 **Individual Lesson Plan**

**Key Stage 1 and 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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?** |  | | | | |

|  |  |  |
| --- | --- | --- |
|  | **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:** |  |  |

|  |
| --- |
| **Key Resources Required** |

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

|  |  |  |
| --- | --- | --- |
|  | 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 |
|  |  |

Lesson Action Plan

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

|  |  |
| --- | --- |
| ***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** |

|  |  |
| --- | --- |
| **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** |