



**Lesson Sequence**  
The learning journey



**I do**  
Teacher modelling-explaining



**Scaffolds**  
Supports to prevent cognitive overload



**What makes 'beautiful'?**  
Working backwards from desired outcome



**We do**  
Probing-Questioning-discussion



**Key feedback points**  
Learners ↔ Teacher



**Teacher Clarity**  
Pedagogical content knowledge



**Prior knowledge**  
Activate and assess what learners know already



**You Do**  
Opportunities for learners to think hard while practising



**Revisiting**  
Retrieving and spaced testing

## Lesson Sequence

- ✓ What is the learning focus for this sequence of lessons?
- ✓ How does this lesson sequence fit into the big picture?

## What makes 'beautiful'?

- ✓ By the end of this lesson sequence, what would be a 'beautiful' outcome in terms of the KASH (knowledge, attitudes, skills and habits) development of your learners?
- ✓ What are the thinking processes, vocabulary etc?

## I do

- ✓ How are you going to model/explain new concepts, thinking processes, vocabulary etc?
- ✓ Where are there opportunities to connect the new information with prior knowledge of learners?
- ✓ How will you avoid cognitive overload by chunking new content?
- ✓ How can you utilize strategies such as story, think-alouds, connections to big-picture, worked examples, visual organisers or dual coding to give learners clarity?
- ✓ How will you ensure that learners have clarity on their learning journey? What signposts will be provided?
- ✓ How will you model planning, strategy selection, self-checking, error spotting, thinking steps, vocabulary and language?

## Scaffolds

- ✓ What scaffolds (e.g. structure strips, rubrics, worked examples, mnemonics, writing support, knowledge organisers etc) will be available to learners to avoid cognitive overload, should they need it?

## Teacher Clarity

- ✓ What is the most effective and logical order of teaching the concepts in the lesson sequence?
- ✓ What are the ingredients & thinking process required by learners to achieve success in this learning sequence?
- ✓ What is the key vocabulary that learners will need to grasp?
- ✓ When you taught this sequence before, what were the most complex/confusing aspects for learners?
- ✓ When you taught this sequence last time, what feedback from the summative assessment could help you to teach this sequence more effectively this time?
- ✓ Where will there be opportunities to interleave other topics or concepts?

## We do

- ✓ What are the key questions that will ensure effective probing?
- ✓ What strategies will ensure probing is inclusive?
- ✓ Which misconceptions and difficult parts of new content will probing focus on?
- ✓ What oracy norms will enhance feedback to teacher? How can these be scaffolded, if needed e.g. using speaking frames?
- ✓ What will learners be able to say and do that 'proves' they are ready to practice with confidence and competence?

## Key feedback points

- ✓ What are the key points where learners will need feedback?
- ✓ Where will this feedback come from?
- ✓ How will you ensure feedback is specific, helpful and timely?
- ✓ Where will there be opportunities to develop self-feedback skills?
- ✓ Do learners have opportunities to reflect on:
  - ✓ What they have learnt
  - ✓ Their personal growth since the start of the lesson sequence
  - ✓ What they were effective at, and why?
  - ✓ What they will do differently next time?

## Prior knowledge

- ✓ What tools will you use to both assess and activate prior knowledge?
- ✓ How will you gather feedback on learning gaps/misconceptions/mislearning in your learners' prior knowledge?
- ✓ How will you use learners' prior knowledge e.g. misconceptions, to adapt planning and modelling?
- ✓ What scaffolds or other tools/strategies will you use to support variance in prior knowledge?

## You Do

- ✓ What tasks/activities will enable learners to repeatedly practise the strategies and skills required?
- ✓ Are the tasks/activities focussed on enabling learners to develop the desired KASH by the end of the lesson sequence?
- ✓ Have the tasks/activities designed to make learners think hard when practising?

## Revisiting

- ✓ How will you provide repeated spaced opportunities for retrieval practice of this learning?
- ✓ How will you utilize spacing effects to maximise retention of new learning?