SEN children’s needs have been met. Note: Just because a child has a special educational need and/or English as an additional language does not mean that they will necessarily be in the lower ability group;
 - **Review/Plenary** – Explain how you are going to get children to show you what they have achieved during the lesson (this could be achieved by doing another relevant activity, going through examples, by asking children to explain their strategies, etc.) The plenary is also a good opportunity, not only to cover problems, difficulties and misunderstandings, but to also extend the children’s understanding.
- **Assessment**
 - **Assessment criteria** – What am I assessing? This should relate directly to your learning objective (usually it is simply a case of rewording your learning objective);
 - **Assessment strategy** – How am I assessing? You should highlight what methods/strategies you are going to use to assess the children’s understanding – marking, question/answer, observation, discussion, self-assessment, etc...
 - **Homework** (where appropriate) – Highlight any activities/work children can do at home in order to develop or extend their understanding.

Some points to look out for with English and Mathematics lesson planning

-

- Trainee must be clear about what exactly the children should be learning i.e. the learning objective matches the learning outcome
- Assessment must be linked to learning objectives.
- Focus should be on learning not on the activities
- Build on the weekly plan to show how the lesson will be taught. It should contain details of what the children will do throughout the lesson but equally important, which may not be clear in the weekly plan, it gives details of what **you** will do throughout the lesson.

Ann Cox

Support Assistant Record Sheet

Subject		Topic/unit Title	
Class	Date		Term

Key Objective	<u>Assistant Name</u>
----------------------	------------------------------

Activity

<u>Names</u>		

Description of Achievement
 To what extent have the pupils achieved their objective?

A. All/most pupils

B. Some pupils

C. Children not achieved the objective

Target A

Target B

Target C

RECOMMENDED READING AND REFERENCE

**SUPPORT YOUR ACTION WITH RELEVANT READING
SEE BOOK LISTS IN YOUR OTHER MODULE BOOKLETS
TO AUGMENT THIS**

Haynes, A. (2010) *The complete guide to lesson planning and preparation* London: Continuum

Savage, J. (2015) *Lesson planning :key concepts and skills for teachers* London; Routledge

A library search will provide you with plenty of other books.