Title Page

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Name: Charlotte Chalmers

Rhif myfyriwr/Student number: 1400079

Llwybr/Pathway: Primary

Link to onenote - https://uowtsd-my.sharepoint.com/:o:/g/personal/1400079_student_uwtsd_ac_uk/Ei2ZFJ4-P3JHuTw82UREUyIBPewluiBE7Sem-5YwLeaIWA?e=hjfAde

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this
Targed/Target 1	To consider paraphrasing sources more	In this assignment I have attempted to paraphrase sources
Targed/Target 2	To aim for further depth in critical thinking possible by considering wider issues and longer term implications of strategies.	While conducting my research I considered the long term implications of strategies.

AFL Evidence 1

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charlotte Chalmers.	Class:	Year 1/2
AoLE or Subject	Numeracy	Date:	Week 4.11.19
Lesson Focus:	Outdoor learning – The children will complete a numeracy activity outside.		
Meaningful links to Curriculum	Year 1 • mentally recall 'one more' of a number within 20 • use 'counting on' strategies to add two collections, starting with the larger number, *e.g. 8 + 5* year 2 • find small differences within 20 by using 'counting on' strategies • mentally add 10 or 20 to a given number up to 100		
Meaningful links to: Cross Curricular Responsibilities	Oracy - Year 1 contribute to conversations and respond to others, taking turns when prompted Year 2 contribute to discussion, keeping a focus on the topic and taking turns to speak		
Personal Targets (Linked to QTS and identified in weekly review) N/A - week 1			

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)	Once outside the children will see the pumpkins set up and try to guess what game we are going to play. I will then model the game to the children by throwing two hoops around the pumpkins. I will then ask the children to help me to create a sum to see what my score was. We will discuss what is needed in a sum (+ =) and how to write one. I will then model my sum on my board and ask the children to tell me what my score was. When adding my scores together I will reinforce to the children the importance of starting with the larger number when counting on. We will count on together to work out the answer. Then I will throw a final hoop over +1 or +2 and ask the children to help me add that number to my score.	• Think pair share – work in pairs to guess what the game will be. • Talk to a partner about what must be included in a sum. Children will look at who has scored the biggest number and add a tally next to their name. This will reinforce the work the children have been doing on tallying.	• 7 pumpkins • Whiteboards • Scorecard • Differentiated numbers to attach to the pumpkins.
	I will use constant questioning to assess children's understanding		

Teaching & Core Learning	One by one the children will attempt to throw two hula hoops around one of the 5 pumpkins. They can have as many attempts as they need to get the hoop around the pumpkin and get two scores. Once they have, they will have to add their scores together on their score sheets. Once they have their score they will throw a hoop over +1 +2, +10 or +20. This will be differentiated depending on ability. The child will then mentally add that number to their score. This will be repeated until each child fills their score sheet with their sums. If the children are struggling with their sums we will work out the score together as a group. AFL: In order to differentiate this activity, if the children are finding the sums easy I will increase the number scores on the pumpkin. If a child	• Successfully play the game. • Successfully add 2 numbers together. • Mentally add the final the number to their score.	

	lands on a number twice we will work on doubling the number. If the children are struggling with the sums I will make the activity easier. I will assess their ability by using questioning and checking to see if they have the right answer on their sheets.		
Plenary	• Look at who was the winner together and find the differences in their scores. We could order the numbers and see who came 1st 2nd 3rd 4th ect. • Ask the children how they found the activity – was it easy? What did you find difficult? • AFL – I will check the children's number formations. I will feedback to the children by writing the correct formation next to their sheets in their books. The children will then practice their numbers next to the correct formation.	Talk to your partner – what do you think? Complete any number formation work in their books after the activity.	

This Mathematics lesson was for year 1 / 2 children to develop their ability to mentally recall one more / ten more to a number, as well as using their counting on strategies to add two numbers together. The children in the class really struggle with their number formations. I planned this outdoor learning activity to develop their number formation and address any misconceptions. I was able to give the children immediate feedback on their number formation by writing the correct number formation next to their work and allowing them time to practice correctly forming any numbers that they are struggling with.

to develop their number formation and address any misconceptions. I was able to give the children immediate feedback on their number formation by writing the correct number formation next to their work and allowing them time to practice correctly forming any numbers that they are struggling with. Feedback is a widely used AFL strategy in education (McCarthy, 2016). In the examples the children were struggling with the numbers 9, 10, 7. With my feedback they were then able to practice forming these numbers correctly.

AFL Evidence 2

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Evidence 2

Teaching & Core Learning	FT: Making clay hedgehogs – Children will make a clay hedgehog. I will have a step by step on how to make clay hedgehogs ready. - Roll clay into a ball - Use hands to shape the clay - Use scissors to snip the clay - Add details to the hedgehog. I will model how to make the hedgehog to the children • What is good about my hedgehog? • What is missing? The children will also have key features of the hedgehog ready. - Feet - Claws - Nose - Eyes - Spines - Mouth - Stomach MAT – use adjectives to describe the body parts using the pictures. Check your work – have you got all the key features?	Think pair share – talk to your partner What do you think? - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Follow step by step on how to make the clay hedgehog. Recognise the key features of the hedgehogs. Check your work – what are you missing?	Clay Step by step process Key features of a hedgehog Picture of a clay hedgehog too see what one looks like.

Plenary	Show our clay hedgehogs to our friends and peer asses each other's hedgehogs. - What is good about their hedgehog - How can they improve? Have they missed any key features? - Check the list, have they got eyes, have they got a nose? Allow time to improve their hedgehog form their peer feedback– add any missing key features.	Work in pairs - AFL – Recognise any missing key features. Peer assess friends work. Help each other to improve their hedgehogs.	Key features of a hedgehog

Our topic for the week was learning all about hedgehogs. Before this lesson the children had been learning hedgehog facts and the key features of a hedgehog eg. Feet, mouth, claws, and spines. The children then had to use their knowledge of the key features of a hedgehog to create their own out of clay. The children were aware of the success criteria before they began. They knew that their hedgehog must have a nose, eyes, feet and spines. The key features were on the sheet in the middle of the table for them to refer back too. Once the children had created their hedgehog they were given the chance to peer assess their friends work. Peer assessment is a widely used AFL strategy which has the ability to aid learners in their development (Casserly, 2016). While peer assessing, the children had to say one good thing about their friends hedgehog, and one aspect they could improve on. In the example provided the child assessed the hedgehog and using the success criteria they suggested in order to improve their friends hedgehog they could add spines. The child then took this feedback on board and used it to improve their hedgehog. You can clearly see this improvement in the photos.

AFL Evidence 3

Monday, December 9, 2019 10:18 AM

Evidence 3

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)	Maths warm up Counting in 10's – with the 10's stick Count to 100 with the children - Use a quiet voice - Use a loud voice - Use a grandma voice - Use a monster voice - On your feet lets stomp - Let's clap Let the children suggest voices we could use. Start from different starting points e.g. 20, 30, 40. Challenge – can we count backwards from 100? Use different voices Start from different points e.g. 80, 70, 60.	Count altogether as a class Questions - - Whisper your answer into your hands. If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean	10's stick. Bead bar. Bead strings. Whiteboards. Whiteboard pens.
Teaching & Core Learning	Remove a number from the counting stick - What number is missing? Write the answer on your board (assess understanding by walking around and checking everyone's boards. Look for tens and units mistakes, number formations, and the correct answer). Show me your boards – what is the answer? Choose a child who has it right - Are they right? Who agrees? How did you know? Lets check they are right. Write the answer on the board. - Make a mistake e.g. write 03 instead of 30 What did I do wrong? Ensure the children understand tens and units. Count to 100 together using the bead bar Challenge – can you count quickly? Show 10 on the bead bar How many have I got? 1 lot of 10	Count altogether as a class Questions - - Whisper your answer into your hands. If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Check your answer – are your numbers the right way? Tell me what I have done wrong. Show your answer using the bead string.	
	Show 20 on the bead bar – how many lots of 10 do I have now? 2 – how many is that altogether? 20 Show 30 on the bead bar – how many lots of 10? How many altogether 30? Ask someone to come up and show me 4 lots of 10 – how many are they showing us altogether? Challenge – allow a child to decide how many lots of 10 they want to show – how many altogether. Question – if I have 6 lots of 10, how many do I have altogether.		
Plenary	Finish by counting to 100 one final time. Class discussion - How did you find the activity? What did you find difficult? Why do you think you found that difficult?	Think pair share – talk to your partner, what do you think?	

	What did you find difficult? Why do you think you found that difficult?		

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	During the maths warm up I will be evaluating the whole class. I will use show me boards for AFL which will help me to see who understands and who needs more support. I will also evaluate understanding by speaking with the learners – what do you think the answer is? Why do you think that? How do you know? I will be looking for the children to be independent when using the whiteboards and not copying each other.
Next Steps for Progress	I will continue to support the children who have been identified as needing more support with counting in 10's to 100 and provide a smaller group follow up session to reinforce taught skills, focussing on their individual areas of development. Sh Ni Ro So Ka Mo Zo and Um – units confusion – These children need more support with understanding the value of 10's and units. Further support with the bead bar and P.V cards will help this. Ai – Teen and ten number confusion. For my next maths warm up I will remove 2 numbers from the 100 stick for the children to find which will challenge them and reinforce the visual aspect of 10's and units. I will also introduce finding both tens and units on the bead bar. Eg. Can you show me 13 on the bead bar? Can you show me 24? And relate this back to – how many 10's are in this number? Show me etc

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	During the maths warm up I will be evaluating the whole class. I will use show me boards for AFL which will help me to see who understands and who needs more support. I will also evaluate understanding by speaking with the learners – what do you think the answer is? Why do you think that? How do you know? I will be looking for the children to be independent when using the whiteboards and not copying each other.
Next Steps for Progress	I will continue to support the children who have been identified as needing more support with counting in 10's to 100 and provide a smaller group follow up session to reinforce taught skills, focussing on their individual areas of development. Sh Ni Ro So Ka Mo Zo and Um – units confusion – These children need more support with understanding the value of 10's and units. Further support with the bead bar and P.V cards will help this. Ai – Teen and ten number confusion. For my next maths warm up I will remove 2 numbers from the 100 stick for the children to find which will challenge them and reinforce the visual aspect of 10's and units. I will also introduce finding both tens and units on the bead bar. Eg. Can you show me 13 on the bead bar? Can you show me 24? And relate this back to – how many 10's are in this number? Show me etc

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	WWW- The children engaged well with counting to 100 especially when they could count in a silly voice. They enjoyed stomping like monsters while counting too as it made the activity more fun. Writing the tens and units column on the board worked well with helping confusion between tens and units as some children were writing 14 instead of 40 These children will need more practise with P.V cards and understanding the position of the numbers. AFL worked well in this lesson as I was able to easily assess which children knew the answer and who didn't by using show me boards. While the children were answering the question, I was able to walk around and support any children who were struggling. This also allowed me to give immediate feedback to the children. Eg. Number formation and tens and unit's confusion. They then had time to correct any mistakes before everyone showed their boards as a class.
Areas for my Development Personal Targets for Progress	EBI - Next time I would try to pair the children who need support with a MAT child for the bead string activity. This would hopefully encourage the MAT child to support the LA child while also increasing their understanding as well. Next time I will consider the children who are confident with the activity and provide them with more complex questions especially the year 2's. *Think about the following to increase pace:* • *Pupil responses/AfL* • *Positive praise* • *Resource management* • *Use of other adults* • *Chinking of session* Would children have benefitted from more PV card work at the start?

I planned the maths warm up as progressive sessions that we completed every day. By using show me boards in this session it allowed me to assess children's understanding by being able to clearly see whether they have the right answer. It also allowed me to check number formations and address any tens and units confusion which is something some children in the class were struggling with. I used think pair share in this activity as it is a strategy that the children were already familiar with. It allowed the children to have a discussion with their partner and involved everyone in the class rather than just one child answering a question.

I also used show me boards as an AFL strategy in this lesson. As outlined in my evaluation of the lesson, using show me boards allowed me the opportunity to assess children's understanding quickly during the lesson. I was also able to walk around and support any children who were struggling while the other children were working. This provided children with immediate feedback and the opportunity to correct any mistakes before the class showed their boards as a group.

Evidence 1

Monday, December 9, 2019 10:16 AM

Lesson Plan Phase 1

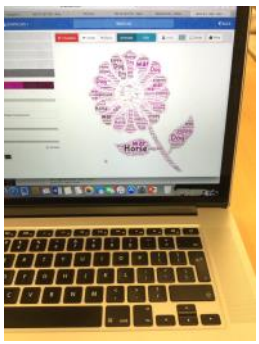
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

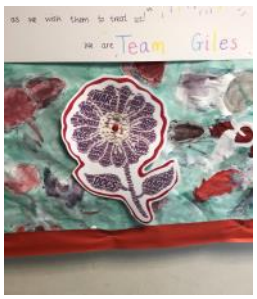
Student-teacher	Charlotte Chalmers	Class:	1/2G
AoLE or Subject	Creative development.	Date:	Week 11.11.19
Lesson Focus:	Remembrance Day		
Meaningful links to Curriculum	Skill: Design and make simple products. Range: Be involved in activities that allow them to work as individuals and in groups.		
Meaningful links to: Cross Curricular Responsibilities	DCF – Producing – select appropriate software to complete a given task. DCF – Collaboration – work together with a partner on a piece of digital work. Oracy: Year 1 - contribute to conversations and respond to others, taking turns when prompted Year 2 - contribute to discussion, keeping a focus on the topic and taking turns to speak		
Personal Targets (Linked to QTS and identified in weekly review) Behaviour management strategies – Class Dojo and stickers for rewards. Ensure I have a clear WALT.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: WALT: Create a poppy on word art to remember all who lost their lives in the war.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Recap on previous lesson. - What can you remember about Remembrance Day? • Why is it important to remember? • How many people do you think died in the war? • What about animals? • Were there any animals used in the war? How were they used? Read the book 'Flo of the Somme' • What did the dogs do in the war? • What did the pigeons do in the war? (Go to page 5 in the story) • What kind of messages could they have sent during the war? • Were they important messages? • What did donkeys and horses do in the war?	Think pair share – talk to your partner What do you think? - Whisper your answer into your hands. If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean	Flo of the somme book Chromebooks Pictures of different red and purple poppies
	• How many lives do you think the animals could have saved? • How many animals do you think died? Explain – red poppies are for remember people who died in the war Purple poppies are for remembering the animals who died in the war		

	• How many lives do you think the animals could have saved? • How many animals do you think died? Explain – red poppies are for remember people who died in the war Purple poppies are for remembering the animals who died in the war		
Teaching & Core Learning	Show children how to use word art to create a purple poppy to remember the animals that died in the war. Model one on the board. • Log onto Chromebook in pairs • Add words relating to poppies onto their own word art • Choose a flower design for a poppy • Press the red visualise button and it will create a word cloud. • Allow children to play around with colours so that they can choose whether to create a purple or red poppy.	• Work in pairs to create a word art. • Pair MAT with LA children, this will allow MAT children to assist the LA children. • Choose which colour poppy they want to make as a pair • Decide on what words they want to put onto their poppies • Decide which words are more important in pairs and adjust the size of the words (MAT Children)	
	• MAT children can choose the words they feel are most important and adjust the size of the words accordingly. • Download their word clouds onto their google drive.	• Download their poppy onto their one drive when they are finished.	
Plenary	Recap - • What does the purple poppy symbolise? • What animal was used to send messages in the war? • Why is it important to remember animals as well as people?	• Think pair share - talk to your partner, what do you think?	





This lesson was planned as a remembrance day activity. The children had been learning about remembrance day that week. They had already learnt about the significance of poppies in remembering soldiers that died in the war. This lesson built on that understanding by learning about animal's role in the war and why we should also remember their contribution. Once we had learnt about the animals, the children were challenged to create a purple poppy on word art. This is because the purple poppy is used to remember animal's that died in the war I choose to use word art rather than just drawing a poppy because it allowed the children to develop their digital competence skills in a fun way. The children enjoying thinking of the different words they could include in their poppy's. They also enjoyed

the children were challenged to create a purple poppy on word art. This is because the purple poppy is used to remember animal's that died in the war I choose to use word art rather than just drawing a poppy because it allowed the children to develop their digital competence skills in a fun way. The children enjoying thinking of the different words they could include in their poppy's. They also enjoyed exploring word art and all the different shapes they could include. Once the children had made their poppy's I then created a remembrance display for the classroom with the children's work.

Evidence 2

Monday, December 9, 2019 10:21 AM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

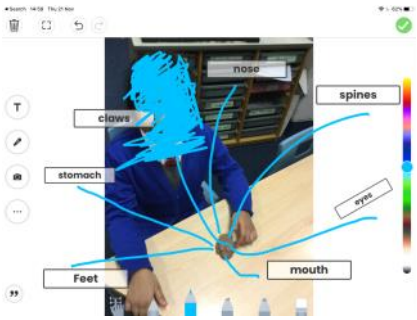
Student-teacher	Charlotte Chalmers	Class:	1/2G
AoLE or Subject	LLC	Date:	21/11/19
Lesson Focus:	Labelling photos of hedgehogs and uploading them to seesaw.		
Meaningful links to Curriculum	Oracy - Year 1 - contribute to conversations and respond to others, taking turns when prompted Year 2 - contribute to discussion, keeping a focus on the topic and taking turns to speak		
Meaningful links to: Cross Curricular Responsibilities	DCF - Producing – comment on work in relation to the success criteria, e.g. add comments using recording feature in software.		
Personal Targets (Linked to QTS and identifed in weekly review) Behaviour management strategies – Class Dojo and stickers for rewards. Class tambourine Ensure I have a SC which clearly links to the AOLE.			

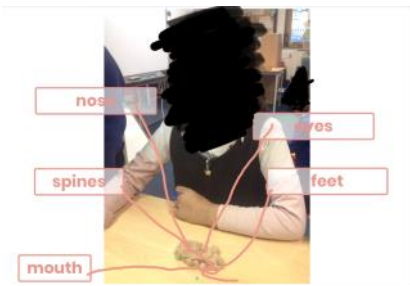
Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: WALT: Upload their own work onto seesaw

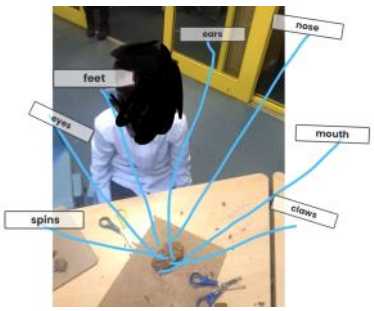
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Links to prior learning - what have we learnt about hedgehogs this week? - Why do animals hibernate? - What animals do we know that hibernate? - What features did we need to include on our clay hedgehogs? Show the children the picture of the hedgehog on the board Can we label a hedgehog as a class? - Model the first label (place the label wrong. Allow the children to correct me) - Choose children to come up and label the hedgehog on the board Explain that we are going to use seesaw to label our hedgehogs to show our parents what we have been doing	Think pair share – talk to your partner What do you think? Where does the label go? - Whisper your answer into your hands. If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Take it in turns to speak – listening to others Listen to your friends and respond to questions appropriately.	Ipad Hedgehog images Seesaw Labels
Teaching & Core Learning	Steps for seesaw - Log out of the teacher seesaw - Show the children the QR code - Get the children to scan the QR code - Click on our journal - Add our photos to seesaw - Edit the picture Allow the children to label their hedghogs on seesaw	Follow instructions to label their photos of their hedgehogs. Check your work - Do you have all the key features labelled? - Check your spelling - Are the labels in the right place? Save their work to seesaw.	Ipad Photos of their work

Teaching & Core Learning	Steps for seesaw - Log out of the teacher seesaw - Show the children the QR code - Get the children to scan the QR code - Click on our journal - Add our photos to seesaw - Edit the picture Allow the children to label their hedghogs on seesaw - Support LA - MA children to label independtly. Check over the childrens work to ensure labels are in the right place and that the work is ready for seesaw - Get the children to choose their name and add their work to seesaw.	Follow instructions to label their photos of their hedgehogs. Check your work - Do you have all the key features labelled? - Check your spelling - Are the labels in the right place? Save their work to seesaw.	Ipad Photos of their work

Plenary	Show the childrens work to the rest of the group. Peer assesment – have they got all of the labels? Are they in the right place? Whats good about their work? How could they improve?	Look at your friends work - Have they got all the key features? - Whats good about it?	







This lesson was part of the children's topic on hedgehogs. The children had been learning facts about hedgehogs and their key features. In the previous lesson the children had created clay hedgehogs. We used the photos from their clay hedgehogs to upload to seesaw to label their hedgehogs for their parents to see. The children had the key features of a hedgehog to refer to when labelling their hedgehog. The MA children could then play around with the size and colour of their text. The aim of this activity was to get the children used to uploading their own work onto seesaw so that in the future they

parents to see. The children had the key features of a hedgehog to refer to when labelling their hedgehog. The MA children could then play around with the size and colour of their text. The aim of this activity was to get the children used to uploading their own work onto seesaw so that in the future they can independently upload their own work. By encouraging the children to independently upload their own work it links into Donaldson's four purposes of creating ambitious capable learners (Donaldson, 2015). The children were given the chance to play around with the app and change the colour/size of their labels. You can see the differences between the children's work in the three examples provided.

Evidence 3

Monday, December 9, 2019 10:21 AM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charlotte Chalmers	Class:	1/2G
AoLE or Subject	Input: Personal and Social Development, Well-being and Cultural Diversity. FT: LLC	Date:	Week 11.11.19
Lesson Focus:	Anti-Bullying		
Meaningful links to Curriculum	PSWBCD - • Consider the consequences of words and actions for themselves and others.		
Meaningful links to: Cross Curricular Responsibilities	DCF – Producing – select appropriate software to complete a given task. DCF – Collaboration – work together with a partner on a piece of digital work. LLC - Year 1 • contribute to conversations and respond to others, taking turns when prompted Year 2 • contribute to discussion, keeping a focus on the topic and taking turns to speak		
Personal Targets (Linked to QTS and identified in weekly review) Behaviour management strategies – Class Dojo and stickers for rewards. Ensure I have a clear WALT.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: WALT PSWBCD: Understand how our words and actions can affect other people. WALT LLC: Collaborate to make a friendship potion

	could they have been friends with the big bird? What kind words could we say instead? Write these down in our hear our voices book.		
Teaching & Core Learning	The children will create a friendship potion as a group Discuss what each ingredient will be – what do you think makes a good friend? Choose which ingredient they want to use for their potion Take a photo of the children holding their potion Children to then make their recipe for their potion – choose what quantity they want of each – how are we going to measure? 2 cups? 1 Dash? 3 Sprinkles? 4 Tea spoons? Add their quantity to the potion (this prevents children just throwing anything into the potion). Use thinglink to add audio of the children to the photograph.	Take it in turns to speak as a group - Suggest what qualities each ingredient will be. Choose their recipe – collaborate as a group Choose which quality is most important to them. Record their audio for thinglink.	Friendship potion ingredients Possible – Oil Salt Sugar Coffee Water Flour Bowl Tea spoon Cups Containers Ipads. Thinglink. Whiteboards. Recipe.

	Pie corbet – first we added … Next …. after that …. finally…. Each child to record their own audio to add to thinglink.		
Plenary	Watch back their video and reflect in their group. Show the videos to the whole class. What do you think about the qualities they have added to their potions? What do you think is the most important? Why do you think we should be kind to our friends?	Think pair share – talk to your partner, what do you think was good about your video? What did you enjoy about the activity? Why is it important to be kind to our friends?	

My placement school had a really big push on antibullying week. There were numerous activities for the children throughout the week. I planned this friendship potion activity to work on what the children had already done on anti-bullying and being a good friend. The children were challenged to create their own friendship potion by adding qualities that they felt were important in a good friend. They then had to plan out their recipe for their potion by considering which qualities were most important, and how much of each quality they were going to add to the potion. Once they completed their potion they had to use thing link to re tell how they made the potion. The children do a lot of work in class with Pie Corbett and sequencing events using first, next, after that, finally. I decided to link in their work on Pie Corbett with this activity by using thing link to allow the children to explain how they had made their potion. Eg. First I added a cup of kindness, next I added 2 teaspoons of happiness. This affirmed the qualities of a good friend that the children had chosen and allowed them to retell how they made their potion.

Evidence 1

Monday, December 9, 2019 10:17 AM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charlotte Chalmers.	Class:	Year 1/2
AoLE or Subject	Numeracy	Date:	Week 4.11.19
Lesson Focus:	Outdoor learning – The children will complete a numeracy activity outside.		
Meaningful links to Curriculum	Year 1 • mentally recall 'one more' of a number within 20 • use 'counting on' strategies to add two collections, starting with the larger number, *e.g. 8 + 5* year 2 • find small differences within 20 by using 'counting on' strategies • mentally add 10 or 20 to a given number up to 100		
Meaningful links to: Cross Curricular Responsibilities	Oracy - Year 1 contribute to conversations and respond to others, taking turns when prompted Year 2 contribute to discussion, keeping a focus on the topic and taking turns to speak		
Personal Targets (Linked to QTS and identified in weekly review) N/A - week 1			

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)	Once outside the children will see the pumpkins set up and try to guess what game we are going to play. I will then model the game to the children by throwing two hoops around the pumpkins. I will then ask the children to help me to create a sum to see what my score was. We will discuss what is needed in a sum (+ =) and how to write one. I will then model my sum on my board and ask the children to tell me what my score was. When adding my scores together I will reinforce to the children the importance of starting with the larger number when counting on. We will count on together to work out the answer. Then I will throw a final hoop over +1 or +2 and ask the children to help me add that number to my score.	• Think pair share – work in pairs to guess what the game will be. • Talk to a partner about what must be included in a sum. Children will look at who has scored the biggest number and add a tally next to their name. This will reinforce the work the children have been doing on tallying.	• 7 pumpkins • Whiteboards • Scorecard • Differentiated numbers to attach to the pumpkins.

	I will use constant questioning to assess children's understanding		

Teaching & Core Learning	One by one the children will attempt to throw two hula hoops around one of the 5 pumpkins. They can have as many attempts as they need to get the hoop around the pumpkin and get two scores. Once they have, they will have to add their scores together on their score sheets. Once they have their score they will throw a hoop over +1 +2, +10 or +20. This will be differentiated depending on ability. The child will then mentally add that number to their score. This will be repeated until each child fills their score sheet with their sums. If the children are struggling with their sums we will work out the score together as a group. AFL: In order to differentiate this activity, if the children are finding the sums easy I will increase the number scores on the pumpkin. If a child	• Successfully play the game. • Successfully add 2 numbers together. • Mentally add the final the number to their score.	

	lands on a number twice we will work on doubling the number. If the children are struggling with the sums I will make the activity easier. I will assess their ability by using questioning and checking to see if they have the right answer on their sheets.		
Plenary	• Look at who was the winner together and find the differences in their scores. We could order the numbers and see who came 1st 2nd 3rd 4th ect. • Ask the children how they found the activity – was it easy? What did you find difficult? • AFL – I will check the children's number formations. I will feedback to the children by writing the correct formation next to their sheets in their books. The children will then practice their numbers next to the correct formation.	Talk to your partner – what do you think? Complete any number formation work in their books after the activity.	

My placement school have a big push on outdoor learning. For this lesson I decided to take the children outside for a mathematics session. Outdoor learning was not something that I had any

previous experience with so I was excited to get the opportunity to teach a lesson outdoors. Knight (2013) believes that learning does not always have to take place in the classroom and taking the children outdoors to learn can have a huge impact on learning. The children loved having the chance to go outdoors and by making the lesson engaging and fun the children didn't even know that they were learning. The children play the pumpkin ring toss game. This is a game that I invented for the children to learn mathematics. The children had to throw hoops around pumpkins and add their scores together. This lesson was easily differentiated according to ability by changing the numbers on the pumpkin. If the children found the game too easy or difficult I could then change the numbers to suit their abilities.

Evidence 2

Monday, December 9, 2019 10:21 AM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charlotte Chalmers	Class:	1/2G
AoLE or Subject	LLC	Date:	Week commencing 25.11.19
Lesson Focus:	Baking hedgehog bread.		
Meaningful links to Curriculum	Oracy – year 1 Talk about things they have made or done, explaining the process. Contribute to conversations and respond to others, taking turns when prompted. Year 2 - Talk in detail about things they have made or done, explaining the process. Contribute to discussion, keeping a focus on the topic and taking turns to speak.		
Meaningful links to: Cross Curricular Responsibilities	Physical development - Developing their gross and fine motor skills through their practical activities.		
Personal Targets (Linked to QTS and identified in weekly review) QTS standard - Wider reading and research findings - Research Carol Dweck's 'Growth mindset' and link into practice with class dojo. - Continue to direct TA throughout the week.			

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)	What facts do you remember about hedgehogs? Recap on hedgehog features • What features do we need to remember for our hedgehogs? How do you think we could make the hedgehog spines on our bread? What do you remember about baking bread from last year? What ingredients do we need?	If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Take it in turns to speak – listening to others	Photos of our clay hedgehogs
Teaching & Core Learning	Follow instructions to make hedgehog bread.	Think pair share – what Is a table spoon? What is a tea spoon? How many cups of flower do we need? Work with your partner to add the ingredients	Caster sugar Butter Eggs Flour Salt Cupcake cases
		If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Take it in turns to speak – listening to others	

	  First flour - How much do we need? How can we work together to add the flower? Next – Salt and sugar - How much salt and sugar do we need? Table spoon or tea spoon? After that – Water and oil - How much water do we need? How much oil do we need? Tea spoon or table spoon? - Then – knead the dough (model kneading the dough spowing how to use your	If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Take it in turns to speak – listening to others Follow instructions to make the hedgehog bread.	
	palms. Once the dough is ready, the children will create their hedgehogs in a similar way to their clay hedgehogs. They will then use clean scissors to create their hedgehog spines – this will develop their fine motor skills. Check their hedgehogs – have they got all the key features? Finally – bake.		
Plenary	Ask the children to explain the process of baking bread - How did we make the bread? - What did we add first? - How much did we add? - What did we do last? Eat the bread at the end of the day. Recap on how we made it.	Recount how we made the cakes using Pie Corbett - First, we added.... - Next, we added... - After that... - Then, we added... - Finally, we baked the cakes.	Cakes

As part of the children's topic on hedgehogs I decided to plan a lesson on baking hedgehog bread. The children followed the recipe shown in the planning to create their dough for the hedgehog. As the children had already made clay hedgehogs earlier that week they were already familiar on how to shape the dough into a hedgehog shape. Cooking in the foundation phase is widely used in my placement school. By getting the children involved in baking, they learn without being aware of it (Höijer 2009). Once the children had finished their baking they retold the rest of the class the recipe by using Pi Corbett. The children then ate the bread as a snack at the end of the day.

Evidence 3

Monday, December 9, 2019 10:21 AM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charlotte Chalmers	Class:	1/2G
AoLE or Subject	Input: Personal and Social Development, Well-being and Cultural Diversity. FT: LLC	Date:	Week 11.11.19
Lesson Focus:	Anti-Bullying		
Meaningful links to Curriculum	PSWBCD - • Consider the consequences of words and actions for themselves and others.		
Meaningful links to: Cross Curricular Responsibilities	DCF – Producing – select appropriate software to complete a given task. DCF – Collaboration – work together with a partner on a piece of digital work. LLC - Year 1 • contribute to conversations and respond to others, taking turns when prompted Year 2 • contribute to discussion, keeping a focus on the topic and taking turns to speak		
Personal Targets (Linked to QTS and identified in weekly review) Behaviour management strategies – Class Dojo and stickers for rewards. Ensure I have a clear WALT.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: WALT PSWBCD: Understand how our words and actions can affect other people. WALT LLC: Collaborate to make a friendship potion

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)	Show the video 'for the birds' • What is the video about? • Who are the mean ones? • Why are they mean? • Are any of the small birds worse than the others? Re watch the film thinking about what the unkind words could be that the birds are saying to the big word. We will then write down on a heart what the unkind words were that the birds were saying. I will then crumple the heart to show the children how the big birds heart might have been feeling. The children will then try to smooth out the heart again. This will show that you cannot fix a wrinkled heart. What could the birds have done instead,	Think pair share – talk to your partner What do you think? - Whisper your answer into your hands. If you know the answer - Fingers on your nose - Hands on your head - Jiggle like a jelly bean Contribute to the class discussion – suggesting alternate ending to the story. Suggest kind words the birds could have said and discuss what makes a good friend.	For the bird's video. Heart for carpet time Hear our voices book.

	could they have been friends with the big bird? What kind words could we say instead? Write these down in our hear our voices book.		
Teaching & Core Learning	The children will create a friendship potion as a group Discuss what each ingredient will be – what do you think makes a good friend? Choose which ingredient they want to use for their potion Take a photo of the children holding their potion Children to then make their recipe for their potion – choose what quantity they want of each – how are we going to measure? 2 cups? 1 Dash? 3 Sprinkles? 4 Tea spoons? Add their quantity to the potion (this prevents children just throwing anything into the potion). Use thinglink to add audio of the children to the photograph.	Take it in turns to speak as a group - Suggest what qualities each ingredient will be. Choose their recipe – collaborate as a group Choose which quality is most important to them. Record their audio for thinglink.	Friendship potion ingredients Possible – Oil Salt Sugar Coffee Water Flour Bowl Tea spoon Cups Containers Ipads. Thinglink. Whiteboards. Recipe.

	Pie corbet – first we added … Next …. after that …. finally…. Each child to record their own audio to add to thinglink.		
Plenary	Watch back their video and reflect in their group. Show the videos to the whole class. What do you think about the qualities they have added to their potions? What do you think is the most important? Why do you think we should be kind to our friends?	Think pair share – talk to your partner, what do you think was good about your video? What did you enjoy about the activity? Why is it important to be kind to our friends?	

The children have been doing a lot of work on peace during the year. The school have a big push on their Peace Mala philosophy. During anti-bullying week I planned a friendship potion activity to encourage the children to determine what qualities they consider most important in a good friend. As lots of the children in the class are NTE (New To English) this activity allowed them to develop their oracy skills by having discussions with other children. The children had to plan their potion first by creating a recipe

children to determine what qualities they consider most important in a good friend. As lots of the children in the class are NTE (New To English) this activity allowed them to develop their oracy skills by having discussions with other children. The children had to plan their potion first by creating a recipe. They had to decide what quality they were going to choose and how much of that they were going to add. An example of a recipe that they created is included in the evidence.

Critical Reflection

Monday, December 9, 2019 10:17 AM

During 2014, the Welsh government decided to conduct a review of the school curriculum in Wales. They commissioned professor Graham Donaldson to undertake this review. Donaldson then presented his findings in his successful futures report. This review has aided the government in drafting the new curriculum for Wales, which will be put into practice from 2020. In the successful futures report, Donaldson has recommended four key purposes for the new curriculum in Wales. If teachers support these four purposes, Donaldson believes they could "guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales" (Donaldson, 2015). The four purposes are all students should be: ethical informed citizens, enterprising creative contributors, ambitious capable learners, and health confident individuals (Donaldson, 2015). The successful futures review identifies twelve pedagogical principles for teachers to consider. Donaldson recommends that teachers should apply the pedagogical principles identified when they are planning their teaching and learning "to ensure that the activities relate directly to the curriculum purposes" (Donaldson, 2015, P116).

While on a Bridging task we conducted research on Donaldson's twelve pedagogical principles so that we were familiar with them before we went on our first professional teaching experience (PTE). For the purpose of this assignment we were given two principles to critically reflect on our implementation of the principles during our PTE. The first one I will be reflecting on is "good teaching and learning means employing assessment for learning principles". The second one I will critically reflect on is "good teaching and learning regularly reinforces cross curricular responsibilities including literacy, numeracy and digital competence, and provides opportunities to practice them". We then had to choose our third principle to reflect on for the assignment. The principle I chose is "good teaching and learning creates authentic contexts for learning". I chose this principle due to the fact that I was placed in a foundation phase class and therefore felt there was plenty of opportunities to successfully implement this principle into my teaching. My placement school have a big push on outdoor learning and learning through play in the foundation phase so I was therefore intrigued to put this principle into practice.

The first principle I considered was assessment for learning (AFL). Formative assessment, also known as AFL is "a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson" (Brookhart, 2010. P4).The term AFL was introduced to show that assessment could be used to form students learning (Swaffield, 2011). Assessment for learning (AFL) is "an approach to teaching and learning that creates feedback which is then used to improve students' performance" (Bartlett, 2015. P21). Some researchers such as Swaffield (2011) believe there is a difference between AFL and formative assessment, while some such as Black and Wiliam (1998), use the two terms synonymously. The work of Paul Black and Dylan Wiliam has been highly influential on the effective use of formative assessment. Black and Wiliams published a literature review called inside the black box in 1998. This document reviewed around two hundred and fifty sources on classroom assessment practices. In their review Black and Wiliam (1998) found that by using effective formative assessment, teachers could increase achievement by between 0.4 and 0.7 deviations. This is equivalent to a 50-70 percent increase in the rate of student learning (Black and Wiliam, 1998). The findings of inside the black box suggest that formative assessment can be improved in numerous ways. Teachers can provide feedback to learners that aids them in moving forward in their learning, as long as they are then given the opportunity to act on that feedback. Training learners in peer and self-assessment also increases achievement by providing opportunities for children to become learning resources for each other (Black and Wiliam, 1998).

AFL is considered by many researchers as a success throughout schools in Wales. Bartlett (2015) states that AFL allows teachers to assess what children already know, where they

need to go, and how to get them there. AFL strategies have been found to be directly linked to improvements in learner performance in examinations (Bartlett, 2015). Although many researchers believe AFL is a success, there are some that believe this approach to learning has flaws. Coe (2019) argues that AFL is a lot harder to implement that it seems and it is not enough for teachers to just know what effective practice is. We therefore need to have a clear strategy for implementing the change and improving practice.

As part of implementing the AFL principle on my PTE, I decided to get my learners to peer assess their friend's hedgehogs that they had made out of clay. Peer assessment is a widely used AFL strategy in classrooms (Casserly, 2016). Peer and self-assessment allows learners to assess both each other and their own progress. When this technique is used correctly it has the ability to correct mistakes and aid learners in their development (Bartlett, 2015). Both methods "encourage learners to monitor progress, take responsibility for their own work and to help others" (Casserly, 2016. P1). As the children were in year two I was unsure on their ability to peer assess as they had no previous experience, however they responded incredibly well to it. I wanted the children to focus on how they could help their friends make their hedgehog better. They loved saying something kind about the hedgehog that their friend had made, and then tried really hard to think of ways their friend could improve. Peer assessment is a valuable tool for teachers because learners may be more likely to accept constructive criticism of their work from their friends, rather than accepting comments from the teacher (Casserly, 2016). This also then means the teacher is free to observe and reflect on what is happening in the rest of the lesson. By encouraging students to reflect on their levels of understanding, it can then be used to inform future teaching (Bartlett, 2015).

The Welsh government (2010) guidance on AFL states that in order for peer and self-assessment to be successful, learners either need to be aware of the success criteria or must have been involved in the construction of the success criteria. This is due to the fact that if they are not aware of the success criteria then they have no frame of reference to be able to assess their friends work which would mean they would be providing low level feedback. The children in my lesson were aware of the success criteria before peer assessing the hedgehogs. They had completed lots of work on the key features of a hedgehog in previous lessons. Before they started making the hedgehogs the children recapped on what they needed to include. For example, feet, spines, eyes, nose, and mouth. They had these features in the middle of the table to refer too. The children then used this list to peer asses the hedgehogs by asking questions such as, have they got a mouth? Have they got spines? This gave them something to refer to if they struggled with peer assessment. As shown in illustrative example two for AFL by getting the children to peer assess each other's hedgehogs they were able to greatly improve their work. You can clearly see the improvement that the learner had made to their hedgehog in the example provided.

At the start of PTE 1 I was told by my mentor that my class had a number of misconceptions in Mathematics. They struggled with number formations and confusion between tens and units. This encouraged me to consider how I could address these misconceptions. I decided that I would give effective feedback to the children who were struggling with number formations. The importance of feedback in education is widely acknowledged. It has a substantial effect on student learning and has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999). As noted in illustrative example one for this principle, I completed an outdoor learning mathematics lesson with the children. During the lesson I noticed that although the children were correctly answering the questions, some children's number formations were incorrect. I dealt with this when marking by writing the correct number formation next to the work sheet in their book for them to practice. This is shown in the photographs in illustrative example one.

McCarthy (2016) believes that in order for feedback to be most effective it needs to be given within forty-eight hours. A classroom study completed by Kehrer, Kelly, and Heffernan (2013) confirmed that immediate feedback has a higher impact on student learning than delayed feedback. The feedback that I provided to my students after the Mathematics lesson

was the same day. I ensured that I made time to work with the children who needed extra support to write their numbers correctly once the lesson was finished. I worked one to one with these children to certify that they completely understood what they had done wrong and that they could correctly form the number. Although feedback should be immediate, in school's this is not always achievable. Teachers are so busy during the day that sometimes feedback isn't always able to be given within forty-eight hours. Especially if your next lesson on that topic isn't until later in the week or after the weekend. Providing immediate feedback was not something that I was always able to do on my placement. My target for PTE 2 is to find different ways that I can provide immediate feedback to my pupils as well as comments in their books.

Cross-curricular learning is the second pedagogical principle that I will be reflecting on. Cross-curricular learning "offers a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics" (Barnes, 2011. P11). There are many benefits to using the cross-curricular learning approach. According to Barnes (2011) cross curricular learning has the ability to strengthen left brain – right brain connections, as well as leading to enhanced problem-solving abilities. This in turn strengthens the sense of achievement that learners feel after successfully completing a task. Kerry (2015) supports this by arguing that cross curricular learning has the potential to change the way students learn and process information in a dramatic way. If this is the case, then why don't we see more cross-curricular lessons in schools? Savage (2010) believes this could be due to the fact teachers have a lack of time to collaborate. Frequently teachers are not having enough time to effectively lesson plan, mark books, and prepare for teaching. In order to overcome this, there needs to be some re-structuring of planning time in order to plan for cross curricular learning effectively (Kerry, 2015).

At the start of my PTE I was concerned that implementing a cross curricular approach would be something that I would struggle with. I found that while planning lessons, I was just trying to make tenuous links between subjects. As the placement progressed I then began to develop a better understanding of cross curricular learning and comments made by my mentor in my learning journal reflect this. I began to concentrate on how to incorporate digital competence into my lessons. According to Donaldson in his successful futures report "digital literacy, or digital competence, is as important in the twenty-first century as literacy and numeracy" (Donaldson, 2015. P18). After conducting research on the importance of digital competence, I decided to try and incorporate as much digital literacy into my lessons as possible. This is reflected in my illustrative examples as all three cross curricular lessons include digital literacy.

In my placement school they have a big push on using Seesaw for parental engagement. Seesaw is an app that teachers can use to share students work with families. I decided for one of my lessons to include the children in uploading their work to Seesaw, as I felt sometimes they may not even know what has been put onto the app. As shown in illustrative example two, the children uploaded their own hedgehog work to seesaw and used the app for the labelling. This was something the children responded well to as they were really proud to upload their own work for their parents to be able to view. The next steps for the children is to be able to independently upload their own work onto the app. Harvey and Chickie-Wolfe (2007) believe encouraging students to be independent in the classroom allows them to take control of their own learning. By encouraging children to take responsibility for their own learning and uploading their work to seesaw also links into one of Donaldson's four purposes of developing ambitious and capable learners (Donaldson, 2015).

As noted previously my chosen pedagogical principle was to create authentic contexts for learning. Authentic learning is "an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner" (Herrington, 2005. P19). This includes creating real life tasks that provide children with opportunities to connect directly with the real world. Learning through play is widely used in school settings to provide children with authentic contexts for learning (Brookhart, 2010). While learning through play

“children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments” (Bruce, 2011. P31). By allowing children to learn through play and providing authentic contexts for learning, children can become more motivated and more likely to become interested in their learning (Brookhart, 2010). A student sitting at a desk in school, regurgitating curriculum content, following instructions by a teacher uses approximately 3% of their brain’s capacity (Revington, 2019). Brain-based research shows that using all senses maximizes the learning experience. We can do this by interacting, exploring, and collaborating (Bruce, 2011). In the authentic learning model, the emphasis is to prioritise the process over the content. By allowing children to learn through play they are able pursue individual learning opportunities that are uniquely interesting to them through relevant, real life journeys (Revington, 2019).

Although learning through play is widely used throughout the foundation phase, there are many theorists who argue against it such as Smith and Pellegrini (2008), who believe that allowing children to learn through play does not always necessarily lead to effective learning and may not be best for child development. Vygotsky (1978) created the concept of the Zone of Proximal Development (ZPD) that states children need to be exposed to tasks that are actually challenging. Allowing children to just learn through play is not actually challenging a child and therefore learning will not take place (Smith and Pellegrini, 2008). To overcome this there are strong arguments for teachers’ interventions in children’s play. By intervening in children’s play, teachers have the ability to extend the learning process (Herrington, 2005). Despite its criticisms, learning through play is widely understood by experts to be a valuable aspect of children’s learning as part of a mix of a range of positive structured, guided and unstructured learning scenarios (Brookhart, 2010).

As previously mentioned my placement school have a big push on outdoor learning. Teaching a lesson outdoors was not something I had previously experienced so I was intrigued to see whether children could actually learn through a lesson outdoors. Knight (2013) states that learning does not necessarily need to take place solely in classrooms and the outdoor environment can have a massive impact on learning. This was a theory that I was excited to have the chance to test. As shown in illustrative example one for authentic contexts for learning, I planned an outdoor learning session with pumpkins for Mathematics. The children loved having the chance to learn outdoors. The fact that the lesson was outdoors meant the children didn’t even know they were learning. The children were completing sums however they just thought they were playing a game. By taking this lesson outdoors it linked in with Donaldson’s authentic context for learning pedagogical principle.

Bilton (2010) argues that following curriculum requirements is a problem when using outdoor learning as it can be difficult for some subjects to be studied outdoors. He also argues that health and safety regulations need to be followed when teaching a lesson outdoors as there are many potential hazards, and suggests teachers check areas they are using beforehand. My lesson was completed on the school yard. Before the lesson I set up my equipment and checked for any potential hazards before the children came out. Waite (2010) states that not having the correct clothing when the weather takes a turn for the worse could also prevent outdoor learning activities. This was not something that I considered when planning for my outdoor session. Thankfully the weather was dry and we were able to go outside for the lesson. Next time when planning for an outdoor lesson I will ensure that I had a contingency plan in place if we were not able to go outdoors.

My placement school regularly cook with the foundation phase to improve the children’s oracy skills. As part of the children’s topic on hedgehogs I decided to bake hedgehog bread with the children. Höijer (2009) believes that by involving children in cooking in schools, they learn without being aware of it. One of the children stated she did not like bread before the lesson. After they decided to try the bread because they had made it. The child then decided that they loved bread after trying their own. Research published in the Journal of the Academy of Nutrition and Dietetics indicates that children who engage in handing food and cooking have less food neophobia as well as greater acceptance of eating a variety of foods (Reiss, 2019). This was shown in the child’s reluctance to eat bread before trying their own.

Schools must complete risk assessments before allowing children to cook in schools for health and safety reasons (Höijer 2009). My placement school already had risk assessments in place for cooking which my mentor made me aware of before the lesson. The children enjoyed making the bread and it linked in well with their prior topic of hedgehogs. As many children in my class are new to English this activity allowed them to develop their oracy skills by having discussions with other children.

In conclusion, my first PTE was an amazing experience and I am excited to take what I have learnt from these principles into my next class. By reflecting on my implementation of the principles I now have targets that I can improve on. Reflection is “a core component of effective continuing professional development (CPD) and key to becoming a skilled teacher” (Farrell, 2015, P43). As teachers it is important to reflect on our teaching as we do not learn from experience, we learn from reflecting on experience (Dewey, 1997). During my next placement I will develop my progress of the three pedagogical principles as well as continuing to incorporate the other nine into my teaching. I will also continue to reflect on all aspects of my teaching as by assessing your own strengths and weaknesses ensures that you become the best teacher that you can be.

Word Count - 3198

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