

Session Plan – Key Stage 2

Name of trainee: Claire Davies		Session ref:	
Personal target(s) in relation to QTS: Creative and integrated use of LNF			
Year group: 3/4	No. of learners: 25	ALN N/A	
Additional Adults: N/A			
Learning objective(s): To read through a story as a group, create mind maps in smaller groups and be able to write a descriptive paragraph individually discussing how the protagonist feels throughout the story. Read through another learners paragraph and peer assess them, using the 2 stars and a wish method.		Success criteria: - I can work well in a team - I can mark my peers work and provide constructive feedback - I can use good punctuation and clear handwriting in my paragraph and mind map	
Links to previous learning: N/A			
Curriculum coverage (range, skills): LITERACY (English), problem solving, collaborative work, listening. reading and writing.			
<i>Literacy(LNF)</i> <i>Oracy:</i> - to contribute to a group discussion. - share ideas as a class <i>Reading:</i> - read small pieces of text independently - understand basic features of story structure <i>Writing</i> - write descriptively - use vocabulary related to a specific subject or topic		<i>Numeracy (LNF)</i> N/A	
DCF - Taking pictures of other groups mind maps after main task is completed.	Thinking – how did the main character feel? What made them feel that way?	ESDGC N/A	YCC N/A
Key vocabulary(English/Welsh): character, emotions, inclusion.			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
20 mins	<u>Introduction</u> Introduce learners to the name of the book, read the story and explain what the main task will be. Create success criteria with the learners.	What is the theme/purpose of the book? Who is the main character?

30-40 mins	<u>Main activities</u> In groups of 5, collaborate and use the mind map provided to decide how the main character feels throughout the story and what caused them to feel like that. Get the groups to contribute what they have written, and also take pictures of the mind maps using iPads provided. After task, ask learners to write a small descriptive paragraph individually on what it takes to be a good friend to their peers. Ask the learners to swap their paragraphs with the person next to them to be peer assessed, ask the peers to create 2 stars and a wish (2 things the learner did well, 1 thing the peer would like them to improve on).	What emotions does the main character feel? How does help from their peers change how they feel? How can you be a good friend? What makes a good descriptive paragraph? What have you learned in today's activity?
5-10 mins	<u>Plenary</u> Discuss as a class what they have learned...	

Resource

This is a work sheet for the groups of learners, included is a ready made mind map and examples of words that could be used to answer the activity question.

In groups, make a mind map of words to describe how Monty the Manatee feels. You could use words such as...

- Upset
- Happy
- Angry
- Excited
- Loved



Justification

Creating rich tasks and activities are incredibly important for both practitioners and learners. Ensuring that tasks are filled with knowledge, whilst also being relevant, age appropriate and equitable, are vital for developing learning. The activity this lesson plan has focused on has been chosen for a number of reasons, particularly due to the ease of accessibility for learners, whilst also being somewhat challenging. The lesson plan was focused on a book, Monty the Manatee, which is a story about a manatee who is made to feel like they do not fit in, this story is read aloud to the class prior to the first activity. The first activity in this lesson plan is group work. This called for learners to be put into groups of five and create mind maps, with the goal of working together and thinking of emotive words to describe how the protagonist in the book feels throughout the story. The mind map was made prior to the activity, it was put on a work-sheet with a box of suggested words above it, in order to give the learners an idea of what words could be used in their mind map. The ideas behind this task are to encourage collaboration and the use of appropriate vocabulary that relates to a specific topic. In this instance, the appropriate vocabulary is emotions, specifically the emotions the main character felt at key points of the story.

The second activity is for the groups to share their words with the rest of the class, taking it in turns and ensuring every child in each group has the opportunity to speak, and have the learners explain why they chose those words. The idea behind the second activity is to build confidence and to encourage sharing opinions and thoughts. After all groups have shared their thoughts, each group is asked to ensure a picture of all the mind maps have been taken on an iPad, this is to keep a record of what is written so if there is a need for children to refer back to it then they can. The third and final activity in this lesson plan is for each learner to write a descriptive paragraph on the story, discussing how the main character felt, using the words put on the mind maps in the first activity. This will give the learners an opportunity to possibly use some words that are on another groups work-sheet, words that are maybe not on theirs. After each pupil has written their paragraphs, they will swap sheets with a partner for their work to be peer assessed. The idea behind creating a peer assessed task is to help develop each learners ability to recognise mistakes and be able to convey them in a constructive way, as well as also being able to take criticism of their own work in a non offensive manner. For this to be successful, the activity uses the 'two stars and a wish' feedback tool. This particular method encourages learners to relay mistakes to their peers, whilst also including an

element of praise, informing the other learners of what they did well, i.e. 'the sandwich effect'.

The message of anti-bullying and inclusivity that this activity gives is important, especially for the age group this lesson plan was created for. Alongside the importance of creating activities to develop learning, practitioners are obligated by law to follow relevant policy and legislation when providing teaching children. In regards to the part of the curriculum this lesson plan has focused on, there is a document in place within the Curriculum for Wales, which is the Programme of Study for English, from Key Stage 2-4.

There are strands within this programme of study that are relevant to this lesson plan and have been included within the curriculum coverage section. For example, in the oracy strand there is a section which states that children in a year three class should be able to 'contribute to group discussion, sharing ideas and information' (Curriculum for Wales, 2016). This is met in the lesson plan by the learners collaborating in groups, and sharing the words they have put on their mind maps with the rest of the class. Within the rest of the curriculum strands for this subject, there are aspects of reading and writing that have also been covered in this lesson plan. Such as being able to read small pieces of text independently, using vocabulary that is specific to a subject or topic, and understanding the basics of the structure of a story. These sections are all covered in the lesson plan by the learners peer assessing their classmates work, specifically using words that are related to emotions and feelings, and through using specific vocabulary, this shows that the learner has understood the basics of the story structure.

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group UK, 2002). Essentially, it is an assessment tool that is used to determine where a child is in their learning and what they might need assistance with. The five key principles of AfL, or formative assessment as it is sometimes known as, are; learning objectives and success criteria, peer and self assessment, oral and written feedback, questioning, and formative use of summative data. These are the five main principles to remember when planning an activity that will focus on assessment for learning. When these five key principles are put into practice, they can be implemented in different ways, an example of this is; actively involving children in their own learning, providing effective feedback, and adjusting teaching to take into account the results

of the assessment. The value of AfL has been heavily researched, with various studies having different findings, those findings were dependent on the area the study took place and the age range and ability of the children that were used. In a research study carried out on five hundred and fifty eight teachers in England, James and Pedder state that 'the research presents strong evidence that teachers' and students' systematic classroom use and adaptation of assessment for learning strategies in classrooms leads to measurable improvements in the quality of learning' (2006, p. 110). However, although AfL is in some capacity known as formative assessment, James and Pedder argue that 'assessment intended to promote learning (AfL) only becomes formative when evidence is actually used to adapt teaching work to meet learning needs'. (2006, p. 115). The study also touches upon peer and self assessment in AfL, primarily the importance of peer assessment, with the authors stating that 'The importance of peer assessment was a case in point' and peer assessment is 'an important complement [to] and may even be a prior requirement for self-assessment'. (James and Pedder, 2006, p. 116).

'A theory presents a systematic way of understanding events, behaviors and/or situations.' (Office of Behavioral & Social Sciences Research, n/d). Within a school setting and beyond, the way children are taught is heavily linked to theory. Within this lesson plan there are a lot of different aspects that could be linked to different theorists and their ideas, however the main task in this lesson plan is group work. Collaboration, or collaborative learning, is something Lev Vygotsky believed was vital in helping children's social development, collaboration with their peers, their parents and family, and even their teachers had a life-changing effect on their social development. Within Vygotsky's research, he discussed the importance of scaffolding a great deal, scaffolding being a method that assists in children learning more through the help of their teacher, or helping a slightly more advanced student achieve their goals. Vygotsky's theory of scaffolding and collaborative learning is most commonly put together in his creation called the Zone of Proximal Development (ZPD). 'The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.' (McLeod, 2019). Vygotsky's ideas support the notion of AfL, with his theories indicating that children learn best when they learn what they need to improve on, 'the term "proximal" refers to those skills that the learner is "close" to mastering.' (McLeod, 2019) and also when they are guided by peers, i.e. peer assessed work, or even a More Knowledgeable Other

(MKO). Lev Vygotsky's theories link into this lesson plan on various levels. The collaborative learning aspect of the group work in the first activity has close links to Vygotsky's ideas, as often a 'child seeks to understand the actions or instructions provided by the tutor' (McLeod, 2019) but sometimes internalises that feeling, collaborative and group work helps a child to feel as though they can discuss any concerns or ask any questions in small groups, this may make them feel more at ease as they are not asking questions in front of an entire class of their peers. Lev Vygotsky's theory also supports the idea that a practitioner demonstrating how to complete a task, alongside providing verbal or written instructions, helps a child to finish an activity a great deal more confidently than they would without that support. In relation to the lesson plan, specifically the resource provided, the worksheet that has been created contains material that helps to support Vygotsky's idea. The worksheet has a rectangular box above the main resource, containing words the groups of children could use to help them to complete the mind map, which is also provided. This assists in increasing children's confidence in completing their work by giving them an idea of the kinds of vocabulary that is needed for this particular task. This type of teaching is known as scaffolding, a key element in Vygotsky's Zone of Proximal Development. However, although scaffolding is a very important part of the ZPD, the term 'scaffolding' was actually coined in 1976 by Jerome Bruner, many years after Vygotsky's creation of the ZPD. A definition stated by McLeod (2019) defines scaffolding as a process 'that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.' And it is also noted that 'scaffolds require adults controlling those elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.' (McLeod, 2019).

To conclude, thoughtfully planned out lesson plans are vital for a child's development within education. Ensuring that lesson plans follow both recommended and legal guidance is imperative in creating rich tasks and structured activities. The curriculum and subject specific guidelines are in place to assist practitioners in developing activities and tasks to support development, help children with any academic struggles they may have and to assist in the development of social skills in relation to group work. Theory is incredibly important in the history of child development and even now in the present day. Theorists such as Vygotsky, Bruner and Bronfenbrenner have all had a crucial part to play in making education what we know

it today. Theories on collaborative work, the strengthening of social skills and how children learn best have all shaped childhood education into what it is today. The ideas behind policy and legislation, creating laws and guidances, have also been imperative in giving the future generation and generations before them a rich, structured and healthy educational experience. Creating a strong and equitable foundation when educating children, provides them with the tools they need to become confident learners, and thus creating confident adults. As Margaret Mead states, 'Children must be taught how to think, not what to think.' (Develop Good Habits, 2019).

(Justification word count - 1967)

Reference List

Assessment for Learning (no date) *What is assessment for learning?* Available at: https://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_key_questions.html (Accessed on: 3rd January 2020).

Curriculum for Wales (2016) *Programme of Study for English Key Stages 2-4*.

Available at:

<https://hwb.gov.wales/storage/71847d3a-5d5b-4103-9e1a-f6cc97b40f24/english-programme-of-study.pdf> (Accessed on: 3rd January 2020).

Develop Good Habits (2019) *87 Education Quotes: Inspire Children, Parents AND Teachers*. Available at: <https://www.developgoodhabits.com/education-quotes/> (Accessed on: 6th January 2020).

James, M. and Pedder, D. (2006) 'Beyond method: assessment and learning practices and values.', *Curriculum Journal*, 17(2), pp. 109-138. (Accessed on: 4th January 2020) doi: 10.1080/09585170600792712.

McLeod, S. (2019) *What is the Zone of Proximal Development?* Available at: <https://www.simplypsychology.org/Zone-of-Proximal-Development.html> (Accessed on: 4th January 2020).

Office of Behavioral & Social Sciences Research (no date) *Social and Behavioral Theories*. Available at: <http://www.esourceresearch.org/eSourceBook/SocialandBehavioralTheories/3TheoryandWhyItisImportant/tabid/727/Default.aspx> (Accessed on: 4th January 2020).

Pritchard, N. (2018) *Monty the Manatee*. No place of publication provided: Independent publisher.