

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elin Dyer	Class:	Year 2/3
AoLE or Subject	LLC – Topic: Remember, Remember	Date:	18.11.2019
Lesson Focus:	Great Fire of London – Using a Thesaurus		
Meaningful links to Curriculum	English programme of study Writing - Writing accurately Language: use an increasingly imaginative vocabulary		
Meaningful links to: Cross Curricular Responsibilities	LNF Reading – Locating, selecting and using information – Reading strategies: look for specific information in texts using contents, indexes, glossaries, dictionaries		
Personal Targets (Linked to QTS and identified in weekly review)			
To improve behaviour management of the pupils, which will improve the pace of the lesson and allow me to help children that need support.			
Link to QTS – Pedagogy – Managing the Learning Environment (The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Use a thesaurus to find synonyms for vocabulary related to the Great Fire of London. • (Extension) Use a English – Welsh dictionary to find translations for vocabulary related to the Great Fire of London

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence
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	(What have the learners to say/write/do/produce – to demonstrate learning)
• I can locate words in a thesaurus • I can find synonyms for vocabulary related to the Great Fire of London • I can use new vocabulary to write interesting sentences (HA pupils) • (Extension only) I can use an English – Welsh dictionary to find translations of important Great Fire of London vocabulary.	Look in a thesaurus to find words from a list (hot, fire, fear, damage, light) Use a thesaurus to find at least 3 synonyms for each word. Write a sentence for each word bubble, using one of the synonyms they have found (sentences to be about the Great Fire of London). Extension: look in an english – welsh dictionary to find the welsh translations for hot, fire, light.

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) 2 mins 2 mins	Can you remember any of the wow words that we picked out on the board from Samuel Pepys's diary? On Friday in Big Write, everyone will write a story about the Great Fire of London. You are going to imagine that you were a child at the time. And write about what happened in the fire. Before then, we are going to be learning all sorts of things that will help you to write your story.	Pupils to recall the wow words that we picked out from Samuel Pepys' diary.	
Teaching & Core Learning	Teacher to explain task. Ensure that children know not to simply copy a whole list out from the thesaurus. They should pick 2-3 words that they can read.	Children to write date and L.O. in topic books.	Thesaurus – enough for 1 between 2. Ipads Topic books Word bank sheets

5 mins explain 25 minutes on task	Teacher to walk around the pupils and check their progress. Ask each child to tell me one of their words as walk around. Teacher to put sticky note tabs on the right pages of the thesaurus, to help LA pupils, so that they only have to find the word on the page.	Children to work in pairs to use a thesaurus (Lower ability pupils can use an ipad to ask Siri for synonyms). In their books, children to write a prompt word (hot, fire, fear, light, damage) in a cloud. Pupils must find at least 2 synonyms for each word. Next, pupils must use one of their new words from each bubble to write a sentence that relates to the Great Fire of London. Pupils will use coloured pencils to make the piece of work well presented. As an extension, children can use a welsh dictionary to find the welsh word for fire (tân), light (golau) and hot (boeth), and the Welsh translation of Great Fire of London (Tân Mawr Lundain)	Coloured pencils English – Welsh dictionaries
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Plenary 5 mins	Mini plenary mid-way through session. Stop the class so that pupils listen to each other. Ask each pair for one word they have found for each. Ask for volunteers to share one of their sentences.	Pupils to give the words they have found. Pupils can add to their own lists.	
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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))	
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	
Areas for my Development Personal Targets for Progress	

