Date: 27/10/16

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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 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?* |
| **9.00am**  **9.45am** | Mental Maths  “Halving and doubling”  Writing lesson  “Scary Stories” | Observing  Assisting |  |
| **Interval** | | | |
| **10.45am**  **11.00am**  **11.15am**  **11.45am** | Writing lesson continued  Spelling test  “ch” as a “c” or “sh” sound  e.g. mechanic, machine.  “Name Game”  This activity was mainly for my benefit rather than for the learning of the class. It was a good ice breaker and the objective was for me to learn all of the names of the children quickly.  “Hot Seat” 6 times table | Assisting  Observing  Leading  Observing | The pupils mainly engaged well with the learning experience. It was an activity they were familiar with and they found it entertaining. It also allowed them to become comfortable with me and provided me with an opportunity to quickly learn their names and get to know the children as individuals. By the end of activity, I felt quite at ease with the class and knew most of their names. As it was a fun activity some of the children became a bit boisterous and I think need to work on being a bit more authoritative. I suspect this will become easier as I gain more experience and become more familiar with the class and school. |
| **Lunch** | | | |
| **1.15am** | Topic afternoon   * During the afternoon, the children were investigating star constellations and planets. They all seated at the front of the classroom and the teacher introduced the learning and explained the activities they were going to do using a PowerPoint. He discussed what the difference between a planet and a star is, what constellations are and asked the children to contribute any previous knowledge they had about constellations. The teacher also tried to make the learning relevant by encouraging the children to investigate what star constellations they could see at home later. * Then the class filled in a worksheet on which they had to draw in different constellations. To achieve this, they used a sky chart to find out what each constellation looked like. They then labelled each constellation depicting which hemisphere it was visible from. The activity then progressed and the class were each allowed to pick their favourite constellation and draw it with chalk on a larger sheet of black sugar paper. | Observing  Assisting | The pupils were very engaged with the learning. They could give information from previous lessons and were keen to contribute any of their own prior knowledge related to the topic. They understood the task that they were required to do and most of them were enthusiastic.  The pupils were engaged with the activity and most of them could complete the task. The learning was achieved. I think a good way to continue the learning and make it relevant would be for the children to see what constellations they could see at home, identify and then draw them. I think that within this topic a trip the planetarium located in the Science Centre would also be hugely beneficial and rewarding. It would consolidate the learning and make it memorable. I helped the children to locate constellations on the sky chart when they were struggling to do so. A few of them were also somewhat reluctant to draw the constellations as they worried they would not be accurate. I encouraged and supported these individuals so they could produce the work. |