UNIVERSITY of WORCESTER Institute of Education	**Date and Time of Session:**		**Number of Children:**		**Age Range:**	

	Learning Objective	• What is your learning objective or learning intention? Make this statement 'child friendly.' • What skills/ knowledge are the children learning to do/ know? • What is the outcome that you want children to achieve? • How are you sharing this with the children and signposting throughout the session? • Refer to setting curriculum / _EYFS statutory framework_ / _Development Matters_ / _Birth to 5 Matters_ documents for support to pitch appropriately for your age group.	**✓ Success Criteria**	• These can support your assessment and are steps towards achieving the learning objective. • What are the steps to success? (Refer to _Development Matters_ / _Birth to 5 Matters_, if used in the setting). • How will the children be achieving these? What are you looking for? • The skills, knowledge and understanding you will be assessing during and after the session. • These may be skill specific or areas of learning specific. (E.g., physical development, communication and language etc.) • Keep them short and specific.

EYFS Links	• Link to the _EYFS statutory framework_ / _Development Matters_ / _Birth to 5 Matters_ statement/s	**🔍 Common Misconceptions**	• Identify potential misunderstandings that children may have developed. • Can you pre-empt any questions or misconceptions prior to session teaching and prepare them accordingly? • What might you be listening/ looking for to identify these?

Prior Knowledge and Experience	• How does this session build on previous learning / development stages / developmental steps? • How does this session fit in with prior skills and experiences? • Is it clear where this session leads to next?	**💬 Vocabulary and English Language Teaching**	• What vocabulary is needed to introduce/ retrieve/check understanding? • Which new words are needed to access the session? E.g., 'melting.' • Think about commonly used words that children might not understand as well as subject-specific vocabulary e.g., 'above, below, in-between.' • Which sentence starters / scaffolds /models will aid the children's use of that language? E.g., 'I like ___ because it is ___.'

📝 Resources to prepare	• List the resources you will use during the session. • Check they are available at least one day before delivery. • Ensure that continuous provisions are resourced.	**Enhanced Continuous Provision**	• What continuous provision/ enhanced provision can be provided in the learning environment that directly supports this session's skills, experiences, and learning? • Ongoing weekly continuous provisions can be recorded on the 'Continuous Provision Planner.'

⏱ 👥	**Teaching and Learning Input** (teacher-led, whole group, focused activities) Teaching and Learning Input (Use '**Prompts for Planning**' for planning maths).		**👁 Adaptive Teaching Approaches**	**❓ Assessment of and for Learning**

Timings	• What are the steps to learning, e.g., introduction, main teaching, plenary?
	• You might bullet point or list them.
	• You might start your sentences with verbs such as 'Model,' 'Share,' 'Recap.'
	• What pedagogical approaches will you use e.g., modelling, guided practice?
	• What is your role? What is the role of additional adults?
	• For focused activities, how will the activity be adapted to support different groups of learners?
	• How will you organise the children, e.g., focused activity groups / individuals?
	• How will you ensure active learning, so the children are engaged and 'thinking hard' about something?
	• Consider how long the children are listening for and opportunities for ongoing talk between you and the children.
	• How is the structure of the session design enabling engagement and progress?
	• How are you managing the timing of your session e.g., using visual timers and sharing this with the children to set time expectations for tasks.
			Consider adaptive strategies to support all pupils (including pupils with SEND, EAL, stretch and challenge, strategies to support children's behaviour and considerations for emotional regulation)
			Adaptive strategies may include:
			  • Groupings
			  • Adult support
			  • Resourcing
			  • Task
			  • Outcome
			  • Language
				• How are you checking what the children know, understand, remember, and can do?
				• Key questions, (including sustained shared thinking, retrieval, recall, hinge point questions)
				• How will you assess learning linked to the success criteria?
				  • Observation
				  • Active listening
				  • Sustained shared thinking/questioning/discussion.
				  • Live feedback/ marking
				  • Peer/ Self-assessment

		• Creative approaches	• Group response- whiteboards