



University of Brighton

School of Education

Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: Las Vacaciones	Class: yea 8	Number of pupils: 29
Lesson number: 1	Date/time: Lesson duration: 60'	Number of pupils with SEND: 2	Number of pupils with FSM/PPG: 6
		Names and roles of other adults present: N/A	

A. Within the context of this lesson, what **specific actions** are you going to take to advance your **professional development** in relation to the Teachers' Standards and Action Plan?

I will focus on TS4: I will make sure I

- provide students support, i.e. where to retrieve what they need to carry out the task independently
- provide scaffolding and extensions for each activity
- model every activity by giving examples (during my classes I am trying to give both an oral and visual input (writing on the whiteboard using different colour has proved to be effective)
- I will introduce self-assessment

I will use IT for both creating activity and get students to practice and play.

B. Using your previous lesson evaluation, identify specific actions to support pupil progress.	Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.
	N/A

C. Prior learning	Language skills advanced during this lesson

D.	Learning Objectives	Differentiated Learning Outcomes		
	What do I intend the pupils to learn?	All ...	Most ...	Some ...



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	<i>(Knowledge, understanding, values attitudes and skills)</i>			
LO1				
LO2				
LO3				
E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies
	What we teach to pupils	specific use of target language	What will pupil do and what they will learn	
Starter 10 mins	-			
Episode 1 10 mins				
Episode 2 8-10 mins				
Episode 3				
Plenary	Is a type of assessment for learning.			

E. Differentiation Strategies – Highlight those being used in this lesson		Assessment for Learning Strategies – Highlight those being used in this lesson		
Differentiation by Outcome Differentiation by Task Differentiation by Time Differentiation by Interest / Choice Differentiation by Questioning	Differentiation by Support Differentiation by Content Differentiation by Resource Differentiation by Grouping / Ability	Sharing LO's Peer-Assessment Self-Assessment Questioning Listening/Eavesdropping	Observing Plenary Discussion Traffic Lights Presentations	Mini-Whiteboards Think-Pair-Share Written Work Sharing Success Criteria Feedback / Feedforward



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F. Lesson Evaluation

Reflect upon your **professional development**, including the impact and outcomes of the specific actions identified in box A above.

Reflect upon **pupil progress**:

1. To what extent were the **learning outcomes achieved**?
2. How successful were the **specific actions** identified above (box B) in supporting **pupil progress**?

Next steps: As a result of your evaluation what actions will you take with this group next lesson to support pupil progress? Place in box B of next lesson plan.