

Student-teacher:	Miss Strong	Class / Group:	Year 1 and 2
AoLE or Subject:	Activity- Beach Safety AOLE- Health and Well- being	Date	22 nd March (Continuous session)
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, ‘previous’ curriculum...)	WWM- Our decision-making impacts on the quality of our lives and the lives of others. Progression step 2- I can make decisions based on what I know.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Cross-Curricular skills Literacy- Having discussions on what they are learning Numeracy- odd and even with arranging objects for the bags. Sorting and arranging. Digital Competence- Taking photos of their work and uploading it to their personal hwb.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) Develop on questioning skills to ask the learners more open questions Use Assessment for Learning techniques to check understanding throughout the lesson.			
Learning Intention <i>‘This should focus on the pupils’ learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.’</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Learning Intention- Have an understanding on what objects to take to the beach and the reasons why.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Red- can make their own beach bag filled with beach objects Yellow- Can identify the correct objects to take to the beach. Green- Can discuss why they are bringing these objects to the beach.			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			
May not have prior knowledge of the beach May not know what some of the materials are. May not show any interest in the activity			

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
15 mins	Review the learners on their knowledge on the objects provided. Questions- what do you know about these objects? What are there uses? Introduction to the session- have a class discussion about beach safety and identify what they already understand.	Thinking time between each beach object for the learners to discuss what they have learnt with a partner.	Assessment for learning- Think, Pair, Share. Differentiation- the learners can scaffold each other's learning by coming up with different ideas and sharing them collectively.	Asking questions in pairs to see what agreed on together. Pause throughout the activity and ask questions/