**Modern Language Method Lesson Plan Proforma**

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| **Date**  28/11/08 | | **Class**  7R | **Start time**  09.20 | | **Finish time**  10.20 |
| **Aim of lesson (starter and activity 1 only)**  To consolidate learning with regard to descriptions. | | | | | |
| **Forward Feed from Last Lesson**  Words for descriptions of size, height, hair, eyes. Previous learning about family (I have a sister, etc.).  **Targeted Learning outcomes**  By the end of the starter and activity 1:  all pupils should be able to recognise the descriptions.  most pupils should be able to talk about familiar characters with support.  some pupils should be able to talk about familiar characters without support.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Pupil feedback from PPT showing how many feel confident with descriptions. | | | | | |
| **NC PoS refs, Attainment targets, National Strategy refs**   |  |  |  | | --- | --- | --- | | 1.1a,b, 1.2a, 1.3a | AT1 | 7W1, 7W2 | | 2.1a,b,c, 2,2c,d,i, | AT2 | 7S1, 7S2, 7S3, 7S6 | | 3a | AT4 | 7L3 | | 4a,b,c |  |  |   **QTS refs**  Q1, Q2, Q4, Q8, Q15, Q22, Q29. | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  None | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  None | | | | | |
| **Materials and preparation of resources**  PPT with starter activity and pictures of High School Musical characters to describe. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  NTA – to assist NF with writing. | | | | | |
| **Use of ICT**  Using PPT. | | | | | |
| **Timing**  5 mins  2 mins  5 mins | **Teacher**  Invites pupils into the room and settles them with first activity – gap fill on the board. Give pupils five minutes to complete the activity and provide encouragement throughout, prompting them to link the sentences with previous learning.  Asks for answers to gap-fill and translations into English. Writes words on the IWB in the gaps. 1 point for each correct answer.  Asks pupils who got 5 out of 5, 4, 3 and awards 1 point to all who got five.  Goes through characters from HSM2 on board. Asks pupils for description of each character, prompting when necessary with “Ist sie gross?” and so on and includes as many people as possible. Gradually removes scaffolding of prompts on slides. | | | **Pupils**  Whole class teaching  Pupils complete gap fill activity in green books.  Pupils provide answers to gap-fill activity.  Make a note of any points in book.  Put hands up to show how many they got right.  Put hands up to provide descriptions of the characters.  Put hands up to provide translations of the descriptions. | |
| **Homework**  N/a | | | | | |
| **Evaluation of pupils’ learning**  Pupils all seemed to get involved in the starter. They settled quickly and got on with the starter quietly. They were keen to give the answers.  With the first activity, pupils were keen to answer at first but seemed to struggle with later phrases when scaffolding was removed. Much more prompting was needed and only a few of the pupils put their hands up to answer. | | | | | |
| **Evaluation of teaching and suggested change**  Go over the words learned in previous lesson again with choral repetition before starting the activity to enable them to get involved.  Give pupils more time to answer the descriptions on the board. Perhaps have them work in pairs to put together each descriptions before providing it out loud to the class. | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  Teacher’s – to ensure that all pupils are involved and enough support is provided.  Pupil – to use knowledge in a listening/reading activity. | | | | | |