Breaking Barriers Planning - Strand: Title: Name: Date:

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| Educational context |  |
| Aims | •  |
| Communication/words |   |
| Assessment | Look and listen for, linked with Individual Record of Progress:See book for details |
| Context and links to other curriculum areas |  |
| Maintenance/review | Daily counting and activities from previous weeks and months: |
| Focus Activities – Main teaching | **Teaching strategies:** * Modelling
* Copying – errorless learning
* Back chaining
* Physical prompt
* Matching
* Selecting
* Teaching without testing – equipping instead.

*Be careful of ‘learned’ helplessness!**Be careful of not giving sufficient time.* |
| Independent practice | Repeat of the above, matching activities, reasoning activities for problem solving |
| Further steps/Extension | Problem-solving across all strands and settings building in the language of problem-solving |
| Resources |  |
| Home learning | Ask parents to talk about and show: |
| ReflectionWhat went well?(Teaching practice and management)What changes do you recommend?(Future planning)What did you learn from the children?(Personal learning)What did you observe about their learning?(Student focus and assessment) |  |