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| **Long-term plan: Unit 5: Travel** | | | | **School:** | | | |
| **Date:** | | | | **Teacher name:** | | | |
| **Grade: 1** | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson** | | | | It is under the table | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1.UE11 use there is/are to make short statements  1.S1 make basic personal statements and simple statements about objects  1.L2 recognise with considerable support a few basic personal questions spoken slowly and distinctly | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| Make sentences using there is/are and house vocabulary with support from the teacher  Ask and answer questions about pictures  **Most learners will be able to:**  Make sentences using there is/are and house vocabulary with some errors  Ask and answer questions about pictures  **Some learners will be able to:**  Make sentences using there is/are and house vocabulary with no support  Ask and answer questions about pictures | | | | | |
| **Success criteria** | | ***Learners have met this learning objective if they can***  -understand & recognise 6-8 objects and name them correctly;  - understand & recognise *is there / are there* questions;  - pronounce all the words correctly. | | | | | |
| **Value links** | | Family values | | | | | |
| **Cross curricular links** | | All the subjects they have because they study the same topics there | | | | | |
| **ICT skills** | | PPT – by the teacher | | | | | |
| **Previous learning** | | ***There is/are +furniture and prepositions*** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| 5 minutes | Teacher asks questions about what they have learnt yesterday (previous lesson).  Learners sit in a circle with their cards. Teacher says different words according to the covered topics learners should show them. They take their seat only if they are able to name 1 word from the covered materials correctly.  Teacher presents the success criteria. | | | | | Students’ cards | |
| Middle  5 mins  7 mins  5 mins  3 mins  10 mins | Teacherdemonstrates and drills basic prepositions of place: *in, on, under, next to, in front of, behind* using visuals at board.  IN, ON, UNDER  Practice work   * Work with the cards.  1. Prepositions of Place Handwriting Worksheet. Trace the prepositions and then draw a line to the correct picture. 2. Prepositions – in, on,under. Fill the blanks and then drawa line to the picture.   REVISION  Learners take toy car and follow the teacher’s instructions:  Car is in the box  Car is on the box.  **Physical training.**  Students and teachers act to present the prepositions in front of the board. Show me ON (students pretend to stand on something), IN (they hug themselves), UNDER (they hold their hands above the head).  **Inner/outer circle (FA)**  Ss make two circles one inside and one outside. Inside circle hold pictures and ask questions. Outside circle should answer and tern to next one. Teachers monitor, support students. | | | | | Ppt  pictures | |
| End  5 min | Go back to what your objectives were and ask students if they achieved them. Teacher praises stickers to the students who was able to make correct sentences.  Home task: learn the words (in my house) | | | | |  | |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners**  **the will be** | | | **Assessment – how are you planning to check learners’ learning?** | | **Health and safety check ICT links** | | |
| * Weaker Ss work with T’s support * Stronger Ss work on their own | | | * When T asks questions and act out prepositions | | Learners will be safely arranged and seated in front of the monitor away from electrical outlets and cables. | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  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.**  **Los were achieved partially in a way that students were not able to perform well while FA in inner and outer circle, however they did well in constructing sentences. May be they need more training with group work and next time they will achieve. Differentiation was planned on each stage starting from the time to hold the card and tell the answer to weaker students to the FA procedure when teachers give support. The main problem with the lesson was the timing. We were a little bit in a hurry, so finished the lesson earlier that it should have finished.** | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:teaching using visuals because it helped children to remember the sentences**  **2: revision using cards and a stimulation system**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1: FA next time should be retaken with most of the students as they couldn’t understand the procedure so failed the task.**  **2:having a support from another teacher was very effective**  **What have I learned from this lesson about the class or** **achievements/difficulties of individuals that will inform my next lesson?**  **Ramazan needs more attention and support**  **Zakhar should be pushed to do more difficult things**  **Next time we will plan less activities but the process of them will be more sufficient** | | | | | | | |