

3. Planning consideration for each sequence of learning

We acknowledge that children learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.

Learning Objectives – WHAT IS THE INTENDED LEARNING? <ul style="list-style-type: none"> - content and process skills in Maths - reading, handwriting, spelling and/or sounds, composition and grammar in English - Maths and English skills objectives should be evident across the curriculum where possible - Knowledge / content; disciplinary and substantive in all subjects - Coverage of 7 areas of learning - Adult-led versus pupil initiated 	
Purpose of the lesson <ul style="list-style-type: none"> - To build on prior learning or AfL from the previous lesson 	
Lesson activities that support the learning objective	Differentiation Anticipate: Which bits are which children going to find difficult?
<ul style="list-style-type: none"> - Starter activity discrete or linked to lesson focus. Could be a small activity, a question to discuss/ discussion of last piece of work or learning. - Discussion / Pupil voice - Teacher modelling - Exploration and analysis - Explanation - Reviewing - Communicating ideas (in writing and orally) - Re-drafting - Practising - Editing - Questioning - Dialogic Talk / High Quality Talk - Reading aloud - Responding to feedback - AfL - Indoor and outdoor simultaneously complement and support learning and objective foci - Opportunities for observations of focus group pupils 	Resources -Use of additional Staff *(NNEBs, TA, SNAs.) -Carefully selected resources and/or representations which enable pupils to achieve best learning outcomes e.g. for Maths Numicon for representing odd and even numbers; English text, sentence and word banks carefully chosen to move pupils on in their learning. These resources need to be made physically available on tables. -For EYFS learning environment and free flow activities facilitate high quality pupil and adult initiated activities for learning.
	Grouping – a mix of based on afl <ul style="list-style-type: none"> - Individual / pair / group - Independent / supported - Focus groups and target pupils
	Additional activities Extra activities which extend or scaffold the learning for any pupil in the class if appropriate <ul style="list-style-type: none"> - Adult support / guided group - Resources well and intentionally chosen - Sentence, Text, Word banks, Q Stems, cuisenaire - Groupings SEND – prompts and scaffolds in place to support SEND pupils access the learning
Useful documentation: Please ensure you look at curriculum knowledge and skills from the years below and above. <u>Maths:</u> Year Group Mastery Curriculum; Thinking Mathematically; MT grids for each half term; White Rose assessments <u>English:</u> Overviews for Reading and Writing; NC Spelling Documents; Grammar terminology and exemplification; NC objectives for composition and handwriting. <u>Science and Foundations Subjects:</u> Subject long term overviews, MTP planning and assessment guidance and for each half term. EYFS: DM and Foundation Stage Profile	
In response to the learners, it may be necessary to stretch out the learning sequence. This means that there is a great deal of room for flexibility in terms of the 'shape' that any lesson takes.	