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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class: 8.3D** | **Number of students**  **30** | | | | **Current working level:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **5a** | **6c** | **6b** | **6a** | **7c** | **Grand Total** | |  | **5** | **22** | **3** |  | **30** | | |
| **Ability:**  **Set 3 (High)** | **M: 16** | | **F: 14** | |
| **SEN / G&T / LAC Pupils & Provision:**  **1 x EAL**  **5x G+T**  **1x LSR** | | | | | **End of Year Targets**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **6c** | **6b** | **6a** | **7c** |  | **Grand Total** | | **1** | **20** | **9** |  |  | **30** | | |
| Context | * Prior learning that will inform the learning that is planned.   The class will be revisiting a topic from last term (Greek Mythology) and using their knowledge plus the ‘Mysteries’ ICT resource to create an extended piece of written work. | | | | | |
| Content | * What they are going to learn (this could be statements from the specification / SOW) * How to plan and construct an essay in response to a question about power relationships in the play. (CF to next lesson) * Their work will be assessed for structure and cohesion (AF3 and AF4) (CF to next lesson) * Read and evaluate features of Greek Mythology and relate this to AF6 and AF7 | | | | | |
| Where are they now? | * The class are secure level 6 for writing, but need to be stretched so that they are identifying and working towards level 7 skills for next year. They are spread between 5b and 6a for reading, with a broader range than for their writing skills. | | | | | |
| How do you know? | * Mark book/exercise books | | | | | |
| Where are you trying to get them to? | * Literacy objective: successful use of connectives/discourse markers * AF3: Structure of texts * AF4: Effective paragraphing * Understand and evaluate features of Greek Myths; establish key features in relation to Purpose and Context; choose features to be represented in the form of a wall display. | | | | | |
| How will you know they’ve arrived? | * Essay plan in lesson to be completed, peer and self assessed and then the essay itself will be submitted for summative assessment | | | | | |
| **Lesson Phase** | | | | **Assessment** | | **Differentiation** |
| **Setting the Scene/ Big Picture**  **Students are to use the Mysteries software to examine some of the features of Greek Mythology, and relate these to the Reading assessment focusses of AF6 (Writer’s purpose) and AF7 (Cultural and Historical Context).** | | | |  | | **By outcome: class has been placed in random groups to work with the material. As it is a high ability class, we’ll use the ‘advanced’ set of statements.** |
| **Input: Introducing and interacting with the new material**  Use the ‘reading’ activity on the ICT tables to explore comments/statements about the play. | | | | **Software will ensure all statements read.** | | **By outcome** |
| **Making Sense: Demonstrating understanding**  **Look at the questions posed in the task:**  Group statements in accordance with the students’ discussions. Those not useful to be ‘discarded’ and others classified. | | | | **Software monitors their progress and ensures coverage** | | **More able students to add statements/comments to those that already exist.** |
| **Making Sense: Application of understanding** | | | | **Using the grouped statements, students to address the key question. Evaluate statements and organise them into an essay plan. NB: the software will instigate a ‘reflection stage’ before the task is complete** | | **By outcome** |
| **Review and next steps** | | | | **Software allows for students to organise and reflect on their work; when findings agreed, print out plan in preparation for next stage.** | | **By outcome** |
| **Making sense: Demonstrating understanding** | | | | **Use findings to discuss and identify key figures and images that would be a suitable subject on a Greek vase.** | | **Self assessment** |
| **Making sense: Application of understanding** | | | | **Draw vase (using outlines provided) and colour it in.** | | **Peer assessment** |
| **Review and next steps** | | | | **Present vase design to the rest of the class; vote for the best.** | |  |
| **Homework:**  Research images/artefacts that could be incorporated into the display. | | | | | | |
| **Co-operative Learning**  **Group work; collaboration using software** | | **Thinking Tools**  Mysteries | | **Habits of Mind**  **Persistence; i.e. all statements must be read and considered** | | **Communicating with Others** |
| **Include**   * A copy of the class assessment record [photocopy of mark book] or a print out of progress review data, in colour! * A seating for learning plan. * IEP for individual pupils where appropriate * Highlight pupils that are members of particular groups, such as: FSM; G&T;SEN; LAC. | | | | | | |