

Date: 26.03.24	Year group/class: Year 1	No. of students: 28	Duration: 60 minutes	Time 9:00 am - 10:am:	Topic: English
Home Learning / Face-to-Face Learning Face-to-Face Learning		Whole-Class / Group Study / One-to-One Whole-Class/ Group Study		Learning partners / TA support	
<p style="text-align: center;">Which of your SMART targets are you addressing with this lesson?</p> <p>I will develop and implement lesson plans that incorporate a seamless flow of content delivery while integrating formative assessment strategies aligned with the national curriculum, ensuring active student engagement and comprehensive understanding of the material, as evidenced by improved assessment outcomes and student feedback.</p>				<p style="text-align: center;">Prior knowledge/misconceptions</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> ● Basic Understanding of Easter ● Understanding of Poetry: ● Vocabulary Development: ● Storytelling Skills ● Listening Skills: <p>Misconceptions:</p> <ul style="list-style-type: none"> ● Literal Interpretation: ● Limited Cultural Context ● Concrete Thinking: 	
<p style="text-align: center;">Key terms and vocabulary</p> <ul style="list-style-type: none"> - Easter, - poem, - rhyming, - themes - What words did you hear in the Easter poem? How can we use those words in our own poem? Can you think of a sentence using those words? 				<p style="text-align: center;">Curriculum Links (NC/ Assessment)</p> <ul style="list-style-type: none"> ● leaving spaces between words joining words and joining clauses using and ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	
<p style="text-align: center;">Learning objectives <i>What is the intended learning?</i></p> <p><input type="checkbox"/> Students will be able to develop their own Easter poem.</p>		<p style="text-align: center;">Success criteria <i>How will pupils/students know if they have met the learning objective? Or what do the pupils/students have to do to achieve success.</i></p>		<p style="text-align: center;">Assessment strategies <i>Observation</i> <i>Written Feedback on what they produce</i> <i>Verbal Feedback on their strategies</i></p>	

	<ul style="list-style-type: none"> Students will develop their own Easter poem using the vocabulary that was maggied earlier in the lesson. 	
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Timings (Intended)	Learning activities (Linking back to the LO, Success Criteria, What the Teacher input is, what is the learner doing? Signposting Independent Activities)	Adaptive Teaching (Holistic approach- how will you ensure ALL students are able to access learning?)	Resources (Physical or online)
5 mins	Listen to the Easter poem audio clip. Discuss as a class the themes and words that came up in the poem. Encourage students to share their thoughts and impressions.	<ul style="list-style-type: none"> A. Chunking the work/ less on a page B. Providing visual representations/ visual cues C. Rewording and rephrasing (simplifying) and giving short, simple instructions/ language D. Giving extra time E. Allowing for oral discussion before/during F. Highlighting important parts/ key words G. Use of sentence starters H. Fill in the blanks I. Checklists J. Verbatim reading K. Peer support L. Quiet space M. Fewer questions N. Small group work O. One-on-one conferencing with teacher P. Vocabulary book Q. Using manipulatives 	<ul style="list-style-type: none"> Easter poem audio clip, writing materials, colourful semantics Rhyming word sheets
10 mins	Discuss as a class the themes and words that came up in the poem. Encourage students to share their thoughts and impressions.		
10 mins	Start to magpie ideas of rhyming words and how they could connect to Easter and their own poem. Make sure to have it visible and enlarged		

	for students to use to reference once they are sent to their desks to write.		
20 mins	Students will be sent off to their assigned seating from the carpet spaces to begin their writing and use the rhyming words that were discussed in the discussion.	For students who require targeted assistance, provide colorful semantics cards and offer extra support in completing the task. For greater depth students, challenge them to write a longer story using more sentences. For students with extra behavioural needs, provide structured movement breaks and alternative activities once they have completed the stretch tasks.	
10 mins	Discuss how to use common exception words, full stops, and capital letters in writing. Use examples of students' work and allow them opportunities to read out their poems to hopefully inspire other students.		
5 mins	Have students tick off their Steps to Success and clean their table groups ready for the next session.		

Evaluation of pupils'/students' learning.
<p>What progress did pupils make against <i>Learning Objectives and Success criteria</i>?</p> <p>Spelling and Grammar: Through the process of writing their poem, students will practice spelling, punctuation, and grammar, leading to improvements in their technical writing skills.</p> <p>Creativity and Expression: Writing their own poem gave students an opportunity to express their ideas, creativity, and emotions, helping them to develop their own voice as writers.</p> <p>Confidence in Sharing Work: poems were shared aloud, students gained confidence in presenting their work and receiving feedback, which contributed to a positive attitude toward writing.</p> <p>Refer to groups of pupils/students and/or individuals (by initials)</p> <p>O. developed more confidence as we continued to practice our writing and reading aloud. Using the colourful semantics scaffold allowed her to understand the outline of the poem.</p> <p>L. was given the goal of being able to recall the easter story and able to write their ideas in poem form which they did successfully.</p>
Where next?

<p>Targets for pupils'/students' learning</p> <ul style="list-style-type: none"> ● Use of Imagery ● Understanding Poetic Structure ● Vocabulary Application ● Creative Expression ● Organization and Coherence 	<p>What key actions will you take?</p> <p>Modeling and Examples:</p> <ul style="list-style-type: none"> ● Share examples of simple Easter poems, explaining key features like rhyme, rhythm, and imagery. ● Break down these examples with the class to analyze how the poets use language to convey meaning. <p>Brainstorming Session:</p> <ul style="list-style-type: none"> ● Guide a whole-class brainstorming session on themes related to Easter (e.g., eggs, spring, new life, celebrations, etc.), helping students to generate ideas for their own poems. ● Use a mind map or a word bank to collect possible vocabulary that students might use in their poems. <p>Magpie Vocabulary:</p> <ul style="list-style-type: none"> ● Revisit the “maggied” vocabulary from earlier in the lesson, allowing students to reflect on words or phrases they found inspiring. This ensures they feel confident incorporating these words into their writing.
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Evaluation of your own Teaching	
What went well?	Why?
<ul style="list-style-type: none"> ● -there was a successful brainstorming session where students were engaged in what vocabulary would be important to their Catholic poem and seeing what connected and what would not be needed. ● - differentiation success was supported with colorful semantics, students were able to produce different poems at varying abilities. 	<p>Meeting Diverse Needs: By using Colorful Semantics (a visual strategy to help organize sentence structure and vocabulary), the lesson accommodated a wide range of abilities. This method provides additional scaffolding for students who might need extra support with language and organization, while still allowing students with stronger skills to work independently and creatively.</p> <p>Promoting Success at Different Levels: Differentiation allows students at varying levels of proficiency to succeed. Some students might have needed the color-coded structure to help them generate ideas and form sentences, while others could have focused on more complex language and free-form poetry. By adapting to different ability levels, the teacher ensured that all students could participate meaningfully and produce a poem at their own ability level, leading to a greater sense of achievement for each student.</p>
Even better if...	Why?

- incorporation of visual aids to allow learners different ways to access the materials
- clearer expectations for specific vocabulary for students to understand the story and its messages.

- **Support for Diverse Learning Styles:** Visual aids cater to visual learners who may struggle to process information in a purely textual form. Incorporating pictures, diagrams, or even videos related to the theme (e.g., images of Easter symbols like eggs, crosses, or spring flowers) would provide a concrete, visual reference to help students better understand the content of the lesson. These aids can make abstract concepts (like religious symbolism in the Easter story) more tangible and accessible.
- **Building Vocabulary Confidence:** By setting clearer expectations for specific vocabulary, students will know which terms are essential to understanding the theme and the Easter story. For example, instead of just providing a vague list of words, teachers could explicitly highlight the key vocabulary (like "resurrection," "salvation," "sacrifice," "celebration") and explain their meanings in the context of the poem. This helps students internalize the words more effectively.