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| **Thinking through Teaching (How?) and Learning (What?) Half-Term Plan****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week** | **Content/Topic****What Element of the Syllabus or Specification?** | **Learning Intentions****Differentiation****Students will be able to…** | **Methodologies** **Activities****What I do to facilitate learning...** | **Assessment for (A*f*L) & of (A*o*L) Learning****Testing/ Questioning/ Checking Learning** | **Text Resource ICT** | **Literacy & Numeracy Supports** | **Assignments/Homework****Pre-Learning for Next Class** |
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| 2 |  |  |  |  |  |  |  |
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| **Thinking through Teaching (How?) and Learning (What?) Half-Term Plan****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week** | **Content/Topic****What Element of the Syllabus or Specification?** | **Learning Intentions****Differentiation****Students will be able to …** | **Methodologies** **Activities****What I do to facilitate learning...** | **Assessment for (A*f*L) & of (A*o*L) Learning****Testing/ Questioning / Checking learning** | **Text Resource ICT** | **Literacy & Numeracy Supports** | **Assignments /Homework****Pre-learning for Next Class** |
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| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |

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| **Sample Weekly Plan: Thinking through Teaching (How?) and Learning (What?)****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  **Day** | **Content/Topic****What Element of the syllabus or specification?** | **Learning Intentions****Differentiation****Students will be able to…** | **Methodologies** **Activities****What I do to facilitate learning...** | **Assessment for (A*f*L) & of (A*o*L) Learning****Testing/Questioning/ Checking learning** | **Text** **Resource** **ICT** | **Literacy & Numeracy Supports** | **Assignments/Homework****Pre-learning for Next Class** |
| **Mon** |  |  |  |  |  |  |  |
| **Tues** |  |  |  |  |  |  |  |
| **Wed** |  |  |  |  |  |  |  |
| **Thurs** |  |  |  |  |  |  |  |
| **Fri** |  |  |  |  |  |  |  |

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| **Sample Weekly Plan: Thinking through Teaching (How?) and Learning (What?)** **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  **Day** | **Content/Topic****What Element of the syllabus or specification?** | **Learning Intentions****Differentiation****Students will be able to …** | **Methodologies** **Activities****What I do to facilitate learning...** | **Assessment for (A*f*L) & of (A*o*L) Learning****Testing/Questioning/ Checking learning** | **Text** **Resource** **ICT** | **Literacy & Numeracy Supports** | **Assignments /Homework****Pre-learning for Next Class** |
|  **Double** |  |  |  |  |  |  |  |
| **Single** |  |  |  |  |  |  |  |
| **Single** |  |  |  |  |  |  |  |
| **Single** |  |  |  |  |  |  |  |

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| **Sample Weekly Plan** **Date:** | **Content/Syllabus or Specification** | **Links to Prior Knowledge** |
| **Inclusion and Differentiation Factors for this Learning Group:** | **Learning Intentions “The student will be able to...”** |
| **Consider: Content/Pre-teaching/Methodology/Literacy/Numeracy/Resources/Behavioural Targets/Assessment & Questioning/ Differentiation** |
| **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |
|  |  |  |  |  |
| **Homework: Written, Reflective, Research ICT, Thinking Forward, Keyword Investigation, Image Based, Mapping or Thinking Through What We Learned.** |
| **Literacy and Numeracy Before Learning**Text structure of book/anticipation guides or strategy to encourage predicting or guessing/word splash & learning frame e.g., 5WHPre-teach keywords. Activate prior learning and link to what they know. | **Literacy and Numeracy During Learning**Questioning skills/encourage mapping learning and teacher mapping- make the connections on the board with them. Teach it back, fix it up strategies, flow charts or any graphic tool that allows the student to chunk the material and animate links in learning. | **Literacy and Numeracy After Learning**Summarising frames 321,54321,5WH, KWL. Mapping, questioning. The more that the student processes the information through self and teacher and peer questioning the greater the learning. QAR or Bloom question stems. |

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| **Thinking through Teaching (How?) and Learning (What?) - Lesson Plan - Fishbone****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| xLearning IntentionsMethodology/ActivitiesLiteracy/NumeracyHomeworkResources Used/ICTAssessment/Check InContent of Lesson/Topic |
| **Differentiation & Choice:** |

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| **Lesson Plan: Thinking through Teaching and Learning Fishbone - Literacy****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Content of Lesson | Sharing Learning Intentions | Literacy/Numeracy | Assessment /Check-in |
| Differentiation & Methodology |

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| **Activity to be used** | **Differentiation/choices available** | **How will the students demonstrate learning?** | **Homework options** |
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 | Resources used / Text, ICT |
| **3 Worked well with this group** | **2 Innovate - Change** | **1 Not used with this group** |
| **Sample Lesson Plan: Thinking through Teaching and Learning - Fishbone - Literacy****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Content of Lesson |  Learning Intentions | Methodology | Literacy / Numeracy & Links to Prior Learning |
| Differentiation & Choice |  | Assessment /Check-in | Resources used /Text, ICT | Homework & Pre-learning |
| **Literacy & Numeracy Before Learning** Text Structure of Book/Anticipation Guides or strategy to encourage predicting or guessing/word splash & graphic tool e.g. 5WH. Pre-teach Key Words. Activate Prior Learning and link to what they know. | **Literacy & Numeracy During Learning**Questioning skills / encourage mapping learning and teacher mapping- make the connections on the board with them. Teach it back, fix it up strategies, flow charts or any graphic tool that allows the student tochunk the material and animate links in in learning.  | **Literacy & Numeracy After Learning** Summarising frames 321/54321/5WH/KWL. Mapping, Questioning. The more that the student processes the information through self and teacher and peer questioning the greater the learning. Question- Answer Relationship or Blooms Taxonomy. |

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| **3 Worked well with this group** | **2 Innovate-Change** | **1 Not used with this group** |

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| **Sample Lesson Plan: Thinking through Teaching (How?) and Learning (What?) - Open narrative****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Content/Topic** **What Element of the Syllabus/****Specification?** | **Learning Intentions****Students will be able to …** | **Methodologies & Activities What I do to facilitate learning.****Differentiation - Choice** | **Assessment for & of Learning****Testing/Questioning/****Checking learning** | **Text, Resource, ICT** |
|  |  |  |  | **Literacy & Numeracy Supports & Targets** |
| **Assignments/ Homework/Pre- learning** |

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| **Sample Lesson Plan: Thinking through Teaching (How?) and Learning (What?) - Chunked Narrative****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Content/Topic** **What Element of the Syllabus/****Specification?** | **Learning Intentions****Students will be able to…** | **Methodologies & Activities What I do to facilitate learning.****Differentiation - Choice** | **Assessment for & of Learning****Testing/Questioning/****Checking learning** | **Text, Resource, ICT** |
|  |  |  |  | **Literacy & Numeracy Supports & Targets** |
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|  |  |  |  | **Assignments/ Homework/Pre- learning** |
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| **Sample Lesson Plan: Thinking through Teaching (How?) and Learning (What?)** **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| A black background with a black square  Description automatically generated with medium confidence**Learning Outcome****Methodologies/Activities****A yellow post-it note with a red pin  Description automatically generated**Learning IntentionsStudents will be able to…

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| Teacher-led activities  | Student-led activities |
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| Assessment for Learning | Differentiation |
|  |  |

 | A close-up of a tool  Description automatically generated |
| Communication |
| Being Literate |
| Managing Myself |
| Staying Well |
| Managing Information and Thinking |
| Being Numerate |
| Being Creative |
| Working with Others |

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