 **Individual Lesson Plan**

**Key Stage 1 and 2**

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| **Trainee:**  |   |  **School:**  |   |
|   |   |   |   |
| **Focus:**  |   |  **Date:** |   | **Class/ Group:**  |   |
|   |   |   |   |   |   |
| **Learning Context:** | *What have they already covered? What are they going on to learn next? What are the children’s interests?*   |
|   |   |
| **Which of my weekly targets are being addressed?**   |   |

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|  | **Objectives:** What **particular,** s**pecific** knowledge, concepts and skills do you want pupils to learn, develop or improve? | **Outcomes:** What will pupils have **done** by the end of the lesson? Check these connect with your lesson objectives: |
| **Planned progress and learning outcomes:** |  |  |

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| **Key Resources Required** |

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| **Barriers, Misconceptions or Preconceptions** *How will you address these?* |

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|  | Details of specific educational needs or needs of groups of pupils, eg ethnic groups, EAL, gender | What adaptive teaching strategies will you use to support/challenge all students? |
| **Enabling progress from a range of starting points:** |  |  |
| Role of other staff members  | Seating and organisation |
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Lesson Action Plan

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| **Element & (Timing)** | **Teaching and Learning** Outline specific teaching and other actions, with links to specific objectives. The lesson plan should be obvious from this column alone. | **Monitoring and Assessment**How will you know they have all grasped this? |
| **Start of Lesson Routine** | Consider: * *Transitions, seating, establishing learning behaviours.*
 | If relevant |
| **Introduction** | Consider: * *Links to prior learning or overarching enquiries;*
* *Hooks or other starter activities;*
* *Sharing of lesson objectives, outcomes or other criteria*
* *Possible barriers or misconceptions which may appear*
* *Timings!*
 | Consider:* *Learning or understanding students might show*
* *How you will check on pupils’ knowledge and understanding?*
* *Whose knowledge and understanding you will be checking?*
 |
| **Development**Sub-divide if needed | Consider:* *Key teaching points – new knowledge/ideas being developed and links to learning objectives*
* *How activities will be introduced*
* *Use of modelling*
* *Strategies to tackle misconceptions*
* *Teacher actions during student working, including work with specific groups*
* *Opportunities for review/including questions*
* *Possible barriers or misconceptions which may appear*
* *Make each section of the development distinct and include timings!*
 | Consider:* *How you will check on pupils’ knowledge and understanding for each activity?*
* *Whose knowledge and understanding you will be checking?*
 |
| **Conclusion/ Plenary/Review** | Consider:* *How you will summarise key points*
* *How you will celebrate achievement*
* *How you might address any misconceptions*
* *How you might make a link to the following lesson*
* *Timings!*
 | Consider:* *Review of learning against lesson objectives*
* *Whose knowledge and understanding you will be checking*
 |
| **Homework/out of class learning** |
| *Homework to extend or build on pupils’ learning in the lesson or prepare for the next lesson – this section is essential to show that you can embed pupil progress over time.* |

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| ***Impact –*** Evaluation***Use the Development Record to record your reflections and discuss the impact of your teaching on pupils’ learning with your Mentor.*** | **Additional Adult Feedback** |

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| **Reflection** *Did the children succeed according to the ‘I can…’ outcomes? Who met/did not meet the outcomes? What will future learning look like? Use initials only.* | **Additional Adult Feedback** |