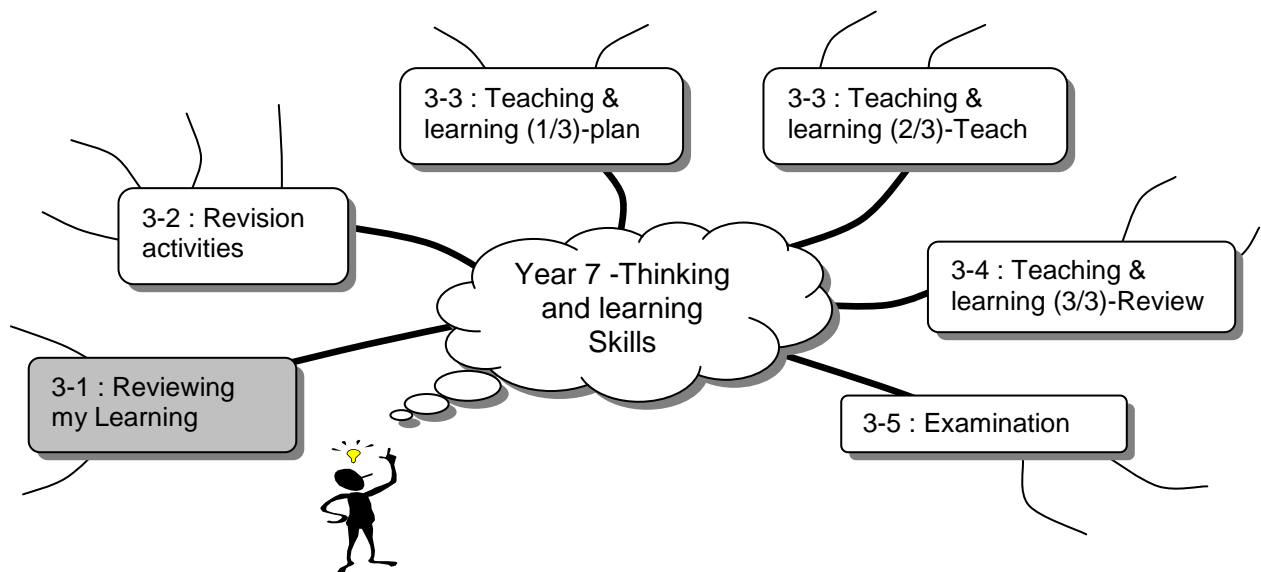


Resources... <ul style="list-style-type: none"> • OHTs 1+2 for this lesson • ...and OHP pen • Scissors + glue (maybe) • A3 + A4 plain paper (maybe) • Crayons, felt tips 	Key Words... Visual, Auditory, kinaesthetic, confident, uncertain....	Thinking Skills LT4 TL5
Learning outcomes : I will be able to.... (IWILBAT)	<ul style="list-style-type: none"> • make my own Mind Map of my Learning • say where I'm confident or uncertain • compare my successes with other students 	
Homework....	Task 3.1... complete your Mind Map of your learning successes and difficulties	
Entry - while students are coming in and settling 1.Starter (5 mins) 2.Main part... a. (15 - 20 min) ... Brain Break... b. (15 - 20 min) 3. Plenary (5 min)	<ul style="list-style-type: none"> • copy.... lesson title.....aims.....key words.....Homework • Homework...from last lesson... ready to hand in • 3 things from last lesson...noted in Ex. book • Brain Booster • Q: "What Learning from Year 7 are you confident of?".... "How do you know?".....A: "Make your own Mind Map of your Learning." • "I will ask you for your thoughts on other students' Mind Maps, at the end of the lesson." • Show students' A3 Mind Maps from last lesson • Show OHT1 and how to add to the Mind Maps...take ideas to get started • Students add to their own Mind Maps • Brain Break ... if you wish • Circulate...discuss, share ideas • get students to share and view each others' ideas • 1 thing from the lesson • set up the "Big Picture" of Unit 3 • Peer review: "I think <NAME's> Mind Map is good because....." • who has done well in the lesson? --> merits 	
Homework And next lesson...	Reminder Revision activities	

Thinking and learning Skills (v2) - 07 – 3-1 – Reviewing my Learning Successes
Guidance on this Lesson



Starter

Brain Booster - As usual, do one of these exercises at the start of the lesson

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, All you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

Main

This follows on closely from the **last lesson of Unit 2**, and you will need to have kept the students' A3 Mind Maps, with their individual **VAK review** of subject Learning. Students will now identify areas of their Learning where they are confident, or not. This will lead later on into Revision activities, and into Peer Teaching and Learning.

The review of VAK in learning, at the end of Unit 2, will have helped them broaden their perspective on learning across the range of subjects.

Draw this **table** on the board. Explain that you want students to **add to their Mind Map**, and for each subject put in one "bit" of Learning they are confident in, and one they are not. They can mark these with different colours, and symbols.... ☺ and ☹. Remind them that they have done a small version of this exercise in Unit 1 lesson 5, towards the end of the Autumn term. You will want them to contribute to the table on the board.... here's an example....

A "Bit" of learning	☺ I could teach this	☹ I'm not sure about this.
Long multiplication	Sam, Nicole	George, Tom
Series and Parallel circuits	Billy	Jessica
the parts of plant and animal cells	Amy, Jordan	Sam
what the Romans have done for Britain	Nicole, Tom	Billy
French numbers up to twenty	Adam, Jasmine	Nicole

I've put a blank version of this in OHT2.

You can show the OHT from lesson 1.5, to prompt ideas and memories, and help get students started. You can, if you wish, get students to **view each other's work** at some mid-way point, either by passing round their Mind Maps, or by themselves circulating round the room. As you circulate and view students' work, you can make suggestions for items to be put in the table on the board.

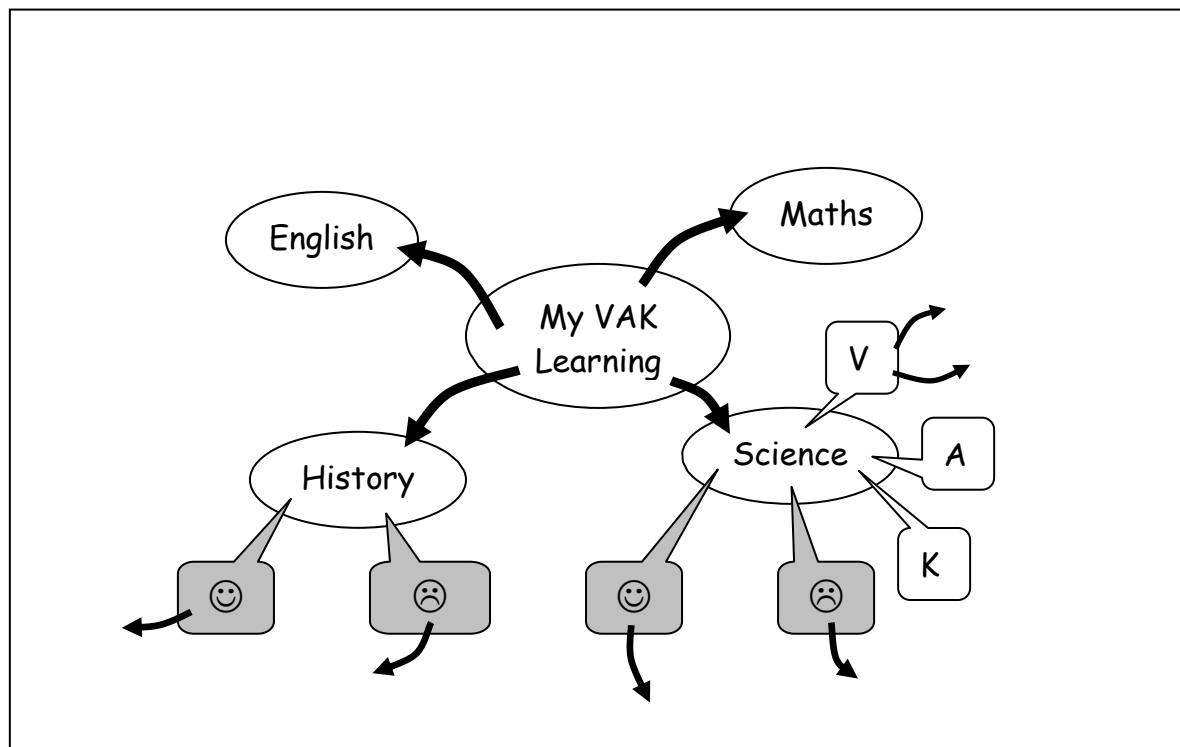
At the end, **review** what's on the board. Hopefully you have a few entries in both columns! Different people will have different strengths and difficulties. This shows the Form as a **Learning Community**, where they can support each other in their Learning. Explain that this will be picked up in later lessons (3.3 and 3.4). It will help if you keep a **record** of what's on the board... say, if you've written on **OHT2**... so you can return to it in lesson 3.3, if you wish...see 3.3 lesson notes.

Plenary: Review what's on the board, and maybe add to it. Are there any patterns? Do any subjects appear more often?

You can ask students to name posters they like, and why they like them, and what would make them even better.

You can ask what we've learned this lesson... one student said, "I found out that we're all confident about different things."

The **Homework** (task 3.1) follows this up; students can complete and colour code their Mind Map, and say what they will do deal with the things they find difficult (skill TL2).



....or as a table.

Subject	😊	😞
English		
Maths		
Science		
History		
Geography		

Our Record of Successes and Uncertainties

OHT 2

	A "Bit" of learning	😊 I could teach this	😞 I'm not sure about this.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			