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| Date and time Tuesday 25th Feb 2020 | | Class/period P2 F block | | Lesson number 1 of 3 |
| Medium term planning context (include relevant prior learning and barriers/misconceptions):  Topic of compilers, interpreters and the stages of compilation.  Please add to the SOW document an outline of which aspects you plan to cover in each of the series of lessons you will teach on this topic – how many lessons do you plan to use, which topics in which lesson?  e.g. | | | | |
| Learning Objectives: *To learn/understand/practice*  Reinforcing the pre-learning on translators by covering how compilers work. | | | | |
| (Visible) Learning Outcomes: *By the end of the lesson pupils will have…. /pupils will be able to...*  You should make sure you cover why translators are needed first  Is it your plan to look at compilers in detail first and come back to the comparison with interpreters? Context is needed here  Understand how compilers work and complete lexical analysis, syntax analysis and optimise code.  Can you break this down further into what you want them to know by the end of the lesson? | | | | |
| Differentiation: (include SEN, stretch & challenge, TA deployment):  The activities will be designed for every member of the class to complete and have optional extension tasks. | | | | |
| Homework:  No. 18. Complete past questions on translators.  May need something else to make it up to 4 hours for the week – could be Isaac or Craig n Dave or some programming practice or maybe draw a diagram or learning resource to represent learning on this topic – collate, summarise and reinforce learning. Could be brave and get them to make a presentation ready to pick a couple to share with the class! | | | | |
| Personal targets:  Introduce the new topic in an engaging manor and build detail as the week progresses | | | | |
| Time  (mins) | What is going on? | | What should pupils be learning?  *How do you know that they are? (Assessment)* | |
| 5 | Register | |  | |
| 30 | Designated pairs to swap Greenfoot games that have been completed as homework for review and code explanation. Some guidance as to what you want them to talk about in the review will help them | | Peer reviewing another student’s game and code. | |
| 20 | Instruction and activity on lexical analysis. | | Lexical analysis. | |
| 20 | Instruction and activity on syntax analysis. | | Syntax analysis. | |
| 15 | Instruction on code optimisation. | | Reviewing question on complication? | |

**Immediate reflections**: what do you need to consider next lesson to secure pupil progress?

(Use the Teachers’ Standards to guide this)

**Link to Abyasa**: reflections from this lesson against your progress/weekly targets

(Use the Teachers’ Standards to guide this)

**Consider the following questions to help you reflect:**

* To what extent did pupils make progress in relation to the learning outcomes?
* How do you know? (What did progress look like?)
* What did you do to enable this?
* What might you do differently and why?
* What were the conceptually challenging areas of learning in this lesson?
* What will you do next?