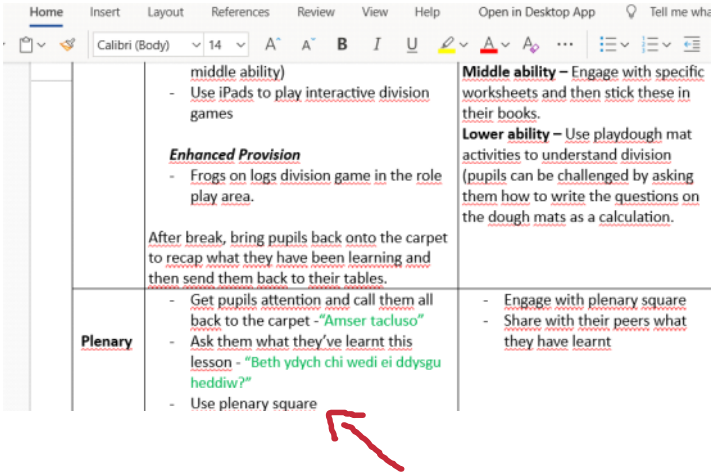
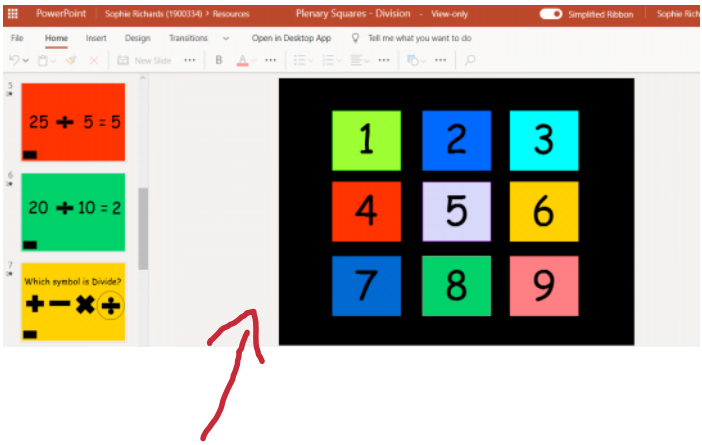
Illustrative Example 1

Tuesday, December 17, 2019 2:11 PM



	middle ability) - Use iPads to play interactive division games ***Enhanced Provision*** - Frogs on logs division game in the role play area. After break, bring pupils back onto the carpet to recap what they have been learning and then send them back to their tables.	**Middle ability –** Engage with specific worksheets and then stick these in their books. **Lower ability –** Use playdough mat activities to understand division (pupils can be challenged by asking them how to write the questions on the dough mats as a calculation.
Plenary	- Get pupils attention and call them all back to the carpet -"Amser tacluso" - Ask them what they've learnt this lesson - "Beth ydych chi wedi ei ddysgu heddiw?" - Use plenary square	- Engage with plenary square - Share with their peers what they have learnt



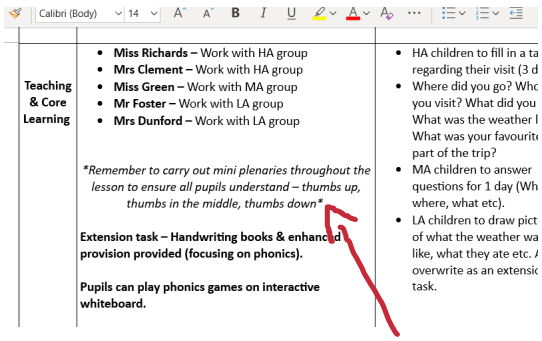
During a year 1 and 2 maths lesson focusing on division, I used a number of AFL strategies. One of the strategies I like to u se at the end of my lesson is the 'plenary square' (see red arrow). A plenary sqaure is 9 numbers on a PowerPoint slide, and each number has a different question (ones you can insert yourself) relating to the subject you are teaching. The children love th is as they see it as a game rather than an AFL technique. The pupils engage really well and I believe it is an effective way of questioning the children.

However, it is hard to plan for higher order questioning for the more able pupils, as they select the numbers at random. I believe setting challenging questions on the plenary square is beneficial to all pupils as I am able to support the lower abi lities more than what I would have to for the higher ability children. WAG (2010) believe that questioning is the driving force of developing thinking and assessment for learning in the classroom. However, as I use this AFL strategy for numerous lessons, I must remember to ensure it is not the same children being picked each time, as some children who are less confident than others might not want to put their hand up to have a turn.

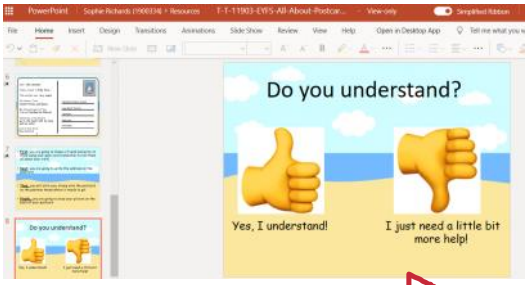
During my next lesson when I use a plenary sqaure, I will keep a record of children who were chosen, to ensure other children are also being given the opportunity next time.

Illustrative Example 2

Tuesday, December 17, 2019 2:14 PM



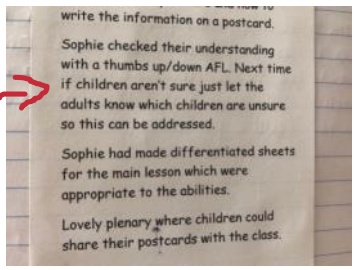
Teaching & Core Learning	• **Miss Richards –** Work with HA group • **Mrs Clement –** Work with HA group • **Miss Green –** Work with MA group • **Mr Foster –** Work with LA group • **Mrs Dunford –** Work with LA group **Remember to carry out mini plenaries throughout the lesson to ensure all pupils understand – thumbs up, thumbs in the middle, thumbs down** **Extension task – Handwriting books & enhanced provision provided (focusing on phonics).** **Pupils can play phonics games on interactive whiteboard.**	• HA children to fill in a ta regarding their visit (3 d • Where did you go? Whc you visit? What did you What was the weather l What was your favourite part of the trip? • MA children to answer questions for 1 day (Wh where, what etc). • LA children to draw pict of what the weather wa like, what they ate etc. A overwrite as an extensic task.



During a year 1 and year 2 literacy lesson, the focus was learning how to correctly write a postcard. An example of AFL I have used within this lesson is the use of mini plenaries (see red arrows) and keeping the 'thumbs up or thumbs down' on the board throughout the lesson. Hartwell (2017) suggests that mini plenaries allow us as teachers to assess the whole class's understanding at once. By doing this, I was able to assess the pupils understanding throughout the lesson, and provide extra support to those who need it. Mini plenaries gave me the opportunity to see whether I had explained everything clearly, or if there needed to be more input given before setting the children off to complete the task. I tend to carry out mini plenaries after break/lunch time as the children might need reminding on what is expected of them during the lesson.

Mini plenaries also encourage the children to self-assess their own learning as they are able to express to the teachers whether they understand or do not understand a certain aspect of the lesson. If the children were unsure of the set task, I would bring them back to the carpet to cover areas of the task that they needed support with.

However, it was noted within my learning journal that I must remember to address the teachers and teaching assistants of which children have not understood the task properly, so they can be provided with the correct amount of support.



write the information on a postcard.

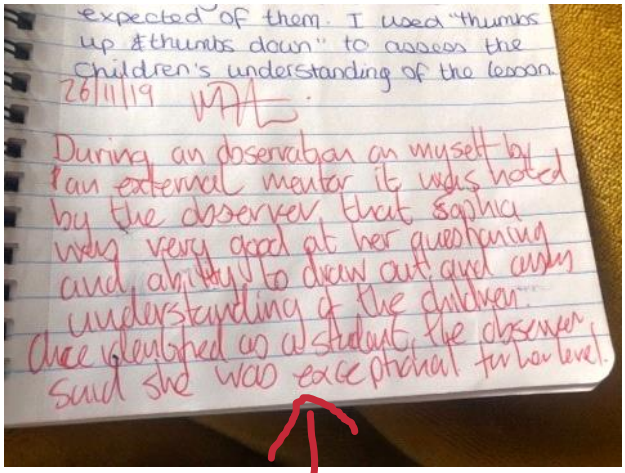
Sophie checked their understanding with a thumbs up/down AFL. Next time if children aren't sure just let the adults know which children are unsure so this can be addressed.

Sophie had made differentiated sheets for the main lesson which were appropriate to the abilities.

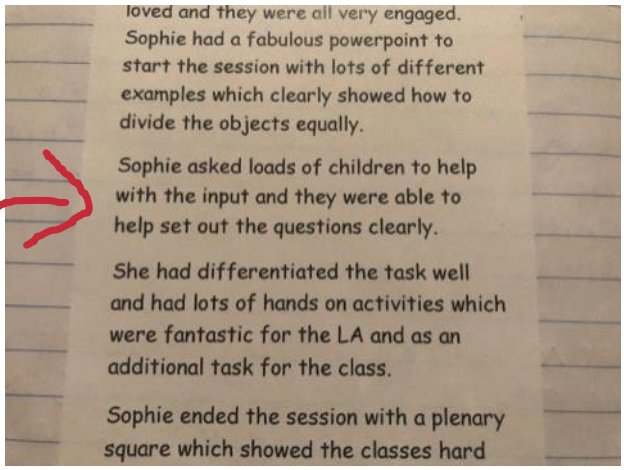
Lovely plenary where children could share their postcards with the class.

Illustrative Example 3

Tuesday, December 17, 2019 2:15 PM


expected of them. I used "thumbs up & thumbs down" to assess the children's understanding of the lesson.
26/11/19

During an observation on myself by an external mentor it was noted by the observer that Sophia was very good at her questioning and ability to draw out good answers understanding of the children. Once identified as a student, the observer said she was exceptional for her level.


loved and they were all very engaged. Sophie had a fabulous powerpoint to start the session with lots of different examples which clearly showed how to divide the objects equally.

Sophie asked loads of children to help with the input and they were able to help set out the questions clearly.

She had differentiated the task well and had lots of hands on activities which were fantastic for the LA and as an additional task for the class.

Sophie ended the session with a plenary square which showed the classes hard

The first example is feedback I was given whilst an NQT had his observation when I was in the classroom. The observer noted that I had exceptional questioning skills for my level. The second example is feedback I was given during one of my own lessons where my questioning skills were praised. Both of these examples indicate that I am able to question the children on a level that encourages them to think and actively take part in their own learning. Both of these lessons were focusing on division, at the start of my lesson I was asking the children "how do I write this out as a number story (year 1)/ division equation (year 2)" "Which symbol represents divide?" "What symbol do we need to use next?" Etc. These questions were encouraging the children to use their thinking and problem solving skills either independently or in pairs/groups. Sometimes I would write an addition or multiplication symbol instead of a division symbol to ensure they were understanding the difference in symbols, and this proved effective as most children were shouting out that I had written the sum wrong and then came up to the board to help me to draw the correct symbol .

I have carried out reading on the Bloom's Taxonomy model, to ensure the questions I am asking the pupils are beneficial to developing their knowledge and understanding of the topic they are learning about. I believe researching this model has given me an insight into the types of questions I should be asking based on their ability and I will continue to use this model in future lessons.

Overview

Tuesday, December 17, 2019 2:11 PM

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Name: Sophie Lauren Richards

Student Number: 1900334

Course: PGCE Primary

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	Target	**What I have done in this assignment...**
Target 1	Develop writing style to be more formal in tone.	I have researched possible ways to improve my formal tone when writing assignments.
Target 2	Ensure referencing is correct and consistent with the University expectations	I have ensured to read all support links on Moodle regarding Harvard referencing so that I am confident I have met the university expectations.

List of Abbreviations

Saturday, December 28, 2019 10:43 AM

WAG – Welsh Assembly Government

WLCEPS – West Lothian Council Educational Psychology Services

LNF – Literacy and Numeracy Framework

KUW – Knowledge and Understanding of the World

AFL – Assessment For Learning

CCR - Cross Curricula Responsibilities

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Critical Reflection

Friday, January 3, 2020 5:26 PM

This section of my essay is a critical reflection regarding how I have implemented the 3 chosen pedagogical principles on my PTE 1 placement using my annotations and effective literature found within websites, journal articles and books. A literature review will be provided, with reflection on my own practice written throughout, linking relevant sources. For each pedagogical principle, there will be a section at the end regarding recommendations for my own professional practice and ways in which I can improve.

My PTE 1 placement was based in a English-medium primary school containing 147 pupils from the ages of 3-11. Around 26% of pupils receive free school meals and 22% of pupils have additional learning needs. Approximately 8% of pupils come from an ethnic minority background (My Local School, 2019). My allocated class was a Foundation Phase mixed year 1 and year 2 classroom, with 34 children.

Assessment for Learning

Saturday, December 28, 2019 10:41 AM

Black and William (1998, p. 2) believe that formative assessment is when evidence is used within teaching and learning, to adapt the teaching to meet the needs of all pupils. According to Earl (2012, p. 1) if assessment in the classroom is done well, then it can be a very powerful tool within the classroom to maximise the number of achieving students of all abilities. In correlation to this, Chappuis and Stiggins (2002, p.40) suggest that assessment for learning can benefit both the teacher and the learner as it is an ongoing process that allows the teacher to modify teaching and learning activities. This supports my own perception on assessment for learning, because during my lessons, I used mini plenaries to ensure all pupils were on task and understood what they had to do. If the children were struggling with the task, I would bring them back to the carpet and go over the set expectations and areas they were finding most difficult. Chappuis and Stiggins (2002, p.1) believe that "assessment is a healthy part of effective teaching and successful learning".

However, Cowan (2009, p. 80) conducted a study regarding student teachers and their use of AFL in the classroom. It was noted that most students had not begun to focus on AFL as they didn't have the correct knowledge or the time. My own

teaching practise has contradicted the findings within this study, as I always ensure to plan prior to the lesson and decide what type of assessment I will carry out. During each lesson I have my lesson plan on hand, this way I am able to remind myself of what assessment is to be used and when it is appropriate in the lesson. My lessons were split into two sessions, one before break and one after, so my class mentor also suggested to carry out a mini plenary with the children to remind them of the task focus.

One of my main focuses within AFL has been questioning the pupils. WLCEPS (no date) states that effective questioning within the classroom is a key aspect of the teaching and learning process, and good questions lead the learner on a journey in which there is a balance between content (who, what, when) and process (how, why). Within my lessons, I ensured to use a plenary square at the end of each lesson (see illustrative example 1). Each square had a question behind a number, regarding the topic of the lesson and challenged the children's knowledge and understanding of what they had learnt. It was noted during an NQT observation that my questioning skills during a maths lesson focusing on division were exceptional to my level (see illustrative example 3). This gave me the confidence that I needed to ensure I was on the right track regarding my questioning techniques. According to

Allen (2013) there are six stages of ‘Blooms Taxonomy’. From researching this model and identifying relevant cue questions appropriate to the age range I was teaching; I believe it has furthered my own questioning skills when developing the children’s knowledge and understanding of topics and has proved to be effective from the feedback I have received from practitioners.

Another strategy that I have used within my teaching placement to promote assessment for learning is the use of self-assessment. Donaldson (2015) proposed that self-assessment encourages children and young people to take greater responsibility for their own learning. Within my lessons, I believed that a ‘thumbs up, thumbs down’ approach would suit the age range of the pupils on my class. This approach wasn’t too complicated and allowed the pupils to express how confident they felt when undertaking the task given. It also gave me an opportunity to evaluate which pupils needed extra support. CCEA (2013) suggest that teachers should encourage their pupils to engage within a range of self-assessment strategies, so they are able to reflect on what they have learned and how they have learned it. During a lesson where I carried out the ‘thumbs up, thumbs down’ approach, I kept the children on the carpet who put their thumbs down and further explained anything they did not understand. However, when directing them to their tables to complete

the task, I didn’t inform the member of staff who was supporting pupils in that group, so they were unaware that they had to provide that pupil with extra support. This was recorded in my learning journal and it was a learning opportunity for me. I now ensure to inform the members of staff of the pupils who don’t understand the task, to ensure the children can be given the right amount of support.

Going into key stage 2 for my second placement will require me to adapt different assessment for learning strategies. Within key stage 2, the children will be able to self-assess and peer-assess a lot more thoroughly compared to foundation phase and I will need to prepare a variety of strategies that can be taught to the children for them to become familiar and confident using AFL and reflecting on their own progress. Prior to going into my new classroom, I will conduct academic reading and meet with the class teacher to discuss what AFL strategies are already embedded and if I can introduce new ones, if needed.

Cross-curricula Responsibilities

Saturday, December 28, 2019 10:41 AM

“Literacy and numeracy skills are absolutely essential in order for young people to reach their potential” (Welsh Government, 2013). Both literacy and numeracy should be integrated across the curriculum, and within the Foundation Phase Framework these skills have been developed to support teachers in doing so. This is supported by the Welsh Government (2015) and Welsh Government (2013) who introduced the LNF as a planning tool that supports teachers to identify and provide opportunities for both literacy and numeracy to be taught across the curriculum. Within PTE 1 I have used the LNF for each of my lessons, to ensure the lessons are meaningful and purposeful to the pupils regarding the development of their literacy or numeracy skills (see illustrative example 1, 2, 3 and option 3, illustrative example 3). In all of my lessons taught, I have ensured to include mainly literacy and numeracy where it is appropriate. I believe this is a very important aspect of learning as it prepares children for everyday life and gives them opportunities to develop and refine their skills in other subject areas.

During a physical development lesson, I was able to incorporate literacy following the LNF, as the children were expected to listen to others and respond appropriately

(listening to instructions given by their peers). The lesson began with an introductory game where one pupil was allowed to “be the teacher” and the other pupils had to listen to their commands. Overall this had a positive influence on all of the pupils’ learning as they developed their speaking and listening skills alongside their gross motor skills.

I personally believe that I have focused more on developing literacy within lessons rather than numeracy. I think this is because there is typically more aspects of literacy to be covered within other lessons rather than numeracy. As my PTE 1 placement developed, my confidence to teach maths grew and therefore I felt more confident incorporating it into more of my lessons and also using it to enhance the children’s learning opportunities within the post-office role play area (see option 3, illustrative example 3).

Within the Foundation Phase Framework, the Welsh Government (2015) state that ICT should be a holistic and integral process that is taught across the curriculum and should be developed through a range of experiences, including finding and developing information and ideas, and creating and presenting information and ideas. Within my KUW lesson, the children were required to use the iPads to record each other retelling the story of Rama and Sita using puppets. Unfortunately, there

was not enough time within the lesson for all pupils to use the iPads. On reflection I must ensure there is enough iPads or give a time limit to each child. I feel that to ensure digital competence is being developed and used effectively in lessons, there should be appropriate planning and preparation of equipment, to ensure it is beneficial for all pupils learning.

Hague and Payton (2011, p.1) propose that digital literacy should be taught across all subjects because teachers need to address the changing nature in subject knowledge, and children will need to acquire different sets of skills in order to gain a deeper knowledge and understanding of specific subjects (iPads, internet etc.) However, Hague and Payton (2011, p. 1) argue that some teachers don't feel like their digital literacy skills are as developed as their pupils' and therefore question their ability to teach it. Hague and Payton (2011, p.1) then go on to discuss that even though teachers may not feel like their digital literacy skills are as developed as their pupils', teachers still have invaluable expertise that they can use to benefit the pupils when using digital technologies.

According to Estyn (2018) being digitally literate, does not only develop the pupils' digital competence skills, but develops their literacy and numeracy skills as well as their confidence. I believe that I struggled to include digital competence within the

majority of my lessons because my main focus throughout PTE 1 was literacy; a core subject. Even though I used interactive whiteboard games as starters for most of my lessons I did not plan effectively to ensure that digital competence could be incorporated throughout the lesson. As my PTE 1 placement progressed, I was able to observe my class mentor and discovered new ways of using digital competence that were both easy and challenging for the pupils and there must be a balance between the both. I agree that if digital competence is too challenging each time for the pupils, they would lose motivation to want to learn. This is supported by Koshy (2002) who states that if the task is at an unrealistic high level, the child would become unmotivated, but if the task was too easy, they would become bored and frustrated.

There are many things I have learnt throughout my PTE 1 placement regarding cross-curricula responsibilities and I will ensure to continue to develop my knowledge of this and to observe good practice whenever possible.

Option 3

Saturday, December 28, 2019 10:41 AM

Rosenshine (2012) presented 10 research-based principles of instruction, one of them being to begin the lesson with a short review of previous learning. Reviewing previous learning gives the children opportunity to express what they already know regarding specific topics. This was demonstrated within illustrative example 2, where the children were asked to make Diva Lamps and Rangoli patterns to celebrate Diwali. To begin the lesson, all children were sat on the carpet and instructed to tell their partners what they remember about the previous lesson (Rama and Sita) and why we celebrate Diwali. This was an effective way for the children to share their success with each other and help others to recall information. I believe that one area for development is questioning the pupils about subject knowledge. After asking a specific question to the class I wasn't expecting some answers and was not prepared to expand on others. I will tackle this issue by going into all lessons with an open-mind and by understanding that all pupils are different and will not always give answers in a way I was expecting them. I will also research the topic I am teaching beforehand more thoroughly to ensure I am always prepared, this will allow me to give higher order questions based on previous knowledge learnt.

I believe that I could develop my own knowledge and understanding on this pedagogical principle to create more meaningful experiences for the children. For example, if I had given myself more time to research ideas for teaching about Diwali, I could have gathered materials and used them in my lesson for the children to dress up and make traditional Indian Sari's in order for the children to be able to role play. During this lesson, I also took in Indian food for the children to experience the taste. However, I didn't give myself enough time to prepare a lot of food. If I was to do this lesson again, I would buy the food and cook it the night before, so I am prepared and able to provide more choice to the pupils.

Another example of following Rosenshine's (2012) principles of instruction was Dinosaur Division (illustrative example 2). The main focus for that week was division, so each maths lesson followed on from the last. The children would talk in partners and discuss what they can remember from the previous lesson. Within dinosaur division I was able to incorporate interest-based learning as well as building on the pupils' previous knowledge and understanding of the topic. Dunst, Trivette, and Masiello (2011, p. 302) carried out a study regarding interest-based learning and the results demonstrated that the more interest-based learning opportunities there were for the pupils, the more progress was made over a short period of time. I decided to

use interest-based learning for this particular subject because there were a few pupils in my class who struggled to sit on the carpet for long periods of time and concentrate. However, I was aware that these pupils thoroughly enjoyed talking about dinosaurs and pretending to be them out the yard etc. I thought it would be a great idea to base my division lesson around dinosaurs as I thought it would intrigue them and help them to understand division from a different perspective. My practise is supported by Donaldson (2015) who highlights the importance of taking into account experiences and interests of the pupils as they all approach learning in their own particular way. I believe by listening to the interests and experiences of the children and planning around these, you are able to stimulate their engagement and their involvement within set tasks as they are learning about something that is meaningful to them.

Within illustrative example 3, there is an image of a post office and a letter written by one of my pupils to Father Christmas. I suggested to the teacher that a role-play post office area would be a lovely addition to the classroom as my main focus throughout PTE 1 was literacy, where the children had been learning how to write letters and postcards. My class tutor agreed and gave me the responsibility of making one. Estyn (2017) state that enhanced provision areas should be used to promote literacy

and numeracy skills that have been previously taught, as these areas allow children the opportunity to apply and transfer their skills and knowledge independently. When making the post office area, I ensured to take into account all aspects of learning with regards to literacy and numeracy, so the playful learning was going to be a meaningful experience for all children. The image on illustration example 3 is an example of a letter a child had wrote to Father Christmas. I decided to include this example within my reflection as it is evidence of their previous knowledge being developed within the role-play area. Within literacy lessons, this particular pupil was learning how to write a letter, she transferred her knowledge of this task to write a letter during her free play within the post office. She decided to write a letter to Father Christmas because previously in the day I decided to introduce the elf on the shelf to the class. This sparked awe and wonder into the class and encouraged their speaking and listening skills, fine motor, spelling and imagination skills.

Conclusion

Sunday, January 5, 2020 8:46 PM

In conclusion to this critical reflection, I believe I have had many strengths within my teaching practice and also areas in which I need to improve have been identified. I have been able to observe good practice and test out theories I have read about within the classroom. I have developed my understanding of assessment for learning, cross-curricula responsibilities and selecting resources and tasks that build on previous knowledge and experience and engage interest. My aim now is to adopt more pedagogical principles within my teaching placement and further develop my understanding on topics to ensure I can become an effective practitioner.

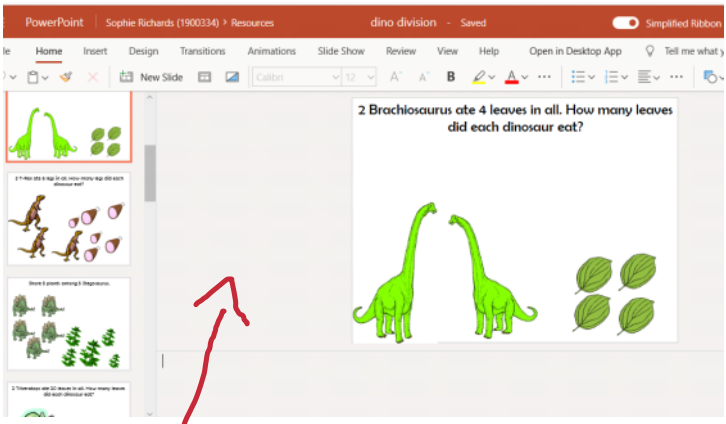
Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Tuesday, December 17, 2019 2:10 PM

Illustrative Example 1

Tuesday, December 17, 2019 2:16 PM

	Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	(Pupils' role –including differentiation, engagement in formative assessment and homework)	(Including Health and Safety requirement)
Opening phase (with links to prior learning)	Sit children on carpet and ask them to discuss what they remember from the previous maths lesson with a partner	- All pupils sit on carpet and engage with powerpoint - "Talking partners" to dicuss their thoughts and ideas - Ask and answer questions	- Mini whiteboard - Mini whiteboard pen - PowerPoint (Dinosaur Divison)
Teaching & Core Learning	Teachers and TA follow the maths groups to see which group they're working with MA and LA have same activtiy, LA might need 1:1 support (all pupils are being challenged)	- Dinosaur worksheet (divided by 2, 3, 4, 5, 10) for the higher ability groups - Sharing dinosaur eggs between different amounts of nests for the middle ability and lower ability (LA will need extra support – 1:1) (If HA need an extension task – sums will be written before hand on the whiteboard	- HA, MA, LA worksheets - Maths excercise books - Whitebaord pens - Mini whiteboards - Pencils



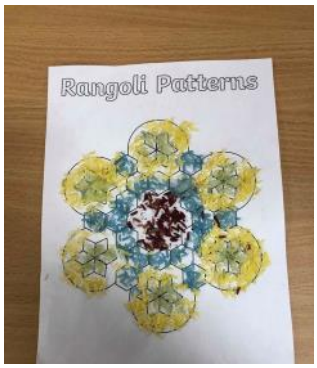
During this year 1 and 2 maths lesson, focusing on division, I decided to use the theme 'dinosaur division'. This lesson was leading on from prior knowledge as Division had been the focus for that week. I thought this would be a good idea because there are a handful of children who struggle to sit on the carpet for long periods of time and concentrate. I knew they were interested in dinosaurs, so I thought by using dinosaurs to explain division, it would help them to understand the topic more thoroughly and concentrate for longer. This proved to be effective for the pupils as they were able to understand the main activities with minimal support needed. Within the 'Successful Futures' document, it is stated that a one-size fits all approach doesn't always meet a wide range of needs, and that is why it is important to take the interests of the children into account when planning as all pupils approach learning in their own particular way (Donaldson, 2015). I have ensured to follow this pedagogical principle within many of my lessons to ensure all children are engaged and willing to learn.

Illustrative Example 2

Tuesday, December 17, 2019 2:16 PM

Lesson 1 – Why Diwali is Celebrated.

Lesson 2 – How Diwali is celebrated (Diva Lamps)

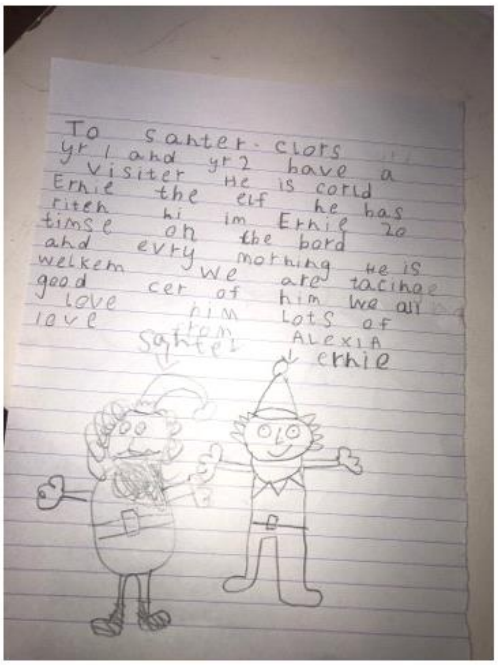


Lesson 2 – How Diwali is celebrated (Rangoli patterns)

Lesson 1 – We had a story about Rama and Sita and the children developed their knowledge and understanding on why Diwali is celebrated. The finger puppets were used as an enhanced provision activity for the week to enhance the pupils' vocabulary of the characters names.
Lesson 2 - Here is an example of the Diva Lamps year 1 and year 2 created. During a KUW lesson, the focus was based around the celebration of Diwali (how Diwali is celebrated). The children also made their own Rangoli patterns using coloured rice. I thought this would be a lovely lesson idea because it was the month that Diwali is celebrated, the children thoroughly enjoyed the two days learning about Diwali and gained a great amount of knowledge and understanding regarding the celebration.

Illustrative Example 3

Tuesday, December 17, 2019 2:16 PM

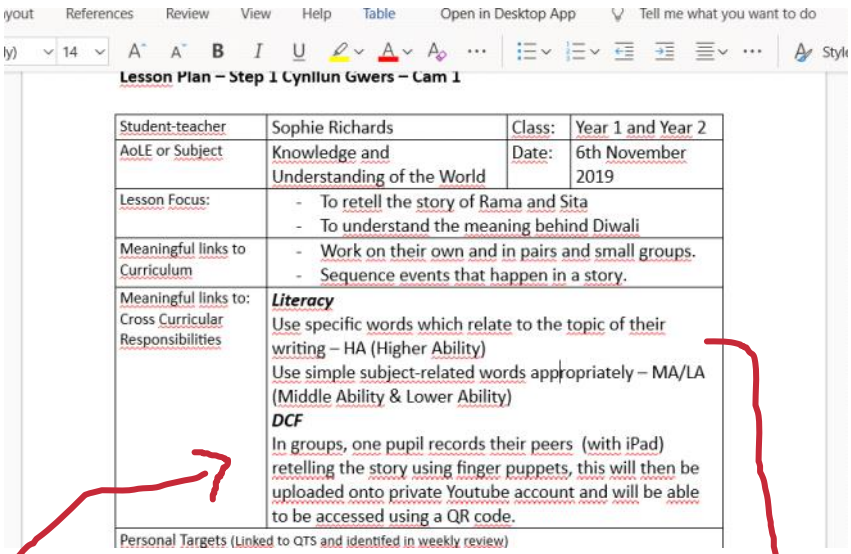


This example is a picture of a role-play area I had created for the children. Within this area, many aspects of literacy and numeracy are enhanced. For literacy, I was able to incorporate cards, letters, postcards, envelopes, stamps etc. Maths was covered largely within this area as the children were able to weigh numicon pieces and post them, they were able to use money to pay for parcels using specific costs, looking at the times the post office opened and closed, and they were able to exchange their money for euros using exchange rates. This area is very beneficial to the children as they are able to develop both their literacy and numeracy skills without being aware that they are actually learning.

The children wrote letters to Father Christmas which was a way of enhancing their fine motor skills as well as their spelling and handwriting skills.

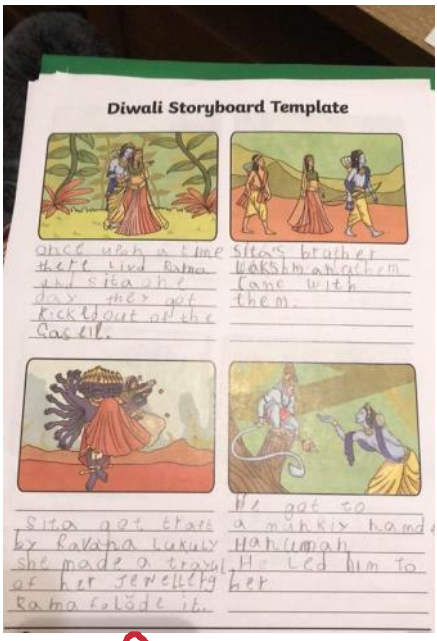
Illustrative Example 1

Tuesday, December 17, 2019 2:11 PM



Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sophie Richards	Class:	Year 1 and Year 2
AoLE or Subject	Knowledge and Understanding of the World	Date:	6th November 2019
Lesson Focus:	- To retell the story of Rama and Sita - To understand the meaning behind Diwali		
Meaningful links to Curriculum	- Work on their own and in pairs and small groups. - Sequence events that happen in a story.		
Meaningful links to: Cross Curricular Responsibilities	***Literacy*** Use specific words which relate to the topic of their writing – HA (Higher Ability) Use simple subject-related words appropriately – MA/LA (Middle Ability & Lower Ability) ***DCF*** In groups, one pupil records their peers (with iPad) retelling the story using finger puppets, this will then be uploaded onto private Youtube account and will be able to be accessed using a QR code.		
Personal Targets (Linked to QTS and identifed in weekly review)			



During a Knowledge and Understanding of the World lesson, focusing on Rama and Sita, I ensured to incorporate both literacy and digital competence (see red arrows) throughout. The lesson focus was to be able to retell the story of Rama and Sita (differentiated depending on ability). The children had to use specific words that related to the story (characters names etc.) and this was taken from the LNF. All pupils' literacy skills were developed within this lesson and I believe this is very effective as it enhanced their learning and prepared them for their literacy lessons as they were already aware of how to use specific words that related to a certain topic (a skill that was going to be developed throughout a literacy focused lesson, as well as in other lessons.

Here is an example of a child's work, where they have clearly met the targets set from the LNF within their set task. This is a higher ability pupil who was able to retell the story of Rama and Sita using a storyboard to help her.

The lower ability children had to retell the story of Rama and Sita using finger puppets and then take it in turns to record each other on the iPads. This relates to the DCF as they were able to "record and play back simple videos using a tablet/device or camera" (Welsh Government, 2019) which is stated within the *Creating – classroom task ideas*, which led to children achieving Progression Step 1.

However, during this lesson, there was not enough time for all pupils to use the iPads to record each other's puppet shows and therefore not all of the pupils' digital competence could be developed. Only a few of the children were able to benefit from using the iPads.

Illustrative Example 2

Tuesday, December 17, 2019 2:15 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sophie Richards	Class:	Year 1 and Year 2
AoLE or Subject	Knowledge and Understanding of the World	Date:	7th November 2019
Lesson Focus:	To learn facts about how Diwali is celebrated		
Meaningful links to Curriculum	Making comparisons and identifying similarities and differences		
Meaningful links to: Cross Curricular Responsibilities	Literacy – Year 1- Write words, phrases and simple sentences and read back own attempts Year 2- Write text which makes sense to another reader, which may include details and pictures		
Personal Targets (Linked to QTS and identifed in weekly review) N/A			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils: Answer questions regarding the story – Dipal's Diwali

Dipal's Diwali

L.I: To answer questions relating to Diwali

1. What is Diwali?

2. Who is Lackshmi?

3. Can you name 3 things Dipal does during Diwali?

4. What food's does Dipal eat during Diwali?

5. Where does Dipal and his family go to pray?

This example is taken from a KUW lesson plan I had prepared for a mixed year 1 and year 2 class with the focus being to learn facts about how Diwali is celebrated. Within this lesson I had to make links to the LNF for year 1 and year 2 as the expectations for each year group were slightly different (see red arrow). I had colour co-ordinated the aims from the LNF to ensure there was clear indication of what was expected from each year group.

I believe these targets from the LNF tied in nicely with my KUW lesson as the children had to answer questions regarding the celebration of Diwali. This encouraged the pupils' remembrance skills and having to recall information they had previously learnt about. During my plenary, I used the children's work and asked them to come up and read out their answers, the children on the carpet had to then say whether they agreed or disagreed with the answers given, ensuring to give reason for their answers.

Illustrative Example 3

Tuesday, December 17, 2019 2:15 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sophie Lauren Richards	Class:	Year 1 & Year 2
AoLE or Subject	Physical Development -Gross motor/fine motor skills	Date:	15th November 2019
Lesson Focus:	Children in Need		
Meaningful links to Curriculum	- Be able to move safely with increasing control and coordination - Understand rules and elements of games and be able to play simple cooperative and competitive games		
Meaningful links to: Cross Curricular Responsibilities	**Year 1 -** Listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions **Year 2 -** Listen to others with concentration, understanding the main points and asking for clarification if needed		
Personal Targets (Linked to QTS and identifed in weekly review) My mentor and I have agreed that my target this week is classroom management – ensuring all pupils understand the lesson throughout using mini plenaries.			

Learning Objectives (focus on Learning- use accessible vocabulary):

During a physical development lesson focusing on fine/gross motor skills, I was able to in cooperate literacy. The lesson was based around the Joe Wicks Big Morning Move, as it was for Children in Need.

For the warm up, we played a game where the children had to run around the hall and I would shout "runner beans, jumping beans" etc. And they had to follow the instructions to know what move to make next. I then asked the children who would like to "be the teacher". I chose 1 child at a time as they had a turn at shouting out the commands to the pupils. By doing this the pupils were given the opportunity to pay close attention and listen to their peers carefully.

However, as the children have smaller voices than myself and we were in the hall so it was a big space to fill, the children found it quite difficult to hear the chosen pupil at some points. In order to resolve this issue, I gave the pupil a whistle, in which they could use whenever they were ready to shout the next command. Hearing the whistle gave the children opportunity to identify when they had to listen.