Date: 03.11.16

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| **Time** | **Description of lesson or activity**  *(Detail lessons throughout the day.)* | **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 extentdid 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?* |
| 9.00am  9.15am | Registration – On Thursday the children’s registration was carried out in Spanish, when their names were called they had to answer in Spanish saying that they were present and what they were having for lunch.  P.E – Gymnastics, the children further developed the knowledge which they had learnt last week. They practiced the rolls and learnt the importance of tension and body posture. | Observing the class teacher carrying out the process.  Assisting group’s with their learning. | Pupil’s engaged well with this introduction to their day. They were immediately focused and listening to what was going on so that they knew what to say when their name was called. Children began to learn the words that they were to used after the phrases had been repeated a number of times.  The appropriate next steps for this learning experience would be for it to be carried out every morning.  Pupil’s engaged with the learning well as they were eager to develop the skills which they had learnt previously. The learning was achieved as the children were able to use the skill of tension to safely carry out forward rolls and backwards rolls. Next steps for this learning would be to develop a rhythmic routine incorporating the rolls which they have learnt.  I feel that my contribution to the learning was effective as there was child who was uncertain and nervous therefore was unable to carry out the moves. I demonstrated for the child and was then able to support her and reassure her in safely carrying out a forward roll. |
| Interval | | | |
| **11.00am**  **11.30am**  **11.45am** | Recap of the visit from Farmer Robb and writing thank you letters.  Spanish – The children looked at letters from 11 – 39.  Dear Time – Drop Everything and Read (See Literacy Log) | Assisting an individual’s learning.  Assisting an individual’s learning.  Observing the children’s learning. | Children were able to successfully recall the knowledge that they had gained from the visit and applied this knowledge to writing a letter of thanks. I was able to support a child by using the knowledge which they provided to dictate to them the letter.  The class demonstrated an understanding of the pattern which the numbers followed, this was shown as they were able to fill in the missing spaces when writing them down into their jotters. An appropriate next step for this would be to say, cover, repeat, check until they had a firm understanding of the numbers. I scribed for a child during this activity. |
| Lunch | | | |
| **1.00pm** | Introduction of a new topic – Spain  There was a class discussion on what the children knew and what they wanted to learn during the topic. The children then worked in different stations.   1. Created the Spanish Flag using collage materials. 2. Worked in the ICT suite to identify Spain and the states on a map. 3. Using an Atlas created a fact sheet about Europe specifically Spain. | Assisting a group with an activity. | The children engaged well within this activity as they were eager to learn about something new. The learning was achieved as the children successfully completed all of the tasks and were able to demonstrate their own knowledge. An appropriate next step for this would be to carry out some of the suggestions of what the children would like to learn. For example a child suggested that they would like to learn about Spanish food and the skill that they would like to develop was cooking. My contribution to this activity was minimal. I supported the children in accessing maps on the internet and then answered questions that they had about the task. |