

**Primary ITE Programmes School Based Training**

**Teacher Initiated Activity/Lesson Plan Pro-Forma**

**EYFS**

It is expected that all student trainees will complete a detailed plan for any lesson or activity that they initiate and deliver. These will be supplemented with a weekly overview and additional adult sheets. All lesson/activity plans should be evaluated and annotated in brief after each lesson. All lessons should be assessed in terms of children’s learning and records should be kept of this assessment (e.g. class list with RAG rating).

| **Lesson/Activity Planning Pro- forma** | | |
| --- | --- | --- |
| Date: | Year group: | Subject: |

| **Learning Objective**  **e.g.:**  **The children should …. be able to, know, articulate etc.**  **I can…….** | **What are the specific steps children need to take to be successful in meeting the learning objective?** | **Early Learning Goal or Development Matters stage:** | | | | **Opportunities for enhancement to continuous provision (as appropriate)** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **PSED** | **PD** | **CL** |  |  |
| **Lit.** | **Mat.** | **UTW** | **EAD** |

| **Prior experience and achievement of pupils** | **Prompts** |
| --- | --- |
| *In most cases this should link back to the previous lesson’s assessment; cross reference when appropriate* | *What have the pupils already done?*  *What do they know?* |

| **Timing** | **Sequence of lesson or activity** | **Key questions and understanding** | **Prompts** | |
| --- | --- | --- | --- | --- |
| **ADULT INITIATED ACTIVITY ON CARPET OR IN PROVISION AREA** | | | | |
|  |  |  | *What key vocabulary/concepts do you need to introduce and emphasise?*  *What questions will you ask? What answers might you expect?*  *What misconceptions might the children have?*  *What teaching strategies will you use to maximise pupils’ participation?*  *How will you promote behaviour for learning?*  *How will you check understanding?* | |
| **PROGRESSION – APPLICATION** | | | | |
|  |  |  | *How will you, and any additional adults, be working with children?*  *How will you address the needs of individuals and groups of learners?*  *How will you check on understanding throughout the lesson (AFL)?*  *How will you extend learning?* | |
| **PLENARY OPPORTUNITIES** | | | | |
|  |  |  | *How will you check on understanding?*  *How will each child know if they have met the learning objective?*  *What questions will you ask?*  *If understanding is secure how will you extend learning further?* | |
|  | **CHECKS** | | | |
|  | **Planning for additional adults** | **Differentiation/ adaptive teaching** | | |
|  | How have you planned for any additional adults at every stage of the lesson? Tick highlight all that apply:   * Evident within in the plan for every part of the lesson * Via a separate “Additional Adult” planning sheet. * N/A | How have you ensured that all children will be able to meet the learning objective? This should be evident within the lesson plan.  Tick all that apply:   * Questioning * Different tasks * Additional support * Additional challenge * Filtered teaching * Other(s) – please state/highlight within the lesson plan: | | |
|  | **LESSON ASSESSMENT** | | | **Prompts** |
|  | **Complete this as soon after you have taught the lesson as possible.** | | | *How do you know if each child has met the learning objective? Show your recording.*  *How will you use this daily assessment in your next lesson?*  *Lesson assessment can take several different forms; whichever method you use; it is important that you demonstrate you know:*  *1.If each individual child has met the learning objective*  *2.How to support those who haven’t*  *3.How to challenge those who have* |