

Appendices

Appendix 1

Year 5 VIP activities and challenges planned for children to choose from.

Choose your task from the menu:
The Peri-ometer suggests the difficulty or level of challenge the activity may offer.
Challenge yourself to an **EXTRA HOT** task!

Expressive Arts	Health and Well-being	Humanities
Create your own song about the traditions in Wales	Create an Imovie to encourage people to overcome fears	Who inspires you? Create your own presentation on this person
Learn and perform the Welsh National Anthem	Identify your biggest fear—explore ways you can overcome this challenge	Create a timeline of Warren Gatland's time with Wales and the Lions
Create a poster promoting growth mindset	Design a training plan for the Lions	Explore the background to the Welsh National Anthem
Design and perform a Haka for the British and Irish Lions	Create a character profile of Warren Gatland	Research the three places that the British and Irish Lions tour to

Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology
Create a story around the character of a dragon	Explore time differences in South Africa, New Zealand and Australia	Explore how climate change is affecting species in the jungle
Research fixed and growth mindset and present how you choose	Use Emirates.com to find the cheapest flights to SA, NZ and Aus	Design, make and evaluate a poster for the Lions
Use Ffyn Hwn and label features of Warren Gatland	Challenge yourself and solve the maths problems	Create a clip explaining friction when playing rugby
Create a leaflet about overcoming your fears	Create a maths game with a Welsh theme	Research how the brain works

Year 2 Amser Dysgu challenges and activities.

1	Language, Literacy and Communication	Can you rewrite a scene from Aladdin using your favourite characters?
2	Mathematics and Numeracy	Can you multiply two numbers together to find the answer?
3	Health and Wellbeing	Can you build an escape route for Aladdin?
4	Expressive Arts — Music	Can you play the percussion instruments along to 'Arabian Nights'?
5	Language, Literacy and Communication	Can you read a book of your choice and review your book with a partner?
6	Expressive Arts — Drama	Can you act out a scene from Aladdin?
7	Humanities	Can you create and decorate a Moroccan lamp?
8	Language, Literacy and Communication	Can you complete a challenge from the Welsh area?
9	Health and Wellbeing	Can you rehearse, perform and create your own dance routine to 'Prince Ali'?
10	Science and Technology	Can you design and build your own Arabian city?

Appendix 2

Lesson Study 1 observation sheet.

Observations

Aspects to consider when observing the children:

- Are they on task?
- Are they choosing different challenges?
 - Note the behaviour.
- Are they working individually or with peers?

Child A:

- Child is working independently, however she is talking to peers throughout.
- Child has been working on the same piece of work for several lessons, however, she is putting a great deal of care into the work.
- Positive attitude, she is writing about Jeffrey Star who is an inspiration to her.
- Not concerned about completing the challenge to move on to another.
- Completed challenge.

Child B:

- Working independently to create a mascot using Minecraft. – Child has done this task previously, however, not on Minecraft.
- She chose the challenge but the class teacher said to use Minecraft.
- Working hard.
- On task.
- Positive attitude.
- Began working with peer and directing the task.
- Did not complete challenge.

Child C:

- Chose mascot challenge, new challenge for this child.
- "I need a mouse, I'm doing terribly at this".
- Independently using Minecraft.
- Not always on task, walking around.
- Very determined to make a good mascot.
- Did not complete challenge.

Appendix 3

Lesson Study 2 observation sheet.

Observations

Aspects to consider when observing the children:

- Are they on task?
- Are they choosing different challenges?
 - Note the behaviour.
- Are they working individually or with peers?

Child D

on task, Using iPad (digital Competence) to research one of the activities. Identify your biggest fear - explore ways you can overcome this challenge.
New Challenge.
Working individually.

Child E

Expressive Art.

New task for today.
Sorting out the instruments ready
> working with a peer.
> Very positive behaviour.
> Planning before starting to make the music.
> Directing peer.
> Often on task, once or twice hasn't been.

Child F

Not on task
Communicating with peer
Verbal reminders did not effect the pace
Same activity as last week

Appendix 4

Lesson Study 3 observation sheet.

Lily, Sasha, Ethan

No choice on what activity to do

Observations

Aspects to consider when observing the children:

- Are they on task?
- Are they choosing different challenges?
- Note the behaviour.
- Are they working individually or with peers?

Child I All 3 children have chosen the same activity. He is completing the activity, did not hesitate working with peers. Not allowed to choose their challenge. RAG-RATED 2 ACTIVITIES	Child G Not on task. They are working with peers. Not allowed to choose their challenge. Now on task after 10 minutes. RAG-RATED ACTIVITIES
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Should RAG-RATED 10 ACTIVITIES

Some tasks are over 2 days, however it has been 5 weeks

From professional dialogue, the teachers decided to choose the activity for the children

Child H Not on task 5 minutes in, laid back. Rather talk to friends than completing the activity. Working with peers. Not allowed to choose their challenge. on task after 10 minutes. RAG-RATED 3 ACTIVITIES	Child I Straight on task building - Working with others - Building Arabian city with peers - Has RAG rated 2/10 activities - No choice
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Have not RAG-rated any activity

Observations

Aspects to consider when observing the children:

- Are they on task?
- Are they choosing different challenges?
- Note the behaviour.
- Are they working individually or with peers?

Child G Not on task 5 mins in Lily joining in with others. Sitting watching others take part. Helping build with peers. - No choice	Child H Not on task 5 mins in. Sasha starting to help Ethan. With peers. - Has RAG rated 3/10 activities - No choice
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- Has RAG rated 2 activities / 10

Child I Straight on task building - Working with others - Building Arabian city with peers - Has RAG rated 2/10 activities - No choice	Child H Not on task 5 mins in. Sasha starting to help Ethan. With peers. - Has RAG rated 3/10 activities - No choice
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Appendix 5

Lesson Study 1 interview.

1. **What is the overall goal of independent learning? (If they do not know, how could they find out?)**

Child C – To learn something about the challenges

Child B – To be more independent, do things by yourself instead of teachers being with you all the time

Child A – So teachers can have some peace.

2. **What type of activity do you enjoy during VIP/Amser Dysgu?**

Child B – Drawing ones, one where you create things

Child C – Creating things and making stories

Child A – Creative contributors

3. **What is your least favourite type of activity in VIP/Amser Dysgu?**

Child A – dance ones, not

maths ones, books aren't checked so what's the point, no feedback

Child B – solve maths problems

Child C – Use FFU

4. **Which AOLE activity do you enjoy the most?**

Child B – science and technology

Child C – All six of them

Child A – Expressive art

5. **Do you feel that you have the opportunity to challenge yourself during VIP/Amser Dysgu? Why? How are you challenging yourself?**

Child B – harder challenges – dark red

Child C – go for easier ones and build up to hard

Child A – Not really, hard stuff can't ask for help

6. **Do you prefer having teacher support, or doing work independently?**

Child B – with a teacher, ask for help

Child A – With teacher – can challenge yourself and ask for help

Child C – With teacher, if you're stuck miss can help,

7. **How would you improve the VIP/Amser Dysgu area?**

Child A – Every 10 minutes get LSA to come and help and check behaviour, more input into challenges

Child B – Add more challenges, after you have done a few, ones you don't want to do are left. More choice

Child C – Same thing that child B said

8. **Do you believe that verbal reminders from the teacher encourages you choose different activities and challenge yourself?**

Child B – definitely

Child C – Sort of

Child A – most of the time I don't, it gets repetitive. Do easier ones get it over with.

Appendix 6

Lesson Study 2 interview.

1. What is the overall goal of independent learning?

Child D-Be creative.

Child E- Do work without teacher and outdoor learning.

Child F- The goal of independent learning is to actually be independent.

2. What type of activity do you enjoy during VIP/Digi?

Child D-Expressive arts

Child E -physical hands on activities

Child F -outdoor activities.

3. What is your least favourite type of activity in VIP/Amser Dysgu?

Child D -Sports, fear of unknown (not having any knowledge about the activity before attempting it).

Child E- You've got to be interested in the activity.

Child F - Pupils especially like creating PowerPoints and don't like HWB activities.

4. Which AOLE activity do you enjoy the most?

Child D-Ones which involve technology

Child E-visualising the subjects (real life contexts).

5. Do you feel that you have the opportunity to challenge yourself during VIP/Amser Dysgu?

Child D-Yes because of the learning pit (recently introduced in year 5).

Child E and child F Agreed-Some of the pupils like to be in their comfort zones and find it hard to challenge themselves.

6. Do you prefer having teacher support, or doing work independently?

Child D-Mixture of both,

Child E-sometimes it's very hard to be independent.

Child F-Sometimes not all of the technology is available to be used.

7. How would you improve the VIP/Amser Dysgu area?

Child D-To make the area feel comfortable. More decorations and a bigger space (supposed to be maximum of three people in the VIP area at one time).

Child E - Change the rules of VIP.

Child F -More equipment and separate the tables to smaller groups.

8. Do you believe that verbal reminders from the teacher encourage you to choose different activities and challenge yourself?

Child D-Yes, keeps us all concentrated.

Child E-Would like to have a teacher reminding us /watching over us.

Child F -Make sure there is a teacher out there all times. Key point Philip said this while attitudes were different during independent learning.

Appendix 7

Lesson Study 3 interview.

Didn't always understand the q.

Questions had to be adapted for year 2 throughout interview.

Interview Questions

1. What is the overall goal of independent learning? (If they do not know, how could they find out?)
2. What type of activity do you enjoy during VIP/Amser Dysgu?
3. What is your least favourite type of activity in VIP/Amser Dysgu?
4. Which AOLE activity do you enjoy the most?
5. Do you feel that you have the opportunity to challenge yourself during VIP/Amser Dysgu? Why? How are you challenging yourself?
6. Do you prefer having teacher support, or doing work independently?
7. How would you improve the VIP/Amser Dysgu area?
8. Do you believe that verbal reminders from the teacher encourages you choose different activities and challenge yourself?

1. Ethan - "work hard" Lily - "what it says to do"
 "you need to be independent" Sasha - "work things out for yourself".

2. S - "I like colouring" E - "I like to do something creative"
 L - "Art"

3. E - "Reading" S - "k'nex" L - "building and stuff is my least favourite."

4. All - Expressive Arts.

5. E - "kind of" S - "sort of" E - "making things big"
 S - "making hard things".

6. S - "independently" E - "I'm good at doing things independently"
 L - "help"

7. S - "put it into a quiet room"
 E - "more sporty" L - "I don't know"

8. E - "not really sometimes I'm in the middle of a activity and want to carry on."

S - "I want to challenge myself" L - "no".

Appendix 8

Lesson Study 1 reflection.

Description What happened?	I observed three pupils in year 5 participating in independent learning (VIP) during the rotation of a lesson. During this time, I was focusing on what the children were choosing, doing and how they were challenging themselves during this time. Child A – Was working independently but was now and again talking and interacting with peers. It was identified that the child had been completing this piece of work over several lessons, but dedicated a lot of care and hard work into this piece of work. Ultimately, the child did not demonstrate any concern with finishing the piece of work any time soon nor challenging themselves to complete another piece of work or a harder piece. Child B – It has been identified that the participant had completed this activity before but now completing it using a different platform. The child was on task and was demonstrating a positive attitude to their learning. The child began by working independently but as the rotation went on they started working with a peer and was directing the task. Child C – It was identified that the child had chosen a new task and was working independently. However, the child was not always on task but was determined to complete the task to a high standard.
Feelings What were you thinking and feeling?	Throughout the observation it was interesting to see how each child interacted with independent learning and how they challenged themselves or in some cases did not. I felt that, although some of the children were not challenging themselves, they were putting a lot of effort and trying to produce a high standard piece of work on something that truly interested them. Therefore, I felt that this was more important than challenging themselves.
Evaluation What was good and bad about the experience?	Good • The role of the observer did not phase the children and they continued to complete their work as they normally would. • A true representation of the children's behaviour and personalities were recorded. • All children demonstrated good engagement within independent learning and they completed activities that were personal to themselves or they challenged themselves further. Bad

	The environment was often chaotic and had other groups from other classes in the environment.
Analysis What sense can you make of the situation?	From the situation observed, it was identified that the behaviour and choices that the participants made were personal to themselves. Although some of the learners did not do new challenges, it is vital to note that they were challenging themselves through completing the challenge again, but on a different platform, which was Minecraft. Furthermore, the learners who were completing the same task that they had been doing for several lessons demonstrated somewhat of a challenge through producing a high standard piece of work that interested them.
Conclusion What else could you have done?	To help us understand further, it would have been more beneficial for us to observe the same class/learners for a longer period of time to see and understand the full effect of independent learning. It could have also been beneficial to observe the children during independent learning and during a directed task to see the difference of how they behaviour and engage in different techniques of learning.
Action Plan If it arose again, what would you do?	Discuss with senior leadership team and mentors, possible ideas of where to go next with individual learning. Not all classrooms are the same, therefore it would be a fantastic idea to discuss with other year groups what works for them with independent learning.

Appendix 9
Lesson Study 2 reflection.

Description What happened?	Child D remained on task for the whole session. Furthermore, she completed the activity ready to start a new one next session. Child E also remained on task for the duration of the session. Verbal reminders were given to the pupils throughout the session. Child F however was uninterested in the activity choice and rather chat to other pupils. Remained this way for most of the session.
Feelings What were you thinking and feeling?	Looking at what their favourite activities are and if the pupils all attempt the same activity or do, they challenge themselves? My overall feeling from previous experiences suggested the children do not challenge themselves and see individual learning as a “break” from the classroom activities.
Evaluation What was good and bad about the experience?	Good- As the school is a pioneer school, there are many visitors coming in and out of the classroom environment each week. Therefore, I observing the lesson caused minimal disruption to the activity. Bad-The overall environment of individual learning was very loud, often struggled to hear the three pupils communicating.
Analysis What sense can you make of the situation?	Overall, verbal reminders are key to increasing the children's pace of work. Furthermore, the children reacted well to trying different activities and pushing themselves out of their comfort zone.
Conclusion What else could you have done?	I could have compared the same class without verbal reminders. Therefore, I would have a comparison of the environments and if/how they have changed.
Action Plan If it arose again what would you do?	Discuss with senior leadership team and mentors, possible ideas of where to go next with individual learning. Not all classrooms are the same, therefore it would be a fantastic idea to discuss with other year groups what works for them with VIP/Independent learning.

Appendix 10

Lesson Study 3 reflection.

Description What happened?	I observed three pupils during individual learning, in Year 2 this is known as 'Amser Dysgu'. Focusing on what activity they chose during the learning and recognise whether the pupils were challenging themselves to try different activities. The class teacher decide to change the 'Amser Dysgu' structure, instead of choosing their activity, children were given resources for one activity. The children the work independently to engage with the set challenge. Child G – Not on task for the first 5-10 minutes of the 20-minute rotation, then sporadically on task for the remainder of the session. Did not appear to be interested in the challenge, however she did appear to know what she was meant to be doing. Talked to Child H for majority of the session, mainly sat and watched other children. When she did engage, she worked with her peers. Child H – Not on task for first 5 minutes of the session, talking to Child G. When Child H did choose to engage with the task, she worked collaboratively with her peers. On and off task throughout, however, did appear to know what she was meant to be doing. Child I – Engaged well with activity, got started quickly and was engaged throughout. Child worked with peers as well as independently, child appeared to know what they were supposed to be doing. Took on leadership role when peers joined him.
Feelings What were you thinking and feeling?	Observing the activity was very interesting. It was nice to see the children playing, the activity was very much play-based learning. It was disappointing to see that the children were not all interested in the activity, which led to them being disengaged. I felt happy to see children working together, taking on different roles without the support of an adult.
Evaluation What was good and bad about the experience?	Good • Our role as observers did not appear to change the behaviour of the children, they were not trying to engage with us and were interacting with each other confidently. • I believe we observed a true representation of children's behaviour during independent learning activities which will make our research more valuable. • All three children engaged with the activity at some point during the 20 minute session. Bad • The overall environment of individual learning was very loud, often struggled to hear the three pupils communicating.

	The changed format of 'Amser Dysgu' will effect our research findings, however, it could potentially give us more to discuss.
Analysis What sense can you make of the situation?	When considering the behaviour and choices made by the learners, it is important to consider the development of the learners and their ability to organise and motivate themselves. The children observed here were 6/7 years old. Should children at this age be expected to work efficiently and be fully engaged without the support of a teacher, even with a verbal reminder at the beginning of a lesson? Foundation Phase has a huge emphasis on play based learning. When creating independent learning time with a clear purpose, is it right to then expect children to be able to do this completely independently. Providing children with the resources needed to learn and then allowing them to access this and learn at their own pace can be linked to Montessori and Vygotsky's theories. Children lead this learning, and making judgements on how they come to do this independently could be contradicting the very theory we are choosing to use.
Conclusion What else could you have done?	To improve, we could have observed the same class over a longer period of time. Similarly, we could have observed the same class first with no verbal reminder and later with a verbal reminder. However, due to the changes made by the teacher, their choice of activity is no longer given to the children and therefore difficult for us to make a true judgement.
Action Plan If it arose again what would you do?	Discuss with senior leadership team and mentors, possible ideas of where to go next with individual learning. Not all classrooms are the same, therefore it would be a fantastic idea to discuss with other year groups what works for them with independent learning. This was the final Lesson Study for this research project therefore we will not be identifying changes to be made for the next rotation of Lesson Study. To improve the independent learning time, I believe the children should have a better understanding of why they are learning what they are, and what the aims of independent learning are. This could be improved through circle time discussion or WAGOLLS.

Appendix 11

Consent form sent home to parents.

PARENT CONSENT FORM PROJECT TITLE: To find out if verbal reminders influence children's choice of familiar activities or choice of challenge during independent learning.	INFORMATION SHEET PROJECT TITLE: To find out if verbal reminders influence children's choice of familiar activities or choice of challenge during independent learning.
Name of Researcher: Miss Sophie Thomas, Mr Jack Davies and Miss Emma Symmonds. Please initial box 1. I confirm that I have read and understand the information sheet dated 8th January 2020 for the above study. <input style="float: right;" type="checkbox"/> 2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. <input style="float: right;" type="checkbox"/> 3. I understand that my child can choose to withdraw at any time, without giving a reason. <input style="float: right;" type="checkbox"/> 4. I understand that the information given by my child will be used in a university assignment. <input style="float: right;" type="checkbox"/> 5. I understand that my child's name will not appear at any time. <input style="float: right;" type="checkbox"/> 6. I agree for my child to take part in the above study. <input style="float: right;" type="checkbox"/>  Child's name _____ Parent signature _____ Date _____ When completed, please return in the envelope provided to the student teacher in your child's class by the 28th of January 2020. Thank you.	8th January 2020. Dear Parent / Guardian, Miss Sophie Thomas, Mr Jack Davies and Miss Emma Symmonds are writing to you today to provide you with information about our research project that we must undertake as part of one of our assignments. We are working together and are currently studying for a PGCE qualification at <u>Yr 6 Burola</u>, University of Wales Trinity Saint David. We are currently student teachers within Pembroke Dock Community School and are teaching in your child's class. We would like to invite your child to participate in our research project. The title of the project is 'To find out if verbal reminders influence children's choice of familiar activities or choice of challenge during independent learning', and we aim to investigate independent learning. Through your child's participation, we hope to ascertain the impact of independent learning in the aim to further our own practice. The purpose of our research is to discover the influence that independent learning has on a child's choice of familiar activities or their choice to challenge themselves without a teacher present. Throughout the research, we will be observing the children in their usual classroom environment, noting their choices and engagement with independent learning. After the observations, the children will be interviewed with other peers to further find out how they feel about independent learning. This information will be recorded on observation sheets, whereby your child will be known child A or child B, etc. At no point throughout the observation and interviews will the identity of your child be revealed. This data will then be used to further understand choices children make during independent learning. All names will be kept strictly confidential and will only be known by myself and my research partners. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study. After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on a password protected file and all raw data will be destroyed once the assessment has been marked. We thank you in advance for your time. If any questions do arise, feel free to contact us at your convenience. Yours sincerely, Miss Sophie Thomas, Mr Jack Davies and Miss Emma Symmonds.

Appendix 12

Observation schedule.

Observation Schedule

Miss Symmonds 5.1 – Observation Tuesday 21st January 2020 (9:30am)
Interviews Tuesday 21st January 2020 (10:45am)

Miss Thomas 2.3 – Observation Tuesday 21st January 2020 (1:00pm)
Interviews Tuesday 21st January 2020 (2:00pm)

Mr Davies 5.2 – Observation Wednesday 22nd January 2020 (9:30am)
Interviews Wednesday 22nd January 2020 (10:45am)

Appendix 13

Extract from ethics form demonstrating ethical considerations. Entire ethics form submitted independently.

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.						
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
Full risk assessment completed and appended?		<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information						
Risk to Participant: - The research is ethically low risk. Although, it is possible that emotional distress could be caused to any of the learners due to them not being picked for the research. - Children may feel pressured to say they enjoy independent learning. - Children will be removed from classroom to conduct interviews, they may feel like they are missing out on classroom activities.	How will you mitigate the Risk to Participant - All learners will be treated equally with the same respect and attention as far as possible. - I will explain to children that their answers to interviews cannot be wrong and are valued as part of the research. - Children are aware they can leave the interviews at any point.					
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities						
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest						
Risk to Investigator: - Possibility of being accused of favouritism by learners who have not been chosen. - There could be a possible bias towards the recording of the data due to the teachers relationship with the pupils.	How will you mitigate the Risk to Investigator: - All children will be treated equally and with respect. Prior to observations and interviews it will be explained that children have been chosen by myself and the class teacher. - Observations will not be made by student teacher of that class to eliminate risk of bias.					
University/institutional risks For example: adverse publicity, financial loss, data protection						
Risk to University: Risk to tarnishing the name of the university	How will you mitigate the Risk to University: - The researchers will remain professional throughout their research and discuss any issues with mentors. - I will comply with the university Research Integrity and Ethics Code of Practice					

Appendix 14

Lesson Study 1 lesson plan.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Openin g phase (with links to prior learning)	Class discussion on previous knowledge around ratio. APK – Discuss prior learning with children. - What can you remember about ratio? - Can we simplify ratios? - Why do we use ratios? Think, Pair, Share.	Children will engage in class discussion on how we represent ratio. Also discussing grouping of items e.g. all blue items are together, and all yellow items are together.	https://www.bbc.co.uk/bitesize/topics/zsq7hyc/articles/z8kfnbk
Teachin g & Core Learnin g	Teacher focus - Children will pick their level of learning and answer questions associated with ratio in their books. Always remember if children are finding the level easy, push them onto the next step. LSA Activity- Ratio worksheets. Multilink will be available to help the children visualise the ratios. Independent focus- VIP independent learning	Children will engage with the maths group PowerPoint, understanding what rotation they are on and where they should be. A timer will be on the board to show the children the amount of time they have left in their rotation. (All rotations will be 20 minutes).	iPads Pens Workbooks Worksheets  https://uowtsd-my.sharepoint.com/:b:/g/personal/1900927_student_uwtsd_ac_uk/ESFa3iQ0E7VNmPUxmGZJlckBjJEUff4_iMR32C972Y7MmQ?e=U6eY5I
Plenary	Print hand template with questions so children do not waste time copying from the board. - Thumbs up: What have you learnt? - Pointing finger: What skills have you used today? - Middle Finger: Which skills did you find difficult today? - Ring Finger: Did you have a growth mindset? - Pinkie Promise: What will you make sure you remember from today's lesson?	Pupils will engage in the plenary; children must reflect carefully on learning.	

Appendix 15

Lesson Study 2 lesson plan.

Teaching & Core Learning	Teacher focus-differentiated co-ordinate grids with questions for the children to read from. Children must then answer the questions in book. Four quadrant questions will also be used for the MAT children. LSA activity- Using the immersive room, the children will identify items which are placed on the grid (four quadrants and 10x10 grid). The LSA will place the objects as guided by the teacher beforehand. LSA will be given a guide on what to ask the children including key phrases such as "Across the corridor and up the stairs". Co-ordinates of the items linked to A For extension activity- let the children place the objects in different areas on the grid Independent activity- VIP independent activity. For research introduce a verbal reminder here: children, remember to challenge yourselves when working independently. Try a new activity.	Children will complete a piece of work in workbooks focusing on one quadrant or four quadrants. The children will decide what level they are once they are situated in the teacher focus group. For the LSA activity, children must locate the animals which are located on the grid. Furthermore, as an extension task, children will place the animals in different spots on the grid. Partners will then figure out where the animal is located using (,). KEY TO REMEMBER BRACKETS COMMAS ACROSS THE CORRIDOR AND UP THE STAIRS.	Teacher Focus: - Differentiated Co-ordinate grids - Questions and co-ordinates for children to read or plot. LSA: - Instructions - Immersive room PowerPoint. - Animals to stick on graph - Dots for children to try plotting - Supporting worksheet for children to practice
		All children will draw their hand in their books.	Workbook

Appendix 16

Lesson Study 3 lesson plan.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Recap on the food groups and what the children did yesterday. What they have learnt so far about food groups and a healthy lifestyle. Key Questions: - What is a food group? - What food groups do we have? - What is a healthy food and what is an unhealthy food?	Activating prior knowledge.	
Teaching & Core Learning	T: Labelling the food groups and providing an informative statement on each one. LSA: JITS Mix Independent: Just Dance (upload to Seesaw) Amser Dysgu – introduce verbal reminder for research: children, remember to challenge yourselves in this activity, try something new.	T: Within this group/rotation, the children will complete a piece of work in their books where they will label the different parts of the food wheel (labelling the food groups). The learners will also have to form a statement for each food group e.g. for fruit and vegetables they could say "you should eat at least 5 of these a day". LSA: With the LSA the children will use the iPads and go onto Hwb. On Hwb they will use JITS Mix to create a poster on two of the food groups including pictures of food that are from their group and an information statement for this food group. Independent: For the independent activity, the children will use the QR code of an Aladdin JustDance video and will have to recreate the video and upload to Seesaw (this will highlight the fitness element of a healthy lifestyle).	- Food groups template. - QR Code for JustDance - iPads
Plenary	There will be no overall plenary as this lesson/topic will be continued next lesson.		