

LESSON PLAN

Guidance: Make sure that your lesson plan is no more than 2 pages. The first page should be the overall summary. The second page should break down the lesson into its core content.

Lesson Details

Date	
Class	
Subject	
Unit of Work/ Topic	

Materials for Lesson

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Connection to Unit of Work

Prior Knowledge	Unit Learning Intentions	Unit CCS and TSPC
Pupils should already be familiar with: <ul style="list-style-type: none"> • 	By the end of this Unit of Work, pupils should be able to: <ul style="list-style-type: none"> • 	Cross Curricular Skills: <ul style="list-style-type: none"> Communication (COM) <input type="checkbox"/> Using Maths (UM) <input type="checkbox"/> Using ICT (UICT) <input type="checkbox"/> Thinking Skills and Personal Capabilities: <ul style="list-style-type: none"> Problem Solving <input type="checkbox"/> Managing Information <input type="checkbox"/> Self-management <input type="checkbox"/> Working with Others <input type="checkbox"/> Creativity <input type="checkbox"/>

Lesson Overview

Previous Lesson	This Lesson's Learning Intentions	Opportunities for Differentiation (Success Criteria)	Opportunities for Assessment
In the previous lesson: <ul style="list-style-type: none"> • 	By the end of this lesson, pupils should be able to: <ul style="list-style-type: none"> • 	All pupils will: <ul style="list-style-type: none"> • Most pupils will: <ul style="list-style-type: none"> • Some pupils will: <ul style="list-style-type: none"> • 	Effective Questions <input type="checkbox"/> Class Discussion <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer-Assessment <input type="checkbox"/> Assessment of Written Work <input type="checkbox"/> Formal Assessment (e.g. Test) <input type="checkbox"/>

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Lesson Content

	Timings (Approx.)	Outline of Activity	Differentiation	How will learning be assessed?
Starter Activity				
Exposition				
Plenary Activity				

Lesson Annotations (Formative)

Lesson annotations are required on the document, focusing on the following aspects of the lesson delivery:

- Pace and timings;
- Pupil learning;
- Classroom dynamic and behaviour management;
- Impact of your instruction;
- Impact of your tasks and activities;
- Thoughts for next steps in the learning.

Copy and paste the 'post-it' note and add it to the lesson plan.

Then, add your comment where is applies.

How to include the annotations:

Copy and Paste the yellow 'post-it' style textbox opposite, and move it to the part of the lesson plan where you want to add a comment. This post-it note can be resized and edited accordingly.

You should include approximately 2-3 annotations per lesson.

Be specific with your comments, in particular focusing on individual/ groups of pupils where necessary, and on the impact of the lesson design and implementation on learning.

E.g. Annotation 1: "Lower ability pupils struggled with this activity, which slowed the overall pace of the lesson."

E.g. Annotation 2: "This task allowed pupils to engage in a meaningful discussion, which allowed me to see their interest and engagement."

E.g. Annotation 3: "Timings were poor in this part of the lesson, which meant I focused more on pupils being 'busy' than on their learning."

E.g. Annotation 4: "There was some confusion around the key concepts today, so I will need to revisit prior learning connections in tomorrow's lesson."

E.g. Annotation 5: "My use of structured differentiated questioning allowed me to see the different levels of understanding in the class."