**UH Primary Lesson Plan**

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| **Name**:  | **Class/Group**: **Date**: **Time**: Risk Assessment/Health and safety (where applicable attach a copy) |
| **Subject/topic**:  | **National Curriculum (including cross curricular links):** |
| **Learning objectives:** | **Success criteria / Learning outcomes:**  |
| **Inclusive practice: Anticipation of adaptions and adjustments for range of needs (Prompts: SEND/EAL/Higher Attainers):** | **Direct support from other adults:** |
| **Resources and key subject specific vocabulary:**  |

**The Plan for Learning**

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| **Timing** | **Teacher activity**  | **Pupil activity** |
| ***Indicative timings which indicate the pace/flow of the session.*** | *This should identify how you will lead the learning during the session with a view to promoting progress over time. It should include:** ***How will you link your planning to prior learning, experiences and interests?***

***In light of this…**** ***What will you be saying?*** *(Instructions – How will you be scaffolding the learning)*
* ***How will you be making new learning explicit?***
* ***What will you be doing?*** *(Pre-empting behaviour, organisation of groups, use of/introduction of resources, engagement of other adults)*
* ***What questions will you be asking to deepen thinking and reveal understanding?*** *(Varied/personalised/challenging questions)*
* ***How will you use what you notice to inform your assessment?*** *(What potential misconceptions/alternative conceptions may arise?)*

*Make use of headings, subheadings, bullet and numbered points in order to make the plan succinct and accessible.* ***Use bold font for key questions.*** | *This should identify how you intend the children to respond to the phases of learning with a view to meeting the anticipated learning outcomes of the session. It should include:** ***How will pupils be organised?*** *(Individual, pairs, group work, whole class)*
* ***Where will the learning taking place?*** *(Carpet, tables, outdoors)*
* ***What will pupils be doing?*** *(How will they be active participants in their learning?)*
* ***How will be pupils be demonstrating their understanding and revealing misconceptions?*** *(Asking and responding to questions, participation in activities, application of learning)*
* ***What resources*** *(materials, adult support, and scaffolding)* ***will pupils engage with to overcome potential barriers? – Adaptive and responsive teaching and learning.***

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**Lesson evaluation: to be completed and then discussed with your TM during lesson observation feedback and/or the Weekly Mentor Meeting**

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| **Pupil learning and progress** Prompts: how well did pupils meet the outcomes; was the intention for the lesson suitably ambitious; were all pupils enabled to engage / access the learning? Dispositional aspects of learning: pupils’ social skills, behaviour and attitudes?  | **Subject knowledge** Prompts: your reflections on confidence and competence in teaching this aspect of the subject; where did this lesson sit in the sequence of lessons; how this supported pupils’ learning; areas for specific development and steps you may take to address this etc… |
| **Strengths** Prompts: how you responded to your targets in this lesson / what you noticed about your development in this lesson etc… | **Future impact** Prompts: how will this lesson inform future planning? Targets for development? Learning opportunities to develop competence and skills etc…? |
| **Student-teacher**  | **Pupils**  |