|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Long-term plan unit: 7 The natural environment** | | | | **School: 59** | | | |
| **Date:** | | | | **Teacher name:** | | | |
| **CLASS: 2** | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson:** Changing seasons | | | |  | | |  |
| **Learning objectives(s) that this lesson is contributing to** | | | **2.S3** pronounce familiar words and expressions intelligibly  **2.R3** recognise and identify some familiar sight words from local environment | | | | |
| **Lesson objectives** | | | **Learners will be able to:** | | | | |
| * name four seasons * recognise short basic instructions * identify objects * describe the pictures | | | | |
|  | | | | |
| **Success criteria** | | | Learners have met this learning objective R3, if they can recognise four seasons and identify 6-8 season pictures. | | | | |
| **Value links** | | | * + Cooperation Respect : when students work in pairs, they will learn to be polite and respectful to each other | | | | |
| **Cross curricular**  **links** | | | * + Knowledge of the world   + Art | | | | |
| **ICT skills** | | | * + Smart board | | | | |
| **Previous learning** | | | Basic vocabulary for talking about the weather and seasons | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Beginning | ORGANIZATIONAL MOMENT  Teacher: Good morning, boys and girls!  Pupils: Good morning!  Good morning!  Good morning to you!  Good morning!  Good morning!  We are glad to see you!  Teacher: I am glad to see you, too!  Today we will be learning about the four seasons.  WARMING UP  Teacher has a pile of leaves on a garbage bag located in the middle of the floor in the classroom. When all of the pupils are in the room, the teacher will jump into the big pile of leaves causing excitement among the children.  Teacher offers the children the chance to play in the leaves. | | | | |  | |
| Middle | INTRODUCTION   * Teacher asks pupils to compare the leaves and separate them into four similar characteristic categories. * Pupils make four groups of different colours: yellow leaves, dark green leaves, light green leaves and brown leaves.   Teacher: They are four seasons!  Pupils watch flash animation- tree in the four seasons.  Teachers comments animation:  Spring has light green leaves on the trees  Summer has dark green leaves on the trees.  Autumn has yellow leaves on the trees.  Winter has brown leaves or no leaves on the trees.  WATCHING   * Pupils watch a video and read a short poem about seasons:   *Spring is green.*  *Summer is bright.*  *Autumn is yellow.*  *Winter is white.*  PAIR WORKING  1. Learners draw a tree outline on the sheet of paper or poster.  2. Children paint the tree trunk and branches.  3. Teacher shows how to cut leaf shapes from the coloured paper.  4. Learners cut flowers from the magazines or flower shapes from the coloured paper.  5. Children paste leaves and flowers onto the tree:  **Spring** – paste green leaves and tiny blossoms on the tree **Summer** - glue on plenty of leaves and fruit on the tree **Fall** - paste orange, red, yellow, gold or brown leaves on the tree **Winter** - leave the tree bare or glue on cotton wool as snow  http://img-fotki.yandex.ru/get/4113/olga2dden.0/0_453e4_aab9b55d_L.jpg  SPEAKING  Learners describe their trees.  *The tree is yellow. It is autumn.*  ASSESSMENT  Learners match one season name and two season pictures.  https://googledrive.com/host/0B2w2sv-hoeskUEVuUm1oSkcyRUk/kSeasons-K.jpg | | | | | PPT  Flash animation- tree in the four seasons  https://www.youtube. com/watch?v= Sg4bVv9tZP0  Pictures  Four seasons video  https://www.youtube. com/watch?v= aNgRUUC1oHY | |
| End | FEEDBACK  Evaluation of the lesson by means of oral feedback from students – images of smiles.  Teacher asks guiding questions:   * Can you name four seasons? * Can you describe trees? * Do you know colours of seasons? * Can you recite a poem about seasons? | | | | | Images of smiles | |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | | **Health and safety check**  **ICT links** | | |
| * More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | | * Through feedback task * through observation of pair working * through formative task | | * White board is used no more than 10 minutes * Use water based pens * Health promoting techniques * Breaks and physical activities used. * Points from Safety rules used at this lesson. * Use video 10 minutes | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
|  | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  What two things would have improved the lesson (consider both teaching and learning)?  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |