Date: 3/11/16

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  Mental maths  The teacher wrote a mixture of mental calculations on the board including multiplication, subtraction, multiplying by 10, addition and halving and doubling numbers. Some of the questions required the children to complete more than one calculation to get final answer which they wrote in their jotter.  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.  MNU 2-03a | | -Individual, written task  -8 questions displayed on whiteboard | I observed during this activity as I was helping the teacher by preparing the writing jotters for later that morning. | Most of the pupils engaged well and were keen to work. A few did not complete all the questions because they found them quite challenging. I think that they need to continue attempting mental calculations with more than one stage so become more confident implementing different mental strategies without guidance and are therefore able to complete more advanced calculations. |
| **LITERACY & ENGLISH**  “Expresso”  The class listened to a series of short news clips on the Smart Board and then completed a quiz on what they had watched.  They had to write 3 sentences about any of the reports discussed and draw an illustration to go with it.  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  LIT 2-04a | -Video report shown to whole class on Smart Board  -Whole class work as a team to complete quiz successfully  -Individual Written task | | I assisted during this activity. I helped children to remember the information they had learned from the reports by asking them questions that acted as prompts. I encouraged and supported children with their illustrations especially those who did not feel as confident about art. I helped children with their spelling and encouraged them to sound words out so that they could work it out alone rather than me just giving them the correct spelling. | The pupils engaged well with the activity. They enjoyed how interactive it was and appreciated that it was a relatable learning experience to their life. The learning was achieved as the class got full marks on the quiz and could write about the news reports afterwards.  I think an appropriate next step would be a drama lesson. The children could pretend to be reporters and the people featured in the articles and “interview” each other. This would be a useful way to demonstrate their knowledge about the events. One of the reports was about an earthquake so the children could do a thought tunnel reflecting on how the people affected might be feeling.  My contribution was relevant as I helped individual children to draw their illustrations, assisted with spelling and kept the children on task. |