

Critical Reflection

Tuesday, December 31, 2019 3:35 PM

School Context

The following critical reflection is written about three of the pedagogical principles outlined in Successful Futures (2015). The reflection is focused on the annotation of lesson plans taught during my first stage of professional teaching experience (PTE). The annotations evaluate where these three principals have been implemented. The pedagogical principles focused on are reinforcing cross curricular responsibilities (Numeracy, Literacy and Digital competency framework (DCF)), using assessment for learning to accelerate progress and making connections within and Good teaching and learning ranges within and across the areas of learning experience's (AOLE's). The lessons were taught in a primary school situated in a small village 2 miles from the Rhondda Cynon Taff. The English medium school currently has 152 pupils on register all between the ages of 3-11 years. There are 5 mixed age and ability classes along with a part time nursery (ESTYN, 2014). 25.1% of children receive free school meals (FSM), this falls in line with the local authority average however, is much higher than the national average. Within the school, attendance is at 93.2% and are in the green support category. This means the school requires only 4 visits from a government advisor (Welsh Government, 2019). Approximately 8% of pupils come from an ethnic minority background although, all pupils use English as their first language (My Local School, 2018). The ratio of children to each teacher in KS2 is 20.6. The current headteacher joined the school in September 2012 while the deputy joined in January 2013.

Critical reflection of the implementation of pedagogical principles

Pedagogical principle- Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Towards the start of Professional Teaching Experience (PTE) part 1, implementing cross curricular responsibilities was something I found difficult. I believe that this was down to not having the experience of implementing these concepts as a student teacher and also not knowing the learners abilities or the technology available to the class. Hattie (2012, p.42) indicates how important it is to know the learners your teaching when preparing. When I was planning lessons I was unsure what aspects of numeracy and literacy the children had covered and whether I could use these within the topic lessons I was teaching. As well as this I was unsure of the level to pitch cross curricular tasks. Cross-curricular responsibilities gives an opportunity for learners to build on prior learning and practice what they have learnt. This can also link to Husbands and Pearce (2012) as they state the importance of knowing what the learners have covered previously and what their misconceptions may be. Prior to PTE part 1 I had little understanding of how cross-curricular responsibilities are implemented and how they

looked within the classroom. During lectures at university I had painted a picture that all lessons must contain these responsibilities however, it became evident that they do not. Although I undertook a week of observations prior to beginning my teaching experience I still found it difficult to embed numeracy, literacy and digital competence.

I found that at the beginning of PTE part 1 I struggled to think of activities to fit the lesson that I was teaching or I would continuously think of the same activity but adapting it to different areas of learning. This would not have developed my teaching or planning and would have resulted in the learning being disengaging. During my experience I did not make a conscious decision to research effective implementation of cross-curricular which would have helped me however, the process came naturally. As I spent more time within the classroom, discovering more about the children's interests, abilities and prior knowledge it became easier to implement cross-curricular responsibilities. Through conversations with the class teacher I discovered the learners' knowledge in maths which allowed me to use a timeline task seen in illustrative example 1. Although the children had completed timelines previously the task given was pitched too high and resulted in the lesson being retaught the next day. I will consider the full depth of the learners' prior knowledge when planning future lessons to avoid this from occurring again. If the children don't understand the work fully it ultimately results in them completing it incorrectly which is a loss of vital learning time.

As the placement developed my knowledge of the learners within the class improved. I became more familiar with their strengths and interests, one of these being the use of technology. It became evident that the learners' knowledge of using the iPads could provide a productive lesson full of independent learning and creativity. Gershon (2014) states that being able to act and think independently is one of the most important skills a child can learn as we live in a culture where independence is central to our ethical and social world. When planning lessons I decided that a research task would fit in with the topic of volcanoes. Illustrative example 3 describes the process of the learners researching and creating a pic collage of the facts they had found. However, in order for me to teach this lesson and implement the use of digital devices throughout the learning I needed to ensure that my digital competency was sufficient. I had not used some of the software that the school used such as WebDAV therefore, I spent some time before school began navigating my way through the software. This allowed the lesson to run smoothly and I could provide help to the learners when required.

Although digital competence is becoming increasingly fundamental to learning and life (Donaldson, 2015) we cannot forget that technology is not reliable all the time and that basic skills of writing and spelling are important. I have learnt that just because literacy, numeracy and digital competency should be implemented throughout the entire curriculum

they should not be shoehorned as this can potentially hinder learning.

Moving forward to PTE1 part 2 I believe it will be easier to meet the literacy and numeracy expectations as I will be in a nursery and reception class that has a main focus on developing these two areas. Although, I will transfer what I learnt in PTE1 part 1 to guide me in my planning and any future teaching experience.

Pedagogical principle- Good teaching and learning means employing assessment for learning principles.

When I began part 1 of PTE1 I was nervous of what assessment for learning strategies to implement. A part of me wanted to run wild and be really creative but another part of me didn't want to storm into someone else's classroom and change everything they already use. I was nervous that there was already a change in classroom dynamics on my arrival and feared I would cause more 'unnecessary' change. I also thought about how well or not so well some strategies would work if the learners had not used them before. This could cause disruption within the class that could be difficult to control in my first week teaching as a student teacher. Although there is clear evidence that classroom assessment can improve learning, it can also have a substantial negative impact on learner achievement (Natriello, 1987) (Crooks, 1988). However, I knew that it was important that I did carry out assessment for learning strategies so I could gauge what the learners had taken in from the lesson taught and if the lesson needs to be repeated with a different approach.

One of the first lessons I taught was numeracy, as seen in illustrative example 1 a scheme of work is followed. Singapore maths gives the full structure of the lesson for the teacher to follow which I began to use. I then realised that the guided practice that is provided was becoming boring as it was repeated for all the multiplication tables we were learning. Although I was gaining immediate feedback from the learners this was from following the same strategy lesson after lesson. I did not know if the learners were learning the multiplication tables or just a strategy. Therefore I decided to change the way I asked them questions. When I initially changed the way I asked the learners questions where they were required to write the answers on a white board and they performed much slower to the previous lessons which indicated to me that they didn't fully know what we had previously learnt. As the lessons progressed they became faster and faster at answering questions. By the time we had completed all the multiplication tables the class could give the answer to any question asked instantly. It was evident to me that the type of assessment used had a great impact on the learners and what can be learned. The technique I used mainly focused on reputation

so I decided to take this forward to use in future lessons. Numeracy lessons concluded by self-assessment, the answers were provided to the learners for them to mark their own work which Black et al (2003) states as a key action towards assessment for learning. Within my placement class a reward system is used, this being class dojo. There are many ways to earn points throughout the day. However, points are not rewards for just answering questions. If a really good point had been made a point may be given as being 'above and beyond' but rewards were not used to get learners to answer questions. Black and William (2010) have found that when the classroom culture focuses on rewards such as 'gold star's' or 'grades', pupils look for ways to gain the best marks or most stickers rather than improving their learning. The learners minds are often not focused on the learning rather than the reward they could get for providing a basic answer.

Within illustrative example 2 I continued to use a repetitive approach when asking questions. The questions I asked didn't require a specific child to answer, they could all shout the answer out. I continued to use the method of repetition as if a learner didn't understand or know the answer the first time they had more opportunities to learn the correct answer without being put on the spot. The learner had the opportunity to join in with the task when they felt confident enough. This contributes to creating a learning environment where no answer is ever wrong, it can only be improved on. Having this approach in the classroom increases motivation and self-esteem of the learners which is essential for effective learning (Black et al, 2003).

By the end of PTE1 part 1 I had become more confident in using different techniques to assess the learners knowledge and understanding. In illustrative example 3 post it notes were used. The children were asked if they knew something about Buddhism, if they did they were to write it on a note and put in on the white board, there were minimal post it notes. At the end of the lesson I asked the children to complete the same task which resulted in at least one note for each learner with some children wanting to write more. This provided instant feedback that the children had learnt something from the lesson. The children were also amazed by themselves and were shocked that they had learnt so much. This was reflected amongst all children, even those who would usually have a low level of confidence and self-esteem.

Moving on to PTE1 part 2 I am going to incorporate more planning towards assessment for learning in my lesson plans as a whole. I believe that this will allow assessment to be even more effective. I will follow steps outlined by Jones (2005). The steps I will take are to define the learning goals, communicate these goals clearly with the learners and based on the goals set compile questions and design tasks to check the learners understanding. Within planning I will make a decision on how I am going to provide feedback that lesson and what would be most effective for the learner and myself whether this be verbal or written. I will also give learners the opportunity to assess their own work and use

their own feedback to inform future tasks and progress.

Pedagogical principle- Good teaching and learning ranges within and across Areas of Learning and Experience.

Within the class I was teaching during PTE1 part 1 the topic/theme that they were going to study was 'tremors'. Through the use of Cornerstones Education (2020) website, many different ideas of lessons were provided and the different routes you could take towards this topic. The class teacher gave me free reign of teaching the topic and to teach whatever I wanted implementing lessons across all areas of learning and experience (AOLE's). Using a topic or a theme to combine subjects is most commonly known as curriculum integration. It is thought that this way of teaching is widely used as a vast range of sources and concepts can be used and it allows for flexible schedules (Hayes, 2010). Flexible schedules in primary schools work best as there can be lots of disruption due to assembly's, interventions and different visitors. As PTE1 part 1 took place just before Christmas there was disruption every day however, by using the thematic approach to teaching it allowed for the days to remain controlled.

A thematic approach to teaching and learning allows children to 'find out by themselves' rather than being told what they need to know. Fogarty (1995) proposes that there are 10 different levels of integrating themes across subjects and that adopting this approach requires close scrutiny. The majority of themes used stretch between humanities (history, religious education and geography), maths and science or expressive arts (art, dance, music)(Lake, 1994). However, during my teaching experience I made links between geography, history, literacy, art and design and technology. Illustrative example 1 describes a lesson that allowed the children to be creative and apply their knowledge of earthquakes from geography based lessons. The learners designed and built a structure that could withstand an earthquake. We tested the towers by shaking the table they had built them on. Within this lesson I also combined the use of education for sustainable development and global citizenship (ESDGC) as all the materials used to make the structures were recycled materials, these were also further recycled to make props for the Christmas concert.

Illustrative example 3 is of a similar nature to example 1. I decided that an art lesson would link well to the tsunami topic we had just started in geography as within the lessons we had observed many photos and videos of tsunamis. This lesson allowed the children to be expressive of how a tsunami may make them feel or how they would interpret a tsunami occurring. During this time tranquil water music was playing in the background, this also created a relaxed environment that allowed the children to reflect upon what they had learnt. The process of relaxing and reflecting links to student wellbeing, bringing 3 subject

areas together in one lesson.

Another lesson taught (illustrative example 2) focused on literacy and diary writing. A history lesson taught about the disaster of Pompeii and Mount Vesuvius in history was used as an event all the children could relate too as we had studied it in depth. During history we had focused on the events which occurred in Pompeii before Mount Vesuvius erupted, during the eruption and afterwards. The children had learnt about structures and activity levels of volcanoes in even more depth therefore, I thought it would be a great opportunity to use this as part of diary writing. We started by focusing on what characteristics are found in a diary, we then moved on to using the 5 senses, thoughts and feelings to create a mind map of ideas. This lesson also resulted in many conversations about empathy which also links to wellbeing. The mind map was then used in future lessons to write 3 separate diary entries of before, during and after the eruption of Mount Vesuvius. There was one issue that occurred after the lesson was taught, upon marking the first set of diary entries some of the learners were writing in the style of a story. This resulted in another lesson being slotted into the time table to rectify this. As a result history lessons were put on hold so I didn't move on too fast and confuse the learners as they would be behind with work.

Rose (2009) states that an integral approach ensures that children have regular opportunities to gain fundamental skills in key subjects. However, the opposition believes that a main feature of thematic work being pupil choice can result in children avoiding areas of work that they find hard which ultimately results in poor work habits and negative attitudes. It is also essential that the links between areas of learning are relevant, meaningful and not forced tasks that are pointless and waste crucial time. As a whole approach, using topics/themes across AOLE's will work as long as careful planning is conducted. This approach to teaching is not an easy approach to take and requires plenty of time and effort for it to work.

Throughout my experience in PTE1 part 1 I was fortunate enough to have a topic that I enjoyed and immediately felt able to teach. I was able to teach an area that I have an interest in and I believe through my careful planning I transferred the interest and desire to learn about this topic to my class. All the topic lessons I planned worked well, run smoothly and all linked well with each other. The children always understood what we were learning about and how it all lessons linked together.

During PTE1 part 2 I am based in a nursery and reception class which may be more difficult for me to implement a topic approach as the main areas of learning are literacy and numeracy. In order for this approach to be successful within my next phase of teaching experience I will engage in literature that gives suggestions on the best approach to take with thematic work in foundation phase.

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Title Page

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Name: Amy Williams

Student Number: 1901011

Pathway: PGCE Primary

Targets from previous Assignment:

	Target	What I have done in this assignment...
Target 1	To write in a concise manner	I have reread my assignment in a careful manner to ensure that all the points I make are clear and are easy to understand while being written in the correct manner.
Target 2	Reference	I have revised the universities Harvard referencing guide ensuring to continually check the correct layout for the source I am referring to and double checked my references prior to
Target 3		

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1901011_student_uwtsd_ac_uk/EpEBfpduKD5Jo7ksFr0HfOQBU0vMBxw3VlzgksMeFWRhEA?e=5SyULY

Example 1

Tuesday, December 31, 2019 3:33 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Topic-geography	Date:	17/11/19
Lesson Focus:	Pompeii		
Meaningful links to Curriculum-	Identify similarities and differences to describe, compare and contrast places and environments		
Meaningful links to: Cross Curricular Responsibilities	Numeracy (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	Behaviour management Differentiation		

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

The pupils will learn to:

To know the events that happened in Pompeii when mount Vesuvius erupted in AD 79

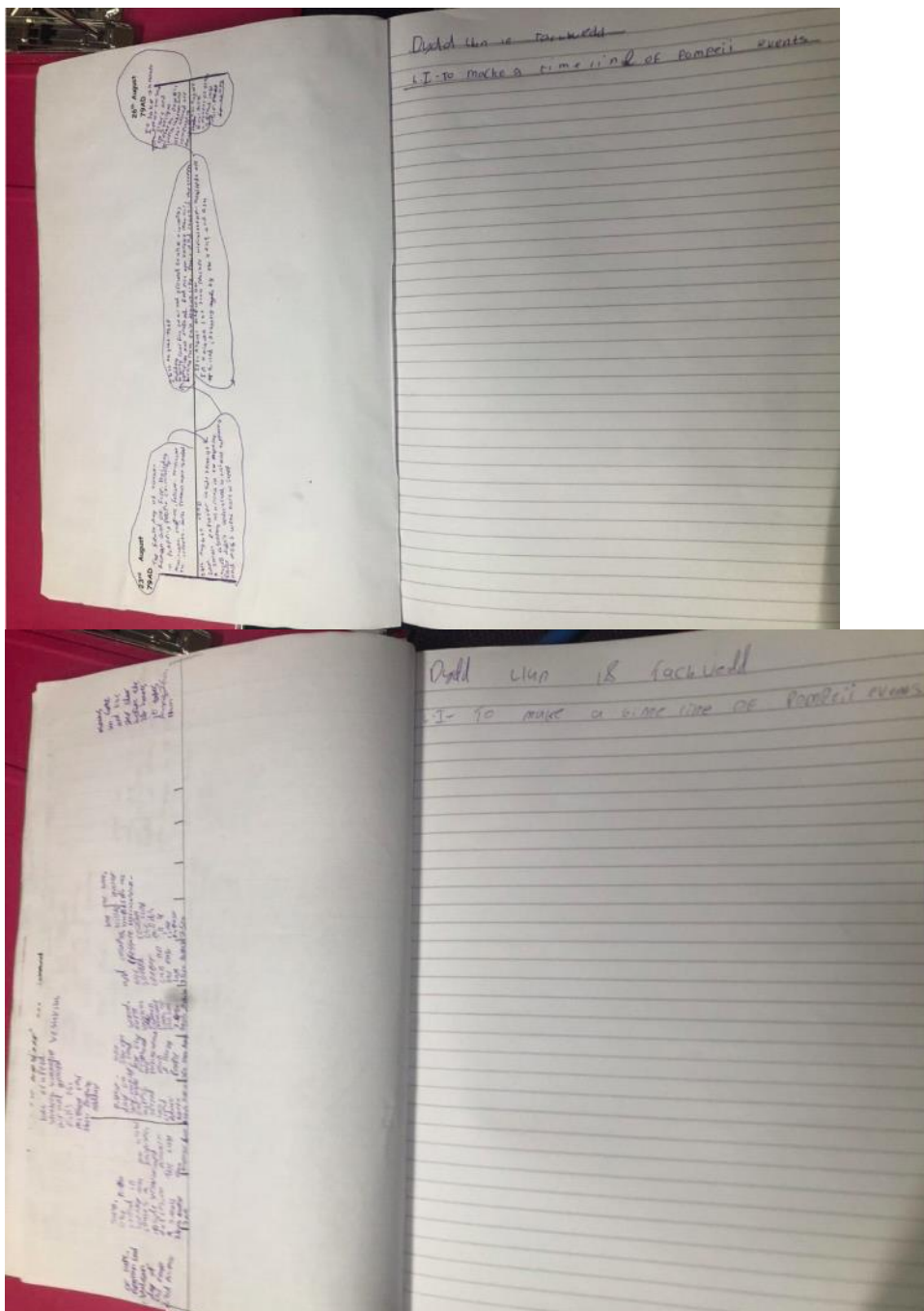
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
To successfully recap structures of a volcano. The different types of volcano, cinder cone etc and the activity levels and what they are. To be able to describe events of when Vesuvius erupted in AD 79.	Questioning Ordering event cards in chronological order Completion of timeline of events

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) 10 minutes	Recap of previous lessons. Can the children recall the different structures of a volcano when asked. Can they tell the different types of volcano and the characteristics of the 3 different activity levels. Ask the children where volcanoes are located. Ask if anyone can name a volcano from anywhere in the world. Link location to volcanoes to today's lesson of mount Vesuvius.	Engagement of questions. LA- can you point to the lava on a volcano MA- can you name the structure I'm pointing at. HA- can you name a type of volcano or activity level.	Volcano picture Interactive whiteboard. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 40 minutes	Using power point locate with the class where Pompeii and mount Vesuvius is located. Step by step go through each of the events that happened throughout the eruption. Allow time for discussion at the end of two slides. Give out time line cards for the class to organise for them to complete their timeline of events.	LA- Cut out the events and stick them into their books in order, draw arrows in between each event. MA- Put events in chronological order and write them onto the timeline. HA- Put events in chronological order and write them onto a timeline that they have drawn into their books.	Time line Timeline cards Topic books Coloured pens Glue Scissors
Plenary 10 minutes	Discuss with the class the series of events that occurred. Can the class remember any facts about the volcano they researched in the previous lesson?		

Within the midterm planning and the topic of tremors a geography lesson focusing on the volcano eruption that occurred in Pompeii needed to be

Within the lesson there was differentiation to allow for all learners to access the task. Below are some examples of the lower, middle and higher ability work that the children produced.



Example 2

Tuesday, December 31, 2019 3:33 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Literacy	Date:	19/11/19
Lesson Focus:	What makes good? Diary writing		
Meaningful links to Curriculum-	respond orally to continuous and non-continuous texts and respond orally to a variety of stimuli and ideas, including written and dynamic texts.		
Meaningful links to: cross curricular responsibilities-	Literacy (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	Behaviour management differentiation		

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

The pupils will learn to:

The elements of a good diary and be able to identify them within a piece of text.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

Assessment of Pupils' Learning Evidence
(What have the learners to say/write/do/produce – to demonstrate learning)

Identify what makes a good diary. Find these elements within a piece of text.	Identify and colour code elements of a good diary entry within a piece of text. Create a poster of what makes a good diary using the colours they used to highlight the text.
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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) 15 mins	Brainstorm with the class what makes a good diary and create a mind map on the whiteboard for all students to see.	Engage with the teacher and peers to come up with ideas of what is included in a diary entry.	Big white board and dry wipe markers. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 45 min	Get one person from each table to collect coloured pencils for the table to use, someone else to give out the literacy books and another person to give out the sheets with the diary entry on. The teacher is to read the text out loud and children are to identify if the teacher has read something that is first person by shouting 'I' or 'Am' etc. When this is done, all children are indicated that this is	LA,MA and HA- all working with the teacher therefore no differentiation was given apart from 2 students that receive intervention. These two children were given a work sheet with paired letters such as 'AT' to build 3 letter words such as bat, cat, rat, pat, mat.	Literacy books, glue, diary text, coloured pencils.

	correct and they have an opportunity to colour that piece of text in. This is repeated until the 6 elements we had chosen had been covered. Tell the children that they are to make a poster on the conjoining page in their books and create a poster using the colours that they used to shade the text. Eg-if first person was green, they would draw/write first person in a creative way and repeat for all other aspects.		
Plenary 10 min	Recap what happened in Pompeii when mount Vesuvius exploded. Possible watch a video if there is enough time.		

As part of the topic of tremors it was suggested that once the children had focused in on one key event in history they were to write a diary entry based upon what they believe they would smell, touch, taste, see and hear. They would also need to put themselves in the shoes of the people of Pompeii and imagine how they would feel (empathy). All these aspects that they would need to use are key skills in life. Prior to the children writing their own diary entry we discussed what elements are seen in a diary and 'What makes good?'. The children were asked to talk together and with the teacher as to what they think you need to include in a good diary. All ideas were written on the white board and as a class we came up with our success criteria. The success criteria would fit the current lesson and be taken on to future lessons when writing their own diary. Working as a class we went through each element of the success criteria one at a time. I as the teacher read the diary out line by line and allowed the children to make me aware of the element we were looking for such as use of first person 'I'. If the children didn't tell me as soon as I read the

Below are some examples of the work that was produced during the 'What makes good?' lesson.





Example 3

Tuesday, December 31, 2019 3:33 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Humanities	Date:	
Lesson Focus:	Investigating specific volcanoes around the world		
Meaningful links to Curriculum	1. use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images 2. communicate finding in a variety of ways, e.g. using geographical terms, annotated photographs, maps, diagrams, or ICT.		
Meaningful links to: Cross Curricular Responsibilities	Digital competency framework.		
Personal Targets (Linked to QTS and identified in weekly review)	• learners leading learning • challenge and expectations		

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

The pupils will learn to:

By the end of the lesson the learners will be able to tell the rest of the class what they have found out about a specific volcano that they had researched.

Success Criteria (clearly linked to each Learning Objective and related to the

Assessment of Pupils' Learning

process and/or product of learning)	Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Effectively work as a team. Gather atleast 5 facts about the volcano they are researching. Adding pictures to pic collage. Large title of the name of the volcano.	Gathering a good amount of facts about a volcano. Presenting their findings to the rest of the class.

Time	Activities/Meth odology/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) 10 minutes	Have a discussion about previous lessons. What are the structures of a volcanoe, tyes of volcanoes, activity levels and where volcanoes are located.		Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 45 minutes	Ask four children to leave the classroom to get the ipads. Give out names of specific volcanoes to each group for them to investgate and research online	Use a mind map to write down facts as they are researching. Using the facts they have collected, create a pic collage on the ipads displaying their information. LA- With the list of volcanoes they have been given, find a picture of each volcano and out in onto a pic collage	Ipads, mind map, pic collage app.

		with the name of the volcano underneath it. MA, HI- record as many facts as possible and put them onto a pic collage.	
Plenary 5 minutes	Ask the children to give tell the teacher/ class one fact they found out before going for break/lunch.		

Within the year 4/5 class that was being taught about volcanoes there needed to be an opportunity provided in order for the learners to lead their own learning. The best way for this to be carried out is using electronic devices. This allowed for the teacher to give the learners a broad research question and for the learners to discover what they can without there being any rights or wrongs. In this school the children are fortunate enough to have access to an iPad each in a class and a laptop to share between two individuals. It is important that we allow children to discover and explore with technology as it continues to develop at an astounding speed. The children we teach will experience more demand for technology in their learning lives than us as adults. We can quite often learn from children with the use of technology.

As part of the digital competency framework in Wales, under the producing strand children in year 4/5 should be able to plan what they are going to research, think of the best place to look for the information they need and searching for it. They should also be able to take the information they have gathered and combining a range of text, image, sound, animation and video to present their findings. There was some differentiation for the lower ability that worked really well and they completed the task by the end of the lesson while the other abilities within the class successfully found facts and pictures and collated them together. Below are some examples of the work that they produced.





**MINT
TEIDI**



**MOUNT
VESUVIUS**



MANUAT ST HELENS



**MOUNT
FUJI**



**MOUNT
VOLCANO**

PIC-COLLAGE



Mount st helens



Newberry volcano



**Mount
vesuvius**



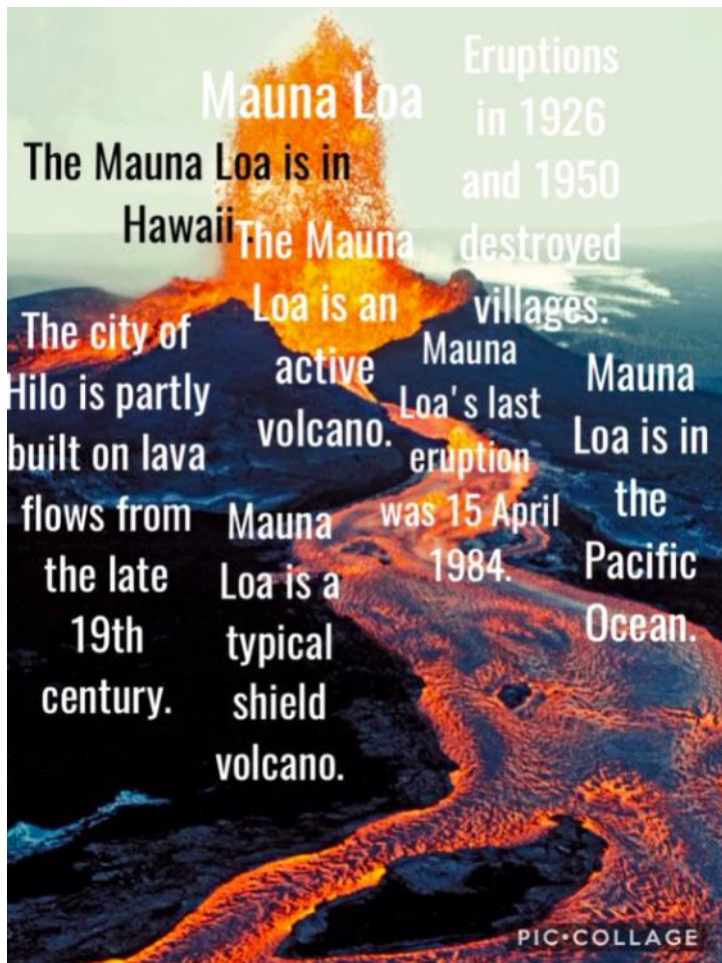
Mount teidi



Mount fuji



Mount sinabung



Example 1

Tuesday, December 31, 2019

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Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Numeracy	Date:	18/11/19
Lesson Focus:	11 times table		
Meaningful links to Curriculum-	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8, 10 and 11 and use to solve division problems		
Meaningful links to: Cross Curricular Responsibilities	Literacy and Numeracy Framework (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	Behaviour management Differentiation		

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

The pupils will learn to:

To recite their 11 times table and apply their knowledge into answering questions on the 11 times table.

Success Criteria (clearly linked to each

Assessment of Pupils'

Learning Objective and related to the process and/or product of learning	Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Engage with guided practice and be able to recite your 11 times table. Complete the worksheet by the end of the lesson.	All children participating in the 11 times table game. Completing the worksheet to a high standard.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil (Pupils' role – including differentiation, engagement in formative assessment and	Resources (Including Health and Safety requirements)
Opening phase (with links to prior learning) 15 minutes	Introduce the children to the lesson and that today we will be learning the 11 times table. Guided practice- Go through the times table together and write the numbers down on the white board for all children to see. Take a number away one by one but make it a fun memory game at the same time. Keep repeating until there are no numbers left on the board. Practice some questions together using the methods that is expected from them in	Engage in the reciting game and answering some introduction	Big white board and dry wipe Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn,

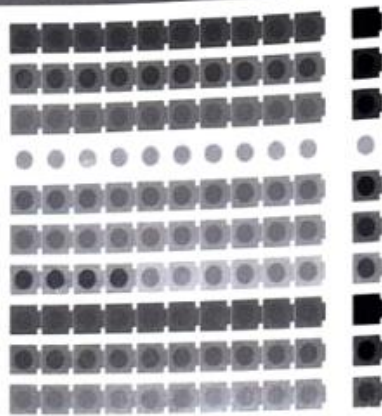
	the Singapore maths books. Also let the children know that if they are stuck on questions they can use the method of adding the 10s and then the 1s left over e.g. 5×11 would be $5 \times 10 = 50$, $5 \times 1 = 5$ SO $50 + 5 = 55$ which is the same as $5 \times 11 = 55$.		
Teaching & Core Learning 30 minutes	Ask the helpers for the day to give out the maths books and the Singapore maths workbooks. Instruct the children what page the work is on in the book and give them they have 30 minutes to complete the questions.	All abilities complete the same question LA have access to concrete materials such as numicon , blocks HA have an extension task given to them if they finish	Workbooks, Singapore maths
Plenary 10	Go over the answers with the children. Ask the children if anyone wants to give the	Children should mark their	Purple

minutes	answer they have worked out and if they would like to explain how they came out with the answer.	work in purple pen when the teacher	
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Within numeracy lessons throughout the school a scheme of work called Singapore maths is followed. Singapore maths contains examples, guided practice and an independent task for each lesson. Each new lesson follows on from the previous one. However, within each topic such as multiplication all the examples and guided practice follow the same method. This became a barrier for learning as the children would disengage due to repeating the same thing while the method used limited their knowledge. Therefore, I as a student teacher adapted the lesson so it became more enjoyable using **assessment for learning**. Within this particular lesson we as a class wrote the 11 timetable on the white board and recited it. **I then asked them a question e.g. $1 \times 11 = ?$** **And they were allowed to shout the answer collectively back at me.** I then rubbed the number off the board and asked them the same question. This was repeated until most of the numbers were cleaned off the board and the learners could recite the 11 timetable effortlessly. I would then move on to the guided practice as set out in the Singapore maths books. I would ask a question and the learners were to write the answer on their white boards ready to show after the count of 3.

Below is an example of guided practice from a Singapore maths book.

Guided Practice



1

(a) $5 \times 11 =$ +

(b) $8 \times 11 =$ +

2

(a) $2 \times 11 =$ $\times 10 +$

(b) $8 \times 11 =$ $\times 10 +$

3

(a) $6 \times 11 =$

(b) $7 \times 11 =$

(c) $9 \times 11 =$

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Example 2

Tuesday, December 31, 2019 3:34 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Humanities	Date:	8/11/19
Lesson Focus:	Location of volcanoes		
Meaningful links to Curriculum	1. use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images 2. investigations of 'geography in the news', topical events and issues in the local area and the wider world		
Meaningful links to: Cross Curricular Responsibilities	Literacy and numeracy framework (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	Behaviour management		

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

The pupils will learn to:

By the end of the lesson the children will be able to discuss the location of volcanoes, specifically along plate boundaries and the ring of fire.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- Discuss effectively in pairs.
- Locate volcanoes and the ring of fire on a map.

Assessment of Pupils' Learning

Evidence
(What have the learners to say/write/do/produce – to demonstrate learning)

Questions and feedback to the teacher.
Successfully finding the

• Use a grid to find the co-ordinates of volcanoes on a map.	coordinates asked by using the map given and a grid reference.
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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) 10 minutes	Recap of previous lesson, Using a diagram of a volcano ask the children to write down as many structures as they can remember, once all children are ready I will point to the different structures on the board and the children will shout the answers out. I will also ask for hands to be put up if the know the different types of volcano and the different activity levels.	Activate prior knowledge to answer the questions.	White boards and pens. Interactive white board for image of volcano. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 40 minutes	Discuss using power point where volcanoes are located, usually along plate boundaries and discuss what they are along with the ring of fire. Talk about co-ordinates. 'along the corridor and up the stairs rule'. Reinforce this by getting the children to repeat it. Use a game for the children	Using a map with a grid, find the co-ordinates of different volcanoes or what volcano is found at certain coordinates. LA- 3 questions to	Map of the world, list of questions.

	to practice co-ordinates. (ask one person on each table to number everyone 1-6. Teacher to choose number at random from each table to come up to the white board and have a try at plotting the co-ordinates)	answer. MA- 5 questions to answer HA- 5 questions to answer along with creating some of their own questions.	
Plenary 10 minutes	Ask questions from today's lesson that link to the next lesson. Can anyone name a volcano that they have seen on the map today? Do you know what part of the world that volcano is in?	Discuss in their groups and feedback to teacher.	

During the above lesson based upon the learners new topic of tremors and volcanoes it was essential that I gained immediate feedback of the learning. This would allow me to gauge what they had learnt from the previous lesson, whether we needed to have further recap of volcano structure or if we could move onto the next lesson. I did decided to do this in multiple different ways. As I taught the structures of a volcano with a visual diagram I decided to use this as it would be easier for the children to recall the information. When I asked about the names of the different types of volcano and the activity levels I allowed the children to volunteer to provide answers as this was more of a difficult task given in the previous lesson. The main body of the lesson was based upon the location of volcanoes and finding them on a map using co-ordinates. I gave them the rule of 'along the corridor and up the stairs' to remember how to plot the points. The children repeated this to me several times, I also allowed them to shout it back at me which I would not have been able to do if I didn't have good classroom management. This method worked well as when we played a co-ordinates game on

the white board the children would stand and say 'along the corridor and up the stairs' whilst working out the answer. On average 80% of the children found the correct volcano these children were of mixed ability.

Example 3

Tuesday, December 31, 2019 3:34 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

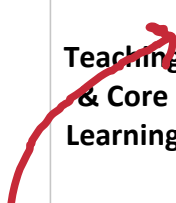
Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Humanities	Date:	6/11/19
Lesson Focus:	Introduction to Buddhism		
Meaningful links to Curriculum	Exploring religious beliefs, teachings and practice(s) – this includes exploring religious stories, sacred texts, lifestyle, rituals and symbolism, which provide insight regarding these fundamental questions and raise further religious and human questions		
Meaningful links to: Cross Curricular Responsibilities	Literacy and numeracy framework (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	• Managing the learning environment. • Wider reading and research findings.		

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

The pupils will learn to:

By the end of the lesson the children will have knowledge of what Buddhism is and how it was created.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• To be able to tell the story of how the religion began. • Use thoughts and feelings to write a diary entry.	To verbally tell the story through questioning. Discussion of thoughts and feelings Ability to write a diary entry.

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) 10 minutes	Tell the children that the new topic is Buddhism. Show a short video of the Buddhism religion.	Children to write down something about the religion on a post it note and place it on the left side of the board that states "before lesson".	Laptop, Interactive board, Post it notes, pens and white board. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
 Teaching & Core Learning 45	Run through the power point discussing all parts of the religion. How it started.	Have children to write on a white board something that they would like to teach people. who they	White boards and dry markers.

Learning 45 minutes	parts of the religion. How it started, what they believe in, what their holy book is called and what does it teach. Discuss with the children that like the 10 commandments in Christianity, Buddhism has the 4 Nobel truths.	that they would like to teach people, who they would like to teach it too, how they are going to teach it and where they are going to teach it.	
Plenary 5 minutes	Round the children up to finish what they are writing and to look and me showing that they are listening. Ask the children if any of them would like to tell the class what their 'Nobel truth' would be. Ask the children to write something they know about Buddhism on a post it note and place it on the left side of the white board	To tell the class in a loud clear voice about what they would like to teach and elaborate on their idea with prompts from the teacher.	post it notes, pens and white board

	stating 'after lesson'.		
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When planning the lessons I was to teach for the following week the teacher asked if I would like to introduce Buddhism to the learners. I always enjoy doing a variety of things so this was a great opportunity. I asked the class teacher if the children would have been taught anything about the Buddhism religion. He stated that they would have known some information. Therefore I decided to use a post it note task. This allowed me to gauge how much and what the learners knew before the lesson. It also allowed me to gauge what their engagement levels would be. At the beginning of the lesson there were only 5 post it notes put onto the white board stating basic information such as 'it's a religion'. At the end of the lesson I asked the children to do the same task in which we had over 30 post it notes on the board as some children decided to write 2 facts. This did not only provide feedback to me that the children had learnt something from the lesson but the children were also really shocked about the difference in their knowledge in just a short period of time. I praised all the children and as they made their way to break lots of them came to me and stated once again how many post it notes were on the board or wanted to tell me something else that they had learnt.

Example 1

Tuesday, December 31, 2019 3:34 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Design and Technology	Date:	2/2/2019
Lesson Focus:	Building strong structures		
Meaningful links to Curriculum-	1. Making Pupils should design and make both imaginatively and expressively: • objects • artefacts • images. They should use a variety of: • tools and equipment • materials, <i>e.g. paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials, textiles, digital-based media, etc.</i> • processes, <i>e.g. drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.</i> They should have opportunities to work as: • individuals • group members.		
Meaningful links to: Cross Curricular Responsibilities	Geography		
Personal Targets (Linked to QTS and identified in weekly review)	Time management		

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

The pupils will learn to:

Build a strong and stable structure that can withstand an 'earthquake' and 'high winds'.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will learn what makes a strong stable, structure. • Large base • Strong supports • Allows small amounts of flexibility	To produce a strong and stable tower. Assessment of structures using shaking of the table and a fan to produce winds. 5 points available for 'success criteria' and withstanding the earthquake and winds

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) 10 minutes	Discuss with the children what they think a strong and stable building is like. Tell the children that we will be making strong structures and testing them against 'earthquakes' and 'high winds'. Tell them that our success criteria that they can score points for is • Large base	To engage in a 'think, pair, share' task about what makes a strong and stable structure.	White board to display success criteria. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.

	• Strong supports • Allows small amounts of flexibility.		
Teaching & Core Learning 30 minutes	Tell the children that they can use any materials they want from the front of the class to create their structure and that they have 30 minutes to make their structure.	Children to discuss with their group what they would like their structure to look like. Work together as a team to create their structure ready to be tested.	Cardboard boxes, plastic bottles, recycled paper, scissors, cello tape, glue sticks.
Plenary 20 minutes	Testing period- the teacher will create a scoring system on the whiteboard and go around each group to find the winner. Teacher will shake the tables to stimulate an earthquake and use a fan to stimulate high winds.	Children will stand quietly around the table here testing is being carried out. The children will take it in turns to record the scores on a white board.	Fan, tables, structures children made and a scoring board.

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Within the placement school I was in they run half termly 'topics' which made amalgamating across the 6 areas of learning experience (AOLE's) easy to plan. The topic for the Autumn term was Tremors. This was a broad topic and could be explored via natural disasters e.g. earthquakes, volcanoes and tsunamis or by creating fun experiments with vinegar and bicarbonate of soda. Within the above lesson the learners were to discover the best structures to withstand an 'earthquake'. This worked well as we created our own success criteria based upon the facts they had learnt in previous lessons as well as videos we had watched. They designed and created a structure out of Capula building blocks before creating an even bigger structure out of recycled materials. The children used their prior knowledge of other subjects to help them achieve their goal of a strong and sturdy structure.

When linking subject areas together it is essential that the activities the learners complete are relevant and make sense to them. Without this the learners may disengage or not produce the quality of work that they are capable of completing.

Using a topic approach in the classroom allows for children to gain an in depth knowledge about a particular area of learning and allows them to engage and complete tasks that they would like to complete. It could also help children to regulate and know the structure of the day if they know all the work they are completing is based upon a particular area compared to not knowing what you are going to learn day by day.

Example 2

Tuesday, December 31, 2019 3:35 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Literacy	Date:	19/11/19
Lesson Focus:	What makes good? Diary writing		
Meaningful links to Curriculum-	respond orally to continuous and non-continuous texts and respond orally to a variety of stimuli and ideas, including written and dynamic texts.		
Meaningful links to: Cross Curricular Responsibilities	Literacy and Numeracy Framework (LNF)		
Personal Targets (Linked to QTS and identified in weekly review)	Behaviour management differentiation		

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

The pupils will learn to:

The elements of a good diary and be able to identify them within a piece of text.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

Assessment of Pupils' Learning Evidence
(What have the learners to say/write/do/produce – to demonstrate learning)

Identify what makes a good diary.

Identify and colour code elements

Find these elements within a piece of text.	of a good diary entry within a piece of text. Create a poster of what makes a good diary using the colours they used to highlight the text.
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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) 15 mins	Brainstorm with the class what makes a good diary and create a mind map on the whiteboard for all students to see.	Engage with the teacher and peers to come up with ideas of what is included in a diary entry.	Big white board and dry wipe markers. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 45 min	Get one person from each table to collect coloured pencils for the table to use, someone else to give out the literacy books and another person to give out the sheets with the diary entry of Pompeii. The teacher is to read the text out loud and children are to identify if i have read something that is first person by shouting 'I' or 'Am' etc. When this is done, all children are indicated that this is correct and they have an opportunity to colour that piece of text in.	LA,MA and HA- all working with the teacher therefore no differentiation was given apart from 2 students that receive intervention. These two children were given a work sheet with paired letters such as 'AT' to build 3 letter words such as bat, cat, rat, pat, mat.	Literacy books, glue, diary text, coloured pencils.

	This is repeated until the 6 elements we had chosen had been covered. Tell the children that they are to make a poster on the conjoining page in their books and create a poster using the colours that they used to shade the text. E.g. if first person was green, they would draw/write first person in a create way and repeat for all other aspects.		
Plenary 10 min	Recap what happened in Pompeii when mount Vesuvius exploded. Possible watch a video if there is enough time.		

It is essential and part of the Curriculum for Wales 2022 that numeracy, literacy and digital competency are embedded into most lessons. However, in the above lesson the topic of tremors was brought into literacy. As part of the current curriculum that the school follows the learners were required to know how to write a diary entry and the aspects of a diary extract. So, based upon the learners in depth knowledge of Pompeii we decided to use this for them to write a diary about. Prior to the learners writing their own diary they needed to understand what elements go into a good diary entry hence why the 'what makes good?' Lesson was complete. In future lessons where the learners wrote their diary the lessons were met with a continuation of Pompeii lessons to continue to broaden their knowledge and help them to 'get in the zone' for each part of the diary. This also helped the learners to develop their thoughts and feelings further.

By linking the exciting 'topic' within literacy the children engaged a lot more than usual. When I first entered the classroom the children would moan and groan if they were told they were going to completing literacy that day however when told they were going to be writing a diary about the Pompeii volcano they could not wait to get started.

Example 3

Tuesday, December 31, 2019 3:35 PM

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Amy Williams	Class:	4/5
AoLE or Subject	Geography	Date:	
Lesson Focus:	Tsunami		
Meaningful links to Curriculum-	Identify and describe natural and human features and explain the causes and effects of physical and human processes and how the processes interrelate		
Meaningful links to: cross curricular responsibilities	Art		
Personal Targets (Linked to QTS and identified in weekly review)	Differentiation Time management		

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

The pupils will learn to:

What a tsunami is, how one may occur and what they look like.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

Assessment of Pupils' Learning Evidence
(What have the learners

	to say/write/do/produce – to demonstrate learning)
To state what a tsunami is. To state how a tsunami may occur. To know what a tsunami looks like.	AFL- using questions to understand the children's understanding. To create a piece of art representing what a tsunami looks like.

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) 10 minutes	Discuss the topic of tremors so far. Ask the children to write down something they have learnt in the topic so far. Introduce the new area within the tremors topic as tsunamis.	To write something they have learnt within the topic so far and stick it on the white board.	Sticky notes and pens. Key words- dewch i mewn yn dawel, bore da, heddiw rydyn ni'n mynd i, da iawn, bendigedig, dim siarad.
Teaching & Core Learning 45 minutes	Go through the power point created discussing the origin of the word tsunami, how tsunamis occur, characteristics of tsunamis and warning signs that a tsunami may occur.	Children are to engage with the power point and ask questions when prompted. Task: to complete a piece of art representing what a tsunami may	paint, pencil, pen, crayon, pastels tissue paper, glue, A3 paper cut in half.

		look like using different materials.	
Plenary 10 minutes	Tidy up all the art equipment. Discuss some of the points the children put onto the post it notes at the start of the lesson.		

Within this lesson the topic of tremors and tsunamis were used. Due to Christmas concert practice being in full swing the children were not getting many opportunities to complete many expressive arts tasks. Therefore, after the lesson introduction and a brief explanation of what a tsunami is, we watched a video and looked at many different pictures. The children were then to use all different types of material to express their own version of a tsunami wave. The children were grouped randomly using class dojo which eliminated any one complaining that they were not using the material that they wanted to use. Whilst they completed their pieces of art we listened to relaxing water music which settled the class down after an excitable morning practicing for their concert. The children had a free range of how they wanted their wave to look. There were some crashing onto a beach and some were still out at sea with a boat full of people. What they produced was their own representation of a tsunami wave. I believe that incorporating art in this way allowed the children to engage more than if they were told they were going to go and draw the local church. Below are some examples of the work that the children produced.