

Key Information

Class:		Week beginning:		Subject:	
Year group:	Y4/5	School week:		Topic:	
No. of children:		Teaching standards(s):	3		
Teacher:	Miss Bradshaw	Lesson Length:		Start & finish:	

Big Picture:				
Groups:	Working Towards	Expected	Greater Depth	Other
National Curriculum:	Year 4		Year 5	
Staff: TS1,5,8				
Focus Group & Progress Check: TS2	<ul style="list-style-type: none"> During lessons once I have set the children away with their independent task I will scan they whole class and then I will sit and work with: I need to check the progress of these pupils 5 minutes into independent work to ensure they are on-task: 			
Formative Assessment & AfL:	<ul style="list-style-type: none"> I also mark children's books and complete my pupil progress chart to ensure that I review the children's progress and to see if there is anything I need to recap next lesson. I checked pupils understanding throughout the lesson by asking them the key questions and intervening, if necessary, to improve quality of learning. 			
Subject Knowledge Preparation:				
Cross curricular links:				

Short Term Lesson Plan – Lesson 1

	LI / Q:	Success Criteria:	Key vocabulary:	Children’s Misconceptions:	Prior knowledge of children:
Year 4					
Year 5					

Role of TA:

Role of TA:	
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Lesson Preparation

Resources:	Resource	How provided?
		Flipchart
	Books	In table boxes prior to lesson
To do (prior to lesson):	<input type="checkbox"/> Set flipchart up <input type="checkbox"/> Put books files onto tables <input type="checkbox"/>	

Structure of Lesson 1

Starter	Main Teaching	Development	Plenary	Extension Tasks	Differentiation & FC
Timing: 5 mins	Mins	Mins	Mins		HA MA LA

Short Term Lesson Plan – Lesson 2

	LI / Q:	Success Criteria:	Key vocabulary:	Children’s Misconceptions:	Prior knowledge of children:
Year 4					
Year 5					

Role of TA:

Role of TA:	
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Lesson Preparation

Resources:	Resource	How provided?
		Flipchart
	Books	In table boxes prior to lesson
To do (prior to lesson):	<input type="checkbox"/> Set flipchart up <input type="checkbox"/> Put books files onto tables <input type="checkbox"/>	

Structure of Lesson 2

Starter	Main Teaching	Development	Plenary	Extension Tasks	Differentiation & FC
Timing: 5 mins	Mins	Mins	Mins		HA
					MA LA

Short Term Lesson Plan – Lesson 3

	LI / Q:	Success Criteria:	Key vocabulary:	Children’s Misconceptions:	Prior knowledge of children:
Year 4					
Year 5					

Role of TA:

Role of TA:	
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Lesson Preparation

Resources:	Resource	How provided?
		Flipchart
	Books	In table boxes prior to lesson
To do (prior to lesson):	<input type="checkbox"/> Set flipchart up <input type="checkbox"/> Put books files onto tables <input type="checkbox"/>	

Structure of Lesson 3

Starter	Main Teaching	Development	Plenary	Extension Tasks	Differentiation & FC
Timing: 5 mins	Mins	Mins	Mins		HA
					MA LA

Short Term Lesson Plan – Lesson 4

	LI / Q:	Success Criteria:	Key vocabulary:	Children’s Misconceptions:	Prior knowledge of children:
Year 4					
Year 5					

Role of TA:

Role of TA:	
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Lesson Preparation

Resources:	Resource	How provided?
		Flipchart
	Books	In table boxes prior to lesson
To do (prior to lesson):	<input type="checkbox"/> Set flipchart up <input type="checkbox"/> Put books files onto tables <input type="checkbox"/>	

Structure of Lesson 4

Starter	Main Teaching	Development	Plenary	Extension Tasks	Differentiation & FC
Timing: 5 mins	Mins	Mins	Mins		HA MA LA

Evaluation of the Lessons

	Evaluation of children's learning: TS2 & 5 & 6	Evaluation of my teaching TS4	Lesson flexibility TS2
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			