Class.		Timescale:	

Zoom Out: Big Picture		Topic:	
Where does the topic fit into the big frame: the specification, the subject domain; the flow of ideas.	**Prior Learning** *What should they already know as a platform for this next section?*	**Coming next:** *Where will they go next after this section? What do we need to be preparing for?*	

Zoom In: Immediate Learning Goals	Topic Focus
What's the big question; the narrative; the line of enquiry?	*Is there a narrative or enquiry question to provide a hook; a focus point, throughout the unit? What's the purpose of the work in hand? What big question are we trying to answer?*
What exactly do I want students to know/to be able to do?	*They should ALL know…../ know that…. / know how to…..* *State the knowledge in detail. Headings are not enough – make reference to a textbook, knowledge organiser, word list, study guide or any resource where all the details are fully spelt out.* *Students should be able to check whether they have covered/acquired all that is required.*
What are the major common difficulties; misconceptions?	*Make a short list: Prepare to explore each of them with the class explicitly.*

The Steps to Understanding: Breakdown → Sequence			
Sketch out the flow *First…*	*of ideas* *Then…*	*that need to be built up* *Then…*	*for a full understanding:* *Finally…*

Planning Prompt	Details/ Task list.	Done ?
Sources of Information Reading/Media	*Textbook reference. Reading sources. Slides, Video.* *What will the students have access to? What am I giving them all?*	
Examples and Models	*Which examples to introduce the topic?* *What model am I using? Do I have it ready?*	
What excellence looks like?	*Exemplar work? Worked-examples?* *Do I have them to hand? Can I use visualiser? Can I live model?*	
Questioning and CFU	*What structures will allow all students to participate?* *Have I got good questions to set for detailed CFU?*	
Question Sets	*Which question sets will I use? Reference worksheet, workbook, textbook, slides. Are they tiered enough to challenge all? Is there enough built-in practice? Do I have questions for all practice phases and daily review?*	
Scaffolding Resources SEND/EAL/Access	*What scaffolds can I use? Are they ready-made or do I have to make them?* *Will specific students be able to progress with these supports?*	
Equipment	*What do I need to order/arrange specially? Eg for demo/practical/AV input?*	
Homework	*What practice can students do between lessons? Is it at the right level of challenge to allow high success rate? Is there a sensible diet over the unit?*	

Prompt: Have you planned for all phases of instruction?				
Explanatory input Modelling	Questioning Check for Understanding	Guided Practice Feedback	Independent Practice	Review Retrieval Practice

Lesson Flow Insert/Delete rows as needed.	
Lesson 1. Intro	**First steps of instruction and practice.** *Set out the big question.* *Check for prior knowledge* *Assemble the models, and exemplars* *Rehearse the explanation and worked examples* *Assemble the knowledge content guides and scaffolds.*
Lesson 2. Develop	**Link Back: Daily review/ retrieval practice: Reteach? More Practice?** **Move Forward: Next steps of instruction and practice.** *Prepare the review task/questions. Involve all students* *Can students check their own?* *CFU: Involve as many students as you can.* *Assemble tiered challenges/ tasks /questions* *Monitor practice… check for misconceptions/build success rate*
Lesson 3. Develop	**Link Back: Daily review/ retrieval practice: Reteach? More Practice?** **Move Forward: Next steps of instruction and practice.** *Repeat as needed.* *Withdraw the scaffolds more. Do it on your own now.*
Lesson 4. Consolidate	**Bigger Scope Retrieval: More application; more synoptic questions; more extended task.** *Feedback and improvement time.* *Revisit the big question. Take stock.* *Apply the knowledge. Link to other areas. Signpost the hinterland.* *Assemble wider assessment task.* *What does excellence look like? Review exemplars from the class.*

Further Planning / Mode B Extensions	
Structured speech opportunities	*Student-as-teacher inputs; formal presentation; recitation; structured debate; structured dialogues.*
Choices and options.	*Where can students make decisions: e.g. include open-format response task for homework. E.g. 'Meanwhile elsewhere' research homework.*
Flipped Learning: Pre-reading; prep tasks?	*Where can students start to take more responsibility for their learning: What can they read in advance; what notes or questions can they prepare in advance? Do they have the resources to do it well? Have I shown them what excellence looks like?*
Wider reading: parallel areas of study/ stretch?	*Where will I direct students for wider reading? What challenge questions do I have relevant to the topic? How could I open up the level of challenge for those moving swiftly through the material?*