**Primary Sequence of Learning Plan**

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| **Trainee** |  | **Start Date/Lessons Yr Grp** |  | Don’t forget that planning and outcomes from this sequence form a key part of the evidence towards the Core Competencies |
| **Subject Sequence** |  |  |

# **1) What is the big picture?**

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| Key Concepts/Big Ideas/Skills Being Developed*One or more core subject concepts/ ideas/skills* | Core Development*What understanding of this concept/idea/skill should pupils have by the end of the sequence? (In a nutshell)* | Potential Misconceptions*What possible misconceptions might you encounter as pupils grapple with this concept/idea/skill? Look at subject lit.* |
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# **2) What knowledge are pupils developing?**

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| Core Knowledge*List the core knowledge you would expect all pupils to have by the end of the sequence. This might include understanding of key terms and vocab, as well as specific facts/substantive content.*  |
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# **3) What are the needs of the group?**

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| Potential Barriers to Pupils’ Learning*Make a note of any pupils requiring specific support, any needs within the group, or health and safety issues (ie practicals) which might need specific provision.* | Possible Solutions*Make a note of potential solutions to the issues identified. This might be in terms of resourcing, seating, adaptation of materials, use of additional adults etc.*  |
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**4) How will I get them there? (Indicate if a lesson below is an observed lesson). You will need to produce an individual lesson plan for this.**

|  | **Lesson Objectives** | **HOW will you deliver the content, skills and concepts? – a brief summary of activities and resources** | **Resources**  | **Evaluation of the session. (This should take place as a discussion with your class teacher and/or Mentor)** |
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| 2 |  |  |  |  |
| Notes |  |  |  |
| 3 |  |  |  |  |
| Notes |  |  |  |
| 4 |  |  |  |  |
| Notes |  |  |  |
| 5 |  |  |  |  |
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| 6 |  |  |  |  |
| Notes |  |  |  |