

Planning

Outcomes of Today's Session:

- ❖ What is the purpose of planning?
- ❖ What do we need to put on a lesson plan? (and how can we ensure we meet the teaching standards?)
- ❖ What 'should' planning look like? Examples.
- ❖ How can we ensure our planning reflects AFL (assessment for learning).

What Is the Purpose of Planning?

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

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1. Lesson planning

Ofsted does not require schools to provide individual lesson plans to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans. Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.

So why do we plan?

- ❖ The teacher
- ❖ To guide teaching assistants
- ❖ To identify specific needs of children (SEN*, EAL*, hearing impairments, visual, emotional, speech and language etc.)
- ❖ To show the journey of learning (and progress!)
- ❖ To develop practice

*Special Educational Needs

*English as an Additional Language

What Do We Need to Put on a Lesson Plan? *

- ❖ There are certain non negotiables which need to be included in your lesson planning in order for it be effective.
- ❖ Lesson objectives that are relevant and challenging. If you are including the objective in children's books, ensure the language is understandable. TS3 TS4
- ❖ Well-structured and ensures progression for every child. TS4
- ❖ Activities which match the objectives and the needs of the learners. TS4 TS7
- ❖ Lists resources that will be used and ensures a focus for TA. TS8
- ❖ Includes differentiation and extension activities for each group of children. TS4. TS7.
- ❖ Indicates how learners will be assessed. TS6.
- ❖ Caters for different learning styles. TS4. TS8.
- ❖ Design innovative opportunities for children to develop English and Maths in all subjects. TS4.

*Homework should ensure be an opportunity for children to consolidate the learning that has taken place that week and therefore should relate to planning.

Lesson objectives that are relevant and challenging. If including the objective in children's books, ensure the language is understandable. TS3 TS4



Unit Planning for Learning					
Unit: Multiplication and Division		Year Group: 6		Teacher: M Cameron J Harrison J Durham	
BLOOM'S HIERARCHY OF SKILLS			SUGGESTED TASKS AND OUTCOMES		
Pre skills; shows beginnings of interest and participation.	Will listen and chatter, but in own time, and for purposes; uses prepared provision in a variety of ways.				
Can remember and recall information.	Define, duplicate, list, memorise, recall, repeat, reproduce, state, describe, make a table, label, record, reproduce.				
Can explain ideas and concepts, showing understanding and comprehension.	Classify, describe, discuss, explain, identify, locate, translate, paraphrase, summarise, predict, compare, estimate.				
Can use the information and apply it in different ways.	Choose, demonstrate, interpret, solve, experiment, construct, apply, practise, classify, illustrate, use, write.				
Can analyse information, distinguishing between different elements.	Appraise, compare, contrast, criticise, differentiate, discriminate, examine, question, quantify, theorise.				
Can justify a viewpoint or decision, and adapt it with new information, sometimes creating a new product.	Evaluate, assess, conclude, create, organise, formulate, establish, modify, compose, collect, manage.				
Can evaluate across the subject, using different concepts and ideas. Speculates/hypothesises.	Construct, design, develop, combine, review, defend, investigate, measure, choose, evaluate, interpret.				
TEACHER INPUT					
Mental multiplication and division strategies (up to 2 digit by 1 digit) Teach the children to identify common factors, common multiples and prime numbers, square numbers and cubed numbers Multiplying and Dividing 4 digit numbers by a one digit number (Compact method and Bus stop) Represent remainders as fractions and decimals Multiplying and Dividing 4 digit numbers by a two digit number (Compact method and Chunking/Long Division) Solve problems (1 step, two step, multistep) involving multiplication and division Solve word problems (1 step, two step, multistep) involving all four operations Explore a wide variety of problem solving activities DT – See BSquared					
Objectives for pupils WORKING BELOW		Objectives for pupils WORKING WITHIN		Objectives for pupils WORKING ABOVE	
<ul style="list-style-type: none"> Rapid recall of multiplication facts Mental multiplication and division strategies (up to 2 digit by 1 digit) Multiples, Factors, Prime numbers Multiply and divide up to 4 digit numbers by a 1 digit using compact, bus stop and chunking method Recognise and use squared and cubed numbers Solving problems using all the above 		<ul style="list-style-type: none"> Same as WB Rapid recall of multiplication facts Mental multiplication and division strategies (up to 2 digit by 1 digit) Multiples, Factors, Prime numbers Multiply and divide up to 4 digit numbers by a 1 and a 2 digit using compact, bus stop and chunking method Recognise and use squared and cubed numbers Solving problems using all the above 		As MA plus <ul style="list-style-type: none"> Explain concepts clearly to show comprehension Apply the knowledge gained within the objective and apply to a range of more complex, open ended and multi-step problems Evaluate methods used and justify the use of certain methods – adapting and amending methods to increase efficiency. 	
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self-Managers	Effective Participants

Outcomes that suit the children's needs. Will be in further detail on daily plans.

Differentiated outcomes taken from the National Curriculum.

Well-structured and ensures progression for every child. TS4

- ❖ Before you begin planning, think carefully about where you would like them to be at the end of the lesson, week or unit.
- ❖ How are you going to get them there?
- ❖ Is it possible for ALL children to achieve the objective in one lesson?
 - Break down the objective. (Use previous year group objectives)
 - What do they need to be able to do in order to progress further towards achieving the objective?
 - How are you going to do this?
- ❖ You should always be able to see progression throughout the lesson, week and unit. (AFL* will support this)
- ❖ If a concept needs to be repeated for misunderstanding or consolidation purposes, ensure this is evident on your planning from one day to the next.

*Assessment For Learning (TA notes, Pupil Conferencing, Marking, Plus and Minus etc.)

Activities which match the objectives and the needs of the learners. TS4 TS7

- ❖ When planning, think of the *outcome first* and *then match the activity*.

Outcome	Activity
To write simple captions to describe Baby Bear.	Children will use visual stimulus and velcro strips to create main clause.
To be able to sequence the main parts of the story.	Children will use images of story, put them in order of occurrence and write one main clause to explain what is happening.
Recall multiplication and division facts for multiplication tables up to 12 x 12	Children will use Diennes cubes to create arrays to represent multiplication facts.

Lists resources that will be used and ensures a focus for TA. TS8

- ❖ List resources that will be used for each group - this will help you and TAs to be organised.
- ❖ On your planning, it should be clear who your TA will be working with throughout your lesson. (It shouldn't only be one group and not always with your WT*)
- ❖ You may also want to include prompts such as questions for your TA to use with children.
- ❖ For example, a maths resource box/table is useful to have out in class. This also allows children to be more comfortable to use concrete resources.



*Working Towards

Includes differentiation and extension activities for each group of children. TS4. TS7.

- ❖ Ensure each ability group has a task that is differentiated and links to their objective.
- ❖ Extension activities should be planned and available for all groups at their own level. This way, learning is 'endless' and challenge is always in place.

For example, hard, harder and hardest tasks.

Sentence writing: (see example)

Hard Simplify with pictures

Harder Velcro strips with words on

Hardest With blank ones to write own words (just adjectives for example)



Indicates how learners will be assessed. TS6.

- ❖ Throughout the lesson, you will need to be able to assess whether children are on track for making progress. There are several ways you can do this:
 - **TAs** - If a TA is working with a group, it is essential for them to make notes on a child's progress. In some cases, the TA may tell you during the lesson if a child is struggling or excelling. At this point, the child may need to move groups in order to access the lesson at their ability.
 - **Whiteboards** - When inputting children, give them a quick example for them to complete before setting them off on their task. This way, you will quickly be able to identify any children who have understood and are therefore able to begin their task independently, or those who may need further support (through a longer input or teacher/TA support).
 - **Pupil conferencing** - Once you have given your input to all children, use this time to make your way round a group of children. During this point, you can be marking work and questioning them. You can use questioning to assess their understanding or even extend (have them pre written on your plan just in case!)

You may also find it useful, when assessing, to include any notes on your planning with regards to whether children have needed further support through the use of resources, partner work or TA guidance etc.

Caters for different learning styles. TS4. TS8.

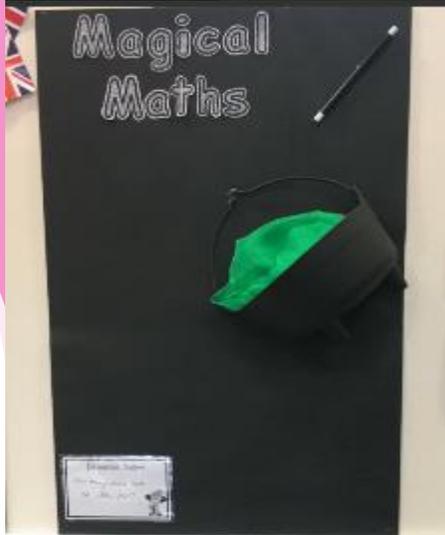
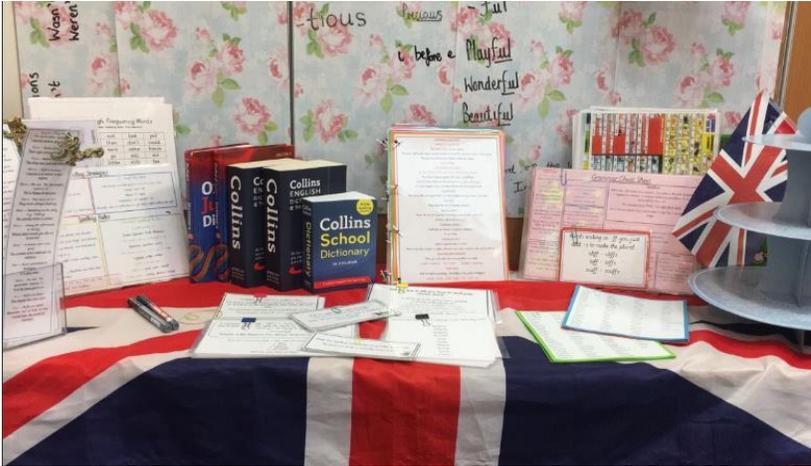
- ❖ Think carefully about the children in your class. What do they need from you in order to learn?
- ❖ SEN, EAL, hearing/sight impairment, speech impediment, ADHD, autistic etc.
- ❖ Consider ALL children and think about the different learning styles.
- ❖ Concrete, pictorial, symbolic.
- ❖ What is your lesson going to look like? - (drawing gap task)

Are your children:
Sat down/stood up?
Actively participating?
Using concrete resources?
Watching a video?
Using an i-pad/computer/laptop?
Listening to music?
Working in partners/groups?

Designs innovative opportunities for children to develop English and Maths in all subjects. TS4.

- ❖ Learning can take place anywhere - not just the classroom.
- ❖ If children need spelling support, it is essential to continue this support in other subjects such as Maths, Science and Theme. Don't forget to note this on your plan.
- ❖ Are there opportunities for children to develop their maths or English skills in other subjects?
- ❖ Think of ways to incorporate ICT into your lessons too but be wary of observations and the unreliability of the internet! Always have a back up!
- ❖ Innovative ways to 'hook' children into what you are teaching.

Designs innovative opportunities for children to develop English and Maths in all subjects. TS4.



Homework. TS4.

- ❖ Homework doesn't have to be 'work'. It could be:
 - A project over a few weeks
 - A challenge to complete during the week
 - A task
 - Research
 - Creating something
- However, it should relate to learning from the week either to consolidate or address any misconceptions.
- Homework is also a good opportunity to interact with parents through the form of a diary or post it notes.
- Consider resources available for children at home (and their home life). Some may need break or dinner time to complete).

Early Years Planning

- ❖ Children's interests is at the heart of planning. (taken from parent meetings)
- ❖ Engaging areas that include both visual prompts and text in them all.
- ❖ Include any key vocabulary on your plan.
- ❖ Not just the teacher - TAs or key workers - so planning must be clear and easy to follow.
- ❖ Weekly meetings with all staff in order to inform future planning.
- ❖ Planning links to objectives.



Early Years Planning - Continuous Provision

- ❖ Opportunity for indoor and outdoor play alongside teacher inputs.
- ❖ Areas then are an opportunity to explore information from input.
- ❖ All areas are based on children's interests. The areas focus on developing different skills.
- ❖ Planning is differentiated and each objective differs based on ability.
- ❖ For example, there may be 4 children who have chosen to access the construction area. However, following plan, you would have different outcomes for those children based on their ability.

Classroom Provision	Lower ability	Medium Ability	Higher Ability	Enhancements
Snack Area	Support children you use the knives and tools appropriately to prepare snack. (Pd: M&H: 40-60/HSC: 40-60)	Children will explore using the knives and tools with good coordination to safely prepare snack. (Pd: M&H: EL6 /HSC: 40-60)	Children will explore using the knives and tools with good coordination to safely prepare snack. (Pd: M&H: EL6 /HSC: 40-60)	Knives, chopping board, peeler
Role Play Salon & I wonder RB	Children will share the new resources and introduce a storyline into their play. (P&E: MR&MFB: 40-60 / C&L: S: 40-60)	Children will share the new resources and develop their own narratives when working in the new areas. (P&E: MR&MFB: 40-60 / C&L: S: EL6)	Children develop their own narratives and take on different parts in their role play (C&L: S: EL6) taking account of others ideas. (P&E: MR: EL6)	Salon chair, appointments book, telephone, till, hair brushes, make up and dressing up Frozen castle, frozen figures.
Malleable	Challenge the children. How many balls can you roll in a minute? How many seeds can you squeeze in a minute etc. (M: S&M: 40-60)	Challenge children to beat the timers and encourage them to set each other time challenges and take turns (M: 40-60: EL6/ P&E: MR: EL6)	Encourage children to set each other time challenges and take turns (M: S&M: EL6/ P&E: MR: EL6)	Fine motor/funcky finger activities, timers, stop watch
Outdoor Provision				
Bikes	Children to use the bikes for role play e.g. postman, policeman, taxi etc. (C&L: S: 40-60/L: W 40-60)	Children develop their own narratives when using the bikes for role play and use writing for a purpose. (C&L: S: EL6/ L: W 40-60)	Children develop their own narratives when using the bikes for role play and use writing for a purpose. (C&L: S: EL6) they take account of others ideas. (P&E: MR: EL6)	Clipboards, bike writes and pens, whiteboard signs for mark making
Large apparatus and games	Children will explore large equipment and negotiate space through games. (Pd: M&H: 40-60)	Children will move confidently when using large equipment and playing games. (Pd: M&H: EL6)	Children will show good co-ordination when using large equipment and playing games. (Pd: M&H: EL6)	Large construction blocks, balls, hurdles, beanbags, hoops etc.
Hide and Seek	Encourage children to describe the position of where they are hiding. (M: S&M: 40-60)	Encourage children to describe the position of where they are hiding. (M: S&M: 40-60)	Children will be in charge of their games taking the lead by giving positional instructions. (M: S&M: EL6)	Hide and seek Simon says

Areas in classroom and outside areas

Things to add to area each week

Differentiated ability groups

Objectives taken from Development Matters (split up into months)

Activity

Using the planning success criteria on your tables, can you identify the non negotiables in the different types of planning?

Gap Task

- ▶ Have a go using KB planning template

Questions