Date: 10 Nov 16

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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?* |
| **NUMERACY & MATHEMATICS**  Pupils were learning to:  Understand cm and meters. | The children were working from a maths booklet and the teacher asked me to take small groups at a time to do an activity in the gym hall.  This activity got the children to slide a bean bag across the floor aiming to get as close to 150 cm. Although it was not about seeing who could get closest. There was metre sticks up the sides of the hall that allowed the children to see the distance that they got to.  After each slide the children recorded their distance in the jotter. The first column asked the children to write how many cm and the second column asked how many metres and cm. Therefore, this activity tested to see if the children understand the concept of cm and metres.  The groups were randomly picked and not based on the children’s capability. | Although I did not plan this activity, I did lead it on my own without the teacher observing.  I set up the hall with the metre sticks and chose bean bags as the best equipment to slide and stop so the children could get an accurate reading.  Furthermore, I explained the lesson to the children and reminded them about the rules of cm and metres.  I continuously checked their booklets to ensure they were recording it in the correct way as this showed me they understand cm and metres. | The children loved this activity as it was a practical way of doing maths outside of the classroom. They all got excited and were all getting so involved trying to get the best score.  It was evident that the children and learnt and understood the purpose of the task. They all were able to mark in the distances in the correct way showing they understood how many cm were needed to make a metre and so on.  To progress from this the children could be asked to add centimetres to metres/centimetres. This would show a deeper understanding.  I believe I led the lesson well, all children understood what they were doing and all got involved. The children mentioned how much they enjoyed this activity. By continuously checking the children’s work books and asking them questions ensured me that they understood, rather than waiting to the end to realise the children did not understand the purpose of the task. |
| **LITERACY & ENGLISH**  Pupils were learning to:  Literature Circles. | Children gather on the floor and the teacher explained what their lesson was going to be.  The children have been reading Charlotte’s Web. The teacher had questions up on the IWB to ask the children to prompt their thinking and recap what they had previously read. The questions allowed the children to remember what had previously happened and this would set them up nicely to begin the next chapter today.  Teacher begins by reading with the children altogether the beginning of the new chapter and then children are set off in their literature groups to continue and then do tasks.  The teacher explained to me that the groups are a mix of ability although all groups have at least one strong reader.  The children can sit anywhere in the classroom in their groups and they have cards with different roles, such as; the reader, the word finder, the image maker and so on. The children then choose a role and must rotate so the same person isn’t doing the same role every week. | A | By starting off the lesson with questioning the children about what happened in the previous chapter I felt was for useful and important. This allowed children to stay focused and remember what was going on in the story.  The children all listened well when the teacher was reading and the teacher stopped at different parts and asked the children questions, this ensured children were listening and understanding what was going on.  When set to task, children organised roles extremely quickly and got down to reading and once finished reading they got stuck into their tasks. This activity did not need much teacher intervention as the children all knew what was expected of them and enjoyed working together in their groups.  Whilst the children were working on their tasks I walked around the classroom asking questions to the children about their work. Added to this, I would help children with spelling and ideas of what to write if they needed help. |