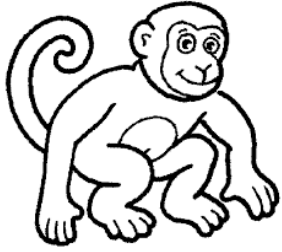


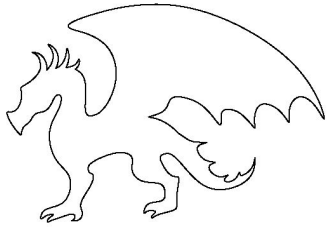
Name of Trainee: 1		Session ref:		Date:		Class: Foundation phase		Foundation Phase
				Number of learners: 26		Age: 5 years old		
Learning objectives/intentions:	To research and understand the Chinese lantern festival.		Success Criteria	To identify words that that relate to them. To peer assess others work To draw and write their animal and characteristics onto their own Chinese lantern		Meeting learners' needs:	To develop knowledge and understanding of the world. To develop social development and cultural diversity.	
Introduction/plenary tasks			Main activities		Resources/ Key Vocabulary			Assessment for Learning (strategies and opportunities)
<u>Introduction:</u> Ten minutes. Recap on the previous lesson by answering questions on the story about The Chinese dragon's that appear on Chinese lanterns and at the Chinese lantern festival. Then listen to the teacher explain what animal best suits her and why she has drawn it on her lantern. The teacher will then go on to give instructions of how she would like the following was to be completed.			- Activity 1: children will be sent to their group tables. In the middle of the table there will be images of animals with words representing the animal (For example: A picture of a monkey with the words funny, cheeky, playful, loud). - the pupils will think about what animal best represents them. - Activity 2: They will then have to discuss with a partner what animal they have chosen and why. (At this point in the lesson the teacher and teaching assistants will move around the classroom and listen to why the children have picked their chosen animal. Using open ended questions to help encourage the answers.		<u>Resources:</u> Books, and iPad's. Images of animals with descriptive words next to the image. A4 worksheets with an outline of a later. <u>Key Vocabulary:</u> Animals. Descriptive words.			Understanding the previous lesson. Do the children understand why the teacher has chosen her animal. What animal do you think you are and why? Expand on answers when discussing with partner Develops oracy skills Developing thinking skills
<u>Plenary</u> Hot seating at the end of the lesson for pupils to share their drawings and explanations of why they chose their animal. (Questions will then be asked by the pupils after the explanation).								

Curriculum coverage (range and skills) Digital competency. Creative development. Personal and Social Development, Well-being and Cultural diversity. Knowledge and Understanding of the World.			
Literacy (LNF): Listening with the intent to understand. Showing understanding by asking questions to find out more information, and answering correctly when asked a question. Writing clearly and clearly shaped letters. Using capital letters where relevant and spelling correctly.		Numeracy (LNF)	
DCF- use of iPads	Thinking: Question and answers at the beginning of the lesson and the end of the lesson.	ESDGC	YCC



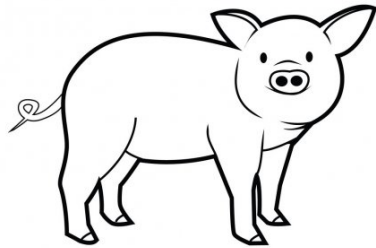
Monkey

Funny
Cheeky
Playful
Loud



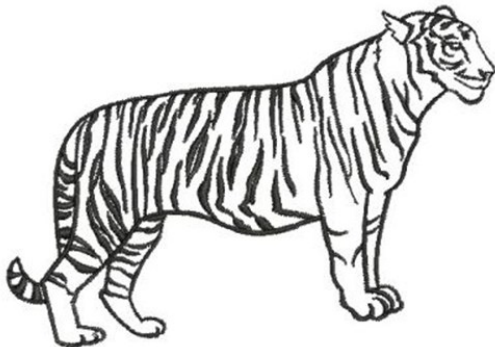
Dragon

Powerful
Strong
Tall
Confident



Pig

Sleepy
Quiet
Playful
Friendly

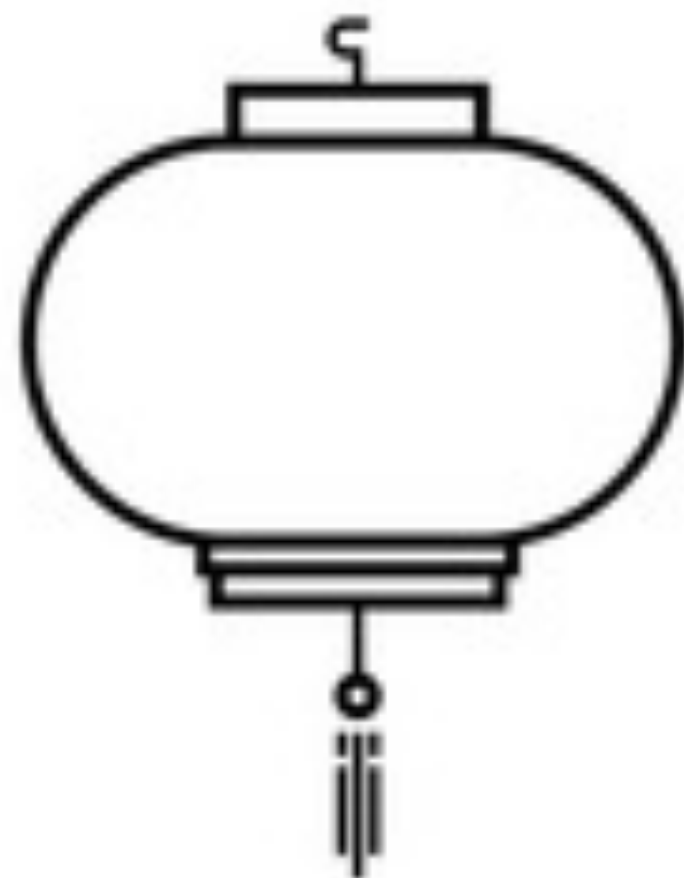


Tiger

Fast
Intelligent
Loud
Strong

Twinkle (2019) Chinese New Year Zodiac Animal Characteristics Posters <https://www.twinkl.co.uk/resource/t-t-2823-chinese-new-year-zodiac-animal-characteristics> (Available: 12.01.2020).

Resource 2:



Twinkle (2019) Chinese New Year Activities - Maths, English and Crafts Resource Pack <https://www.twinkl.co.uk/resource/ttp-6246-chinese-new-year-mega-fun-activities-maths-games-and-crafts-resource-pack> (Accessed 12.01.2020).

During this lesson the children will aim to draw an animal onto a Chinese lantern that best represents them, by picking an animal from a resource given to them from the classroom teacher. The resource will have different animals with words representing them and once the child has chosen their animal, they will have to draw it onto the lantern using different books and the internet to help them. The children will also write the words around the animal to show of the child's and animals characteristics. This lesson is inspired by the Chinese lantern festival.

The first ten minutes of the lesson will be recapping on the previous lesson where a story was told to them about the Chinese New Year Lantern festival. The teacher will run through why the festival is normally covered in red lanterns, discussing the use of the dragons within the festival and explaining why he/she has drawn their lantern in a particular way.

The next stage of the introduction will be the children listening to the teacher while he or she demonstrates formative assessment which includes success criteria and peer assessment.

Formative assessment is an ongoing process where teachers can continually observe a child's development (Runder, 2017). Giving children updated information throughout the task allows teachers to modify their learning and meet the needs of the child throughout every exercise (Black and William, 1998). Formative assessment tackles student misconceptions and mistakes on the information that is being given to them on their relevant topic being taught or given instructions for new tasks (Kahl, 2005 quoted in Dumont, Istance and Benavides, 2010). Formative assessment is supported as many believe it can enhance a Childs learning within a classroom. Feedback, questioning, a good success criteria and peer assessment have a significant impact on developing a child's learning experience (Runder, 2017) by using these techniques, teachers are aware of the gaps in their teaching. They can identify strengths and weakness of the curriculum and can identify if children have engaged in what has been said enabling the teacher adapting their teaching techniques throughout the lesson (Ahmedi, 2019).

Throughout the lesson children will have to fully engage to complete the task within the lesson. At the start of the lesson the teacher will be asking questions on the previous lesson about The Chinese Lantern Festival. By randomly selecting children to answer the questions. This allows the teacher to notice if every child has engaged in what has been said and if they fully understand the topic (Black et al, 2003).

Success criteria is one objective that must be completed for good development and understanding within formative assessment. Success criteria enables the child to gain clarity and understanding of the task within the lesson. It provides examples of what the teacher expects of the child. Displaying the success criteria gives the child a goal to work towards allowing them to feel less

pressure and stress. Discussing the criteria with the class involves the child and makes them an active learner in their development (Dyer, 2018). There are different ways of using the success criteria to successfully maximise the child's learning experience such as, the teacher doing the task wrong and the children correcting the teacher. Another way is to show a finished product so the children can use that product as an example to work towards, also having a comparison of two products can also be helpful so the children can talk and compare both pieces of work and understand what is wrong and right about each example. The purpose of the success criteria is to give clear direction to the children so they can understand what the outcome of their tasks should be (Black et al, 2003).

Within the lesson the teacher will show the children a picture of his/her lantern and will start to explain why it is drawn the way it is. This is giving the child a look at a good, finished Lantern. By the teacher giving this example it allows the children to successfully work towards the end goal with confidence by the teacher creating a success criteria for the entire class.

However, Crichton and Mcdaid (2016) have criticised the use of success criteria within the classroom and they feel it dampens creativity and imagination for young children, not allowing them to fully express how interpret the task in their own way.

Throughout the lesson there will be an opportunity for the children to peer assess one another, with the children explaining and commenting on one-another's work. Brink and Bartz (2017) explain grading and marking in schools can be overemphasised and detrimental to a young child's confidence, but advice and information on how to improve should be given to build up their development. Therefore, peer assessment is seen as a constructive and helpful tool within the classroom for all children. When children peer-assess one another, it allows for more objective learning (Estyn, 2018). Estyn (2018) have stated that peer assessment can successfully change the ethos of the classroom, as it becomes a more supportive, active, engaging environment. It allows children to link the success criteria to their peer's work, making sure they have completed it to the standard that was expected by using all the different points previously discussed with the teacher. Black et al (2003) explains that children who have the opportunity to peer assess are able to reflect on their own work as they are able to understand the difference between a high and low quality piece of work. successfully heightening work standards within the classroom (Estyn, 2018).

The Welsh Government say that practitioners must take into consideration many factors when developing a lesson plan as it must include a variety of media so children can successfully apply their skills. Welsh Government (2015) stress that Practitioner should inspire and challenge children's learning.

Within the main body of the lesson, the children will experience many different areas of learning and this part of the essay will look

to analyse why practitioners use these certain techniques. With the Welsh Government in mind they have created seven areas of learning within the foundation phase framework to outline what children should be taught in the classroom. The framework outlines a statutory programme to best fit children between the ages of three to seven (Welsh Government, 2015). The framework is to be presented to the children to help them build skills across all areas of learning. Two main areas are outlined in this lesson plan, Knowledge and understanding of the World and Personal Social development, well-being and cultural diversity.

Within the Personal and social development, Well-being and Cultural diversity area of learning, The Welsh Government explain that through play and structured activities that are related to the children's lives, families and cultures, children learn how to interact with different people. Children will gain awareness about other cultures and are able to learn that all people should be treated as an equal within society. children will learn to value and respect other lifestyles beliefs and cultures (Welsh Government, 2008). Allowing children to communicate and express their views, feelings and emotions about different people and parts of the world will help to promote acceptance within the classroom.

When learning about other different cultural experiences in class like the Chinese lantern festival it allows children to open themselves up to a wider society allowing children to communicate and express their views on the understanding of the world around them helps children build up a set of skills such as empathy, confidence and curiosity. These skills help children challenge discrimination and others who stereotype against gender, disability and culture. Giving children the opportunity to gain knowledge of the World will help promote diversity in the classroom (Welsh Government, 2010).

Another of the seven areas is knowledge and understanding of the World this overlaps with Personal and social development, well-being and cultural diversity as it states children who listen to stories, look at cultural photographs and learn about different places and people of the world extend their skills of communication, observation and decision making. These skills will be carried through school and into the real world when they are old enough, giving them the opportunity contribute to society as positive, safe, happy, self-aware adults within society (Welsh Government, 2013).

In 2009 PISA published their international results showing Wales being in the lowest set of results in English and Maths due to the non-statutory framework that had been introduced in 2008 (Dauncey, 2013). In 2013 the Welsh Government implicated the New Literacy and Numeracy Framework (LNF) to tackle the Literacy and Numeracy programmes in schools in Wales. They explain that Literacy and Numeracy should be worked into the curriculum and overlapped with other skills to support development (Welsh

Government, 2019).

Within the foundation phase, children are developed to become lifelong learners by building on their skills and knowledge, they are taught to use literacy and numeracy through play-based learning (Welsh Government, 2015). The Welsh Government (2010) explain that all teachers should look to develop confident children of literacy, to have competent children will help them excel in their development and life as employers consider literacy to be essential (Dauncey, 2013).

Within the lesson The Literacy Framework has been carefully placed into the lesson plan to help incorporate oracy, listening, reading and writing skills to help develop children's learning. throughout the lesson are two specific tasks where the children will have to listen and answer questions on what has just been said. The Literacy Framework explains that children need to be able to confidently contribute to a discussion and talk about the activities that they are involved in (Welsh Government, 2013). The children will be demonstrating this by answering questions at the beginning and end of the lesson by the teacher to confirm their understanding of the subject. Within this lesson children are asked to read their resource and identify with on the animals on the sheet of paper, they are also asked to write these words on to their lantern, developing their reading and writing skills, at this age children should be developing to hold the utensils and able to write from left to right. The framework is there to support learners and help teachers continue the children development (Welsh Government, 2019). The Literacy Framework allows children and teachers clarity on the Governments expectations, it supplies a structure for teachers to track children's progression through the school years making sure they're at the level they need to be at (Welsh Government, 2013). Being literate allows children to understand the world around them, allows them to be confident and self-assured making them valid members of society (Welsh Government, 2013). There is evidence to support The Literacy Framework is raising attainment levels as well as improving children literacy and numeracy skills as well as children well-being in schools in Wales (Welsh Government, 2017).

Developing children for life after education is a main area of the new curriculum that will be introduced in 2022. Donaldson has said a key focus needs to be developing children and their understanding on how to thrive in a digital world (Welsh Government, 2019). The digital competency Framework states children should be able to find images, identify different types of media, use correct wording to find what they have searched for and understand the safety of the internet. This can help be controlled by teachers timing their use of these digital devices in a safe environment (Welsh Government, 2020). Within the lesson children will

be actively searching for images to help them draw onto their lantern. Welsh Government stated that the previous curriculum does not reflect our fast-passed world of technology (Welsh Government, 2019). Within schools' computers, tablets, will be a new resource for children to help them learn new skills. Allowing children to have access to these devices allows them to have no limitations as they have multiple resources to information. It keeps them engaged, with fun and animated learning resources. Technology is an essential tool for individuals within this world and allowing children to learn and thrive, gives them the best opportunity to develop (Welsh Government, 2017).

The final activity of the lesson will be the last ten minutes where one child will be sat at the front of the class explaining their lantern and once finished their classmates will then ask them questions on the lantern. Jenkins (2017) explains effective listening skills allow children to engage and gain greater thinking skills. Giving children the opportunity to read and write will provide children with a limited amount of knowledge and skills but, to enable children's cognitive mind enables them to think and question, broadening their development (Mcgregor, 2007).

Word count: 2,123.

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