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| Date | Time | Class/Set | | Lesson No | No. in class | Room |
| 26//2/2020 | 1400 | 8D | | 3 | Girls: 28 Boys: | D2 |
| **Your targets from weekly training meeting relevant to this lesson** | | | | | | |
| To maintain a good pace throughout the lesson  Control low level disruption by putting strategies in place in lessons to monitor this. | | | | | | |
| **Background of the class context of your teaching and learning plan and your expectations** | | | | | | |
| Targeted Support: n/a | | | Additional Adults:  Mr Malik - Head of Department | | | |
| Relevant Curriculum Statements | | | | | | |
| **Pure and impure substances,** mixtures, including dissolving | | | | | | |
| **Pre-supposed knowledge / Possible Concepts / Misconceptions / Alternative Ideas** | | | | | | |
| Pupils may not understand the differences between solutes, solvents and solutions | | | | | | |
| **Learning points:** | | | | | | |
| 1 describe solutions using key words - solutes, solvents and solutions | | | | | | |
| 2 Explain the idea of conservation of mass in a solution | | | | | | |
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| **Time** | **Teacher Activity**  What are you doing? Additional adults in room? | **Pupil Activity**  What are the pupils doing? **Evidence of progress? Refer to Learning Points.** |
| 1400 | Stand by the door and welcome the pupils - once they are at their desks, ask them to get their books out.  Starter activity - quick quiz for pupils to recap knowledge from previous lessons. | Pupils entering classroom, sitting down, writing in title and getting on with the starter.  Pupils recapping previous knowledge and reinforcing learning from previous lessons. |
| 1405 | Run through answers to quiz - direct questions to individual pupils | Pupils answering targeted questions from the quiz - again reinforcing hopefully reinforcing prior knowledge |
| 1410 | I will explain solutes, solvents and solutions using the bath bomb analogy. I will then get pupils to pass round a handout to fill in. | Pupils answering questions on the handout. This will hopefully get them beginning to realise the difference between solutes, solvents and solutions LP1 |
| 1415 | I will explain the idea of the conservation of mass in solutions and then pass out a handout for pupils to complete | Pupils answering questions on the handout about conservation of mass in a solution. - hopefully beginning to understand LP2 |
| 1420 | Practical - from Kerboodle - C2 2.2 - I will explain what to do, groups that they will be working in, safety and how to divide up tasks between the group. Pupils will also have timers to make sure they are on track timewise | Pupils identifying solute and solvent and whether a solution is formed. Reinforcing LP1 Pupils then drawing a graph and answering questions relating to LP2 |
| 1445 | I will ask pupils to tidy up and then get on with the questions on the back of the practical handout - Differentiated graphs | Pupils answering questions on the worksheet |
| 1450 | Plenary - I will ask pupils to work out which is the solute, solvent and solution from the final slide |  |
| **Evidence of Pupil Progress**  Pupils able to identify solute, solvent and solution during plenary and by being able to answer handout on conservation of mass in a solution | | |

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| **Resources needed:** Practical equipment for Solutions practical, nail varnish, marker pen, sand - water, oil and propanol - dimple tray. Goggles, |
| **Health and Safety issues and Risk Assessment**:  minimal - ensure pupils behaving calmly during practical, wearing goggles |
| **Homework set:**  n/a |