

## LESSON OVERVIEW

**Describe the lesson in brief before going on to outline the detail of how it will operate and the rationale under the remaining headings.**

### SCHOOL/CLASS CONTEXT

**Describe under this heading the context of the children, their school, and their class within the school.**

### LEARNING NEEDS OF THE CHILDREN

**Use this part of the plan to map out the learning needs of the class in both general and specific terms.**

### GROUPING/TIMING

**Is this lesson plan for the whole class, a group, a pair or an individual? Is it an activity which you would like a group to work on all week, or different groups of children to work on through the week? How long will the activity last?**

### RESOURCES

**Outline here how the resources for ICT are set out in the school. What, in particular, is available to you to use during the session you are planning? Make a list of everything you need to hand to make the lesson work.**

### THEORETICAL CONTEXT

**Are there any readings which underpin the thinking behind the plan for this lesson, either for you or for the children? An example for you might be one where you have identified, through your use of ICT, a different way of approaching a particular lesson. You find that, for example, 'IT can support the process of professional development as well as providing a stimulus to rethinking the teaching process', (Somekh and Davis, 1997).**

### NC/FOUNDATION STAGE

**What aspects of the programmes of study from Curriculum 2000 are you teaching? Consider the ICT and any links to other subjects. List the main cross-curricular focus. If you are working in an Early Years setting, what elements of the Curriculum for the Foundation Stage are you hoping to work with during the activity?**

### CONTEXT SCHEME OF WORK

**From the school scheme of work, or the Digital Technologies Curriculum scheme of work, outline the unit, or aspect of the unit, that you are covering with the children. Show how it progresses from the previous one studied.**

### CONTEXT YOUR OWN LEARNING NEEDS

**Take some time to note down any concepts you need to revise and review before teaching the children. Are there any aspects of any hardware, software or websites you are using which you need to consider before starting the activity?**

### ORGANISATIONAL MEMORY JOGGERS

**Do you know all you need to know about passwords, location of keys to the computer suite, computer cupboard, etc.? Have you checked on availability of all of the items you need to run the lesson?**

### OTHER ADULTS

**Do you know how many, if any, other adults are available to support the teaching of the lesson? Have you copied the plan for them and indicated what you would like them to do?**

### LEARNING OBJECTIVES

**List the main objectives of the activities using the scheme of work as a map for learning.**

### DIFFERENTIATION

**What do you expect different members of the class to achieve in terms of their different ability levels? How will you help children who are experiencing difficulties with ICT? How will you develop further the skills, knowledge and understanding of the most able in the class? What do you expect the majority to have achieved by the end of the lesson?**

### LEARNING NEEDS – SEN

**How will you support any children in the class with special educational needs? Are there particular physical needs, for example, which could be met by means of alternative access devices?**

### LEARNING NEEDS - EAL

**How will you support children in your class who have English as an additional language?**

### ASSESSMENT OPPORTUNITIES

**What are the assessment opportunities in this particular lesson? Will you focus on the whole class, or an individual? How will you use other adults who may be around to assist in the process?**

#### KEY QUESTIONS

**What are the key questions which you will ask the children during the lesson which draw out the teaching and learning objectives? How will you maintain the dialogue with children who are experiencing difficulties? Record a few possible prompts which you could use.**

#### LESSON FORMAT

**Depending on your resource setting, whether you are in the classroom with one computer, or in a computer suite or a corridor, how long will the different phases of your lesson last? The three-part lesson may not always be the best model but it is certainly a common one which has gained predominance in recent years. If this is the case and your time with the children is going to be organised in this way, give timings for:**

- an introduction outlining the learning objectives;
- development of the lesson through focused activities and integrated tasks;
- a plenary, wherein all the strands are drawn together and children have an opportunity to share successes and problems.

#### EVALUATING THE LESSON part 1 – OPERATIONAL ISSUES

**Good planning includes a space in which to reflect on how the lesson actually proceeded. It only needs to be a few lines, written at the time or soon after, which can give you a perspective on things you needed to change to make the lesson work (and which could, in turn, inform your planning later). Did you need, for example, to alter the timings of the introduction to ensure understanding of what was required for all the children? Did you find that, in fact, you talked too much and the children needed more time and more independence in their working?**

#### EVALUATING THE LESSON Part 2 – LEARNING OUTCOMES

**How far did the lesson achieve the intended learning objectives? Make a judgement based on your identified assessment opportunities. If it is part of a sequence of activities, how much is there still left to do? Comment on how the lesson went for the children experiencing difficulty or for those children of high ability. How well were you able to meet the needs of those with English as an additional language? Did children with special educational needs have full access to the activity and were they able to succeed?**

#### EVALUATING THE LESSON Part 3 – NEXT TIME

**Make some brief notes about what needs to happen next on the basis of your comments above. Identify some issues which need to be addressed for the next lesson in the sequence to be successful. What will you do differently next time? What went well?**