Date:

3rd November 2016

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| **NUMERACY & MATHEMATICS**  Pupils were learning to:  Problem solve and say the 6 times table quickly. | Just before lunch the children played a game that required them to say the numbers in the 6 times table.  However, there was a twist to it, the children could say between 1-3 numbers (for example – 12, 18, 24) You had to work out how many numbers you wanted to say to ensure you did not end up saying 6 because this put you out of the game.  Added to this, if the children said the wrong number next or if they hesitated for too long, they would also be put out of the game. | For this activity, I joined in with the children. | This activity was a fun and quick exercise to improve the children’s 6 times tables and their problem-solving skills.  They were all so enthusiastic and got so involved and excited when playing the game – it was like they didn’t even realise that they were learning.  You could see the learning taking place by watching the children make sure they did not end up saying 6, they worked out from what the person before them said.  The children enjoyed having me play alongside them and tricked me into saying 6.  This quick exercise everyday allows for repetition and for the children to learn in a fun interactive way. |

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| **Learning**  *(Describe the detail of learning developed via the lesson.)* | **Description of lesson or activity and lesson organisation**  *(Note organisations used throughout e.g. individual learning, paired discussion.)* | **Student teacher role**  *(Detail your involvement as observing, assisting or leading learning for specific groups. This should be planned by the class teacher.)* | **Comments e.g.**  *To what extent did pupils engage with the learning experience?*  *To what extent was the learning achieved?*  *What would be appropriate next steps?*  *How effective was your contribution to the lesson? How do you know?* |
| **LITERACY & ENGLISH**  Pupils were learning to:  Going over the importance of VCOP.  Introducing emotive language.  Being able to watch a short film and then re write it as a story. | Teacher uses the IWB to display learning outcomes.  Teacher writes up the children’s suggestions of VCOP, for example writing up connecting words, such as: then, suddenly, but.  Children do this activity as a class.  Teacher then goes over the do’s and don’ts of VCOP.  Children are given their writing back from last week that has been marked, this allows them to see their development needs for their writing today.  Teacher plays a short film for the children to watch, this is going to be what the children write about today.  From watching the film, the teacher asks the children if there are any words that they might want to use in their story that they can’t spell, she then puts them up on the IWB. | When the children got to writing their stories, I helped the teacher by going around the children and ensuring they were working on their development areas.  Added to this, I also helped children with spelling words that they were unsure of. | Going over the VCOP every time before writing will help the children get better and remember them to use it in their writing.  I believe that by working as a class, ensures that the less able children are also benefiting and hearing ideas that they might want to use.  This activity is clear helping the children as almost all children had improved from their last writing and had less areas to improve on. Clearly the repetition of VCOP is helping them.  By watching the video that had no dialogue it forced the children to pay attention and listen to the music and focus on the characters faces to look for change of emotion. The video also acted as a stimulus for the children and gave them ideas for their writing, rather than having to come up with their own ideas.  Once the children had watched the short film, the teacher asked the children to explain what happened at the start middle and end. This helps embed the story for the children and shows the teacher that the children had paid attention and understand the story. The teacher then asks the children how they think the character felt at certain points in the story, this introduces the emotive language, the teacher writes examples up on the IWB so the children can refer to it when writing their stories.  Finally the teacher asks the children if there is any words that they might want to use in their story that they do not know how to spell, by doing this it means the teacher is not going to get all the children constantly come up to her for help with spelling, this then frees her up to help children with other issues.  Once the children are back at their desks and ding their writing, the teacher and I make our way around the class ensuring pupils remember their development areas and working on them. Added to this, I would read the children’s stories and correct any spelling or give advice on sentence structure or punctuation. Children would also ask me for help with words they could not spell, and I would write it up on a white board for them. It felt good having some responsibility and being able to help the children.  I believe me assisting in this activity benefited the teacher and children. The teacher did not have as many children to get through and could focus on children that needed extra help. Added to this, the children were getting more help than usual and not having to wait as long for help. |