**Planning a sequence of Learning**

**Lesson Sequencing Across a Unit or Topic**

Complete the overview for the sequence of learning taking place.

**Sequence of learning**

**Subject:**

|  |  |
| --- | --- |
| Unit/topic  | How does the unit of work link to the curriculum framework? How does it link to wider reading/university sessions? |
| Sequence of learning | Learning Objective/s  | Outline of learning sequence  |
| Lesson1 |  |  |
| Lesson 2 |  |  |
| Lesson 3 |  |  |
| Lesson 4  |  |  |
| Lesson 5 |  |  |
| Evaluation  |  |
| Next steps or future units.  |  |

**Lesson Planning**

Consider these features in consultation with your mentor.

**Lesson Overview**Key goal and outline how it will be achieved.

**Lesson Sequence and Structure**Structure that helps you to narrate the lesson and articulate the relationship between the learning, the learners and the teacher.

**Annotated lesson review and evaluation**

**Next Stage**Consider how this lesson fits within the sequence of learning and informs the next stage in the unit or topic.

**Summary**What have you and the pupils learned?

**Primary Lesson Design**

You should design your lesson once you have discussed the sequence of learning with your mentor. Use these prompts to support

**What pupils will learn:**

*Consider:*

* What prior knowledge and experience the pupils should have already?
* How will you address difficulties that arise from pupils having gaps in their prior knowledge and experience?

**How pupils will learn this**

*How will you:*

* sequence your lesson so that pupils can reason from prior knowledge (to consolidate or enhance and make sense of new knowledge)?
* use your mentor/class teacher’s and your own insight into how young people learn what you are teaching to design your tasks?
* use modelling and guided practice to enable independence?
* use questioning and tasks to find out what learners know?
* use questioning and dialogue to build understanding?

**Planning for potential difficulties and misconceptions:**

*How will you:*

* organise the lesson, for example in terms of who learners work with or how they present their work?
* plan to support and challenge individuals?
* adapt your lesson, as appropriate, to meet individual needs?

**Assessing what pupils have learned:**

*How will you:*

* use questioning and tasks to find out what learners know?
* know what pupils have learned in this lesson or across a sequence of lessons?

**Where does this fit within the sequence of learning?**

**How does this lesson incorporate the aspects of your teaching that you are currently developing?**

Complete a lesson plan for each of the lessons you teach.

|  |  |  |
| --- | --- | --- |
| **Subject:** |  **Year group:** |  **Date:** |
| **Prior Learning:** How does this lesson fit in with the sequence of learning? |
| **Learning Objective/s:** | **Success Criteria:**  | **Review of prior learning:** Retrieval |
| **Learning sequence within the lesson** | **Potential misconceptions** | **Key vocabulary** | **Key questions** Check want children know, understand and can do | **Role of additional adults** |
| **Main teaching:** e.g. steps in learning, modelling, guided practiceWhat are you doing? What are the children doing? |  |  |  |  |
| **Learning tasks / Independent practice:****Adapting the learning:** Support, scaffold and challenge to meet the needs of all learners  |  |  |  |  |
| **Assessment of learning:** Checking for understanding throughout the lesson e.g. mini plenary opportunities, feedback on learning, peer/self-assessment, plenary |
| **Post lesson evaluation and reflection** |
| **Evaluation of teaching and learning:** Did the children learn what you wanted them to learn? | **Next Steps:** Subject knowledge, teaching strategies, behaviour for learning |