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: |
| Reflection  What 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) |  |