

Learning Objectives: 5 Steps, 12 Examples

Five steps to write one, twelve worked examples from ages 4 to 18 with their success criteria and a two-minute exit check, a straight answer on whether it has to go in the book, and the criteria for each thinking move so you can write your own.

1

Name the learning, not the task

Write the thing they will know or be able to do, as a noun phrase: the causes of the Great Fire, column addition with carrying. Not the activity. A poster is a task; what the poster proves is the learning.

2

Pick one thinking move

What will they do with it: remember, explain, use a method, compare, judge or create. One verb, chosen for the learning, not lifted from a list. If two moves fit, you have two objectives.

3

Say how you will see it

In talk, in writing, in a diagram, in a model. This is the evidence, and it decides the exit check. If you cannot say how you will see it, the objective is a hope.

4

Write three to five criteria in their words

Each one starts with I can and names something you could watch for. No must, should, could: one bar for everyone, more support for some. Fewer than three is a slogan; more than five is a mark scheme.

5

Plan where it lives

On the board, in the model you show, in your feedback and in a two-minute exit check. In the book only where a learner will genuinely re-read it. Copying it out is handwriting, not learning.

1 AGES 4 TO 7 · MATHS

We are learning to count in twos to 20.

1. I can count in twos from 0 to 20 out loud.
2. I can carry on from any even number you give me.
3. I can spot the mistake when the puppet counts wrong.

Exit check Say it: count in twos to a partner, starting at 6. The partner listens for a skip.

2 AGES 4 TO 7 · SCIENCE

We are learning to name the parts of a plant and say what each part does.

1. I can point to the root, stem, leaf and flower.
2. I can say one job for each part.
3. I can build a plant from the parts and put them in the right places.

Exit check Show me: hold up the part that drinks the water, then the part that makes the food.

3 AGES 7 TO 11 · ENGLISH

By the end of this lesson, we will be able to use fronted adverbials to show when or how something happens.

1. My sentence starts with a fronted adverbial.
2. There is a comma after it.
3. It tells the reader when, where or how, and the sentence still makes sense without it.

Exit check Write it: rewrite 'The fox crept through the garden' with a fronted adverbial that says when.

4 AGES 7 TO 11 · HISTORY

By the end of this lesson, we will be able to explain why the Great Fire of London spread so quickly.

1. I can give three reasons: wooden houses, narrow streets, a strong wind.
2. Every reason has a because.
3. I can say which reason mattered most, and why.

Exit check Draw it: three boxes, three causes, and an arrow to the one that mattered most.

5 AGES 7 TO 11 · MATHS

By the end of this lesson, we will be able to add two three-digit numbers with the column method, carrying when we need to.

1. My digits line up in hundreds, tens and ones.
2. I carry the ten and I write it where it belongs.
3. I can spot a question where I need to carry twice.

Exit check Write it: finish the worked example with one step missing, and say what that step does.

6 AGES 7 TO 11 · SCIENCE

By the end of this lesson, we will be able to put the stages of the water cycle in order and explain what drives each one.

1. I can put evaporation, condensation, precipitation and collection in order.
2. I can say what makes each stage happen: the sun, cooling, gravity.
3. I can draw the cycle from memory with the arrows the right way round.

Exit check Draw it: the cycle from memory on a whiteboard, in ninety seconds.

Board or book? Our position, not a study: nobody has measured copying the objective out, so decide on cost.

AGES 4 TO 7

Say it, show it, act it. Do not make them write it. At this age copying an objective is handwriting practice with a purpose nobody explained; the objective lives in what you say, what you model and what they make.

AGES 7 TO 11

A printed slip stuck in, or nothing. Two minutes of copying a sentence, five lessons a day, is about 32 hours over a school year, more than a week of lessons. The criteria on the board, in the model and in your feedback do the work the copied line was meant to do.

AGES 11 TO 14

Title and date in the book. The objective goes on the board, into the worked example, into the feedback and into the exit check. Learning rarely fits one lesson, so write it for the sequence and refer back to it each time.

AGES 14 TO 18

The objective is a heading on their notes, not a ritual. Put your criteria beside the examiner's language so learners can translate one into the other; the criteria matter more than the objective from here on.

Ages 11 to 18, and the criteria by move

Six more worked examples for secondary and post-16, then the success criteria that go with each thinking move. Swap the topic in, keep the shape, and you have written your own.

7 AGES 11 TO 14 · ENGLISH

By the end of this sequence of lessons, learners will be able to analyse how a writer uses language to create tension, and compare two moments.

1. I choose a short quotation and explain the effect of one word in it.
2. I name the technique only when it helps the point.
3. I link the effect to what the reader feels.
4. I can compare two moments and say which is tenser, and why.

Exit check Write it: one quotation, one word, one effect, on a slip.

8 AGES 11 TO 14 · SCIENCE

By the end of this sequence of lessons, learners will be able to explain photosynthesis as a chemical change, using the word equation.

1. I can write the word equation with the inputs and outputs the right way round.
2. I can explain where the light energy goes.
3. I can explain why a plant kept in the dark loses mass.
4. I can spot the idea that plants get food from the soil, and say why it is wrong.

Exit check Write it: a hinge question with four options, each one a different misconception.

9 AGES 11 TO 14 · MATHS

By the end of this sequence of lessons, learners will be able to share an amount in a given ratio and check the answer.

1. I find the value of one part first.
2. My parts add up to the original amount.
3. I can do it when the ratio has three parts.
4. I can explain the difference between a ratio and a fraction of the amount.

Exit check Write it: finish the worked example with the missing step, and label it.

10 AGES 14 TO 18 · HISTORY

By the end of this sequence of lessons, learners will be able to evaluate how far the Treaty of Versailles caused the Second World War.

1. I can state the criteria I judge by: how direct, how large, how long-lasting.
2. I give evidence for at least two other causes.
3. I can explain the strongest argument against my view.
4. My conclusion answers how far, not just whether.

Exit check Write it: one sentence of judgement and one piece of evidence, on a slip.

11 AGES 14 TO 18 · BIOLOGY

By the end of this sequence of lessons, learners will be able to explain how temperature changes the rate of an enzyme-controlled reaction.

1. I can describe the shape of the graph and name the optimum.
2. I can explain the rise with collisions and the fall with denaturing.
3. I use active site and denature correctly, and never say killed.
4. I can predict what happens to a named enzyme outside its optimum.

Exit check Draw it: sketch the graph on a whiteboard and label the two halves.

12 AGES 14 TO 18 · DESIGN

By the end of this sequence of lessons, learners will be able to design a product for a client brief and justify every design choice against it.

1. My design meets each line of the brief, and I can point to where.
2. I made at least three deliberate choices and can say why.
3. I improved a first version after feedback and recorded what changed.

Exit check Show me: one choice in the design and the line of the brief it answers.

Success criteria by thinking move. Each set is written for a topic called it; put your own noun phrase in its place.

Remember it

RECALL

Not: know it

1. I can state the key facts about it from memory, without notes.
2. I use the right words when I talk or write about it.
3. I can tell a correct statement about it from a wrong one, and say why.
4. I can still do it at the start of next lesson.

Explain it

EXPLAIN

Not: understand it

1. I can explain it in my own words, not just repeat the definition.
2. I use the key terms correctly.
3. I give a reason, with a because, for each step or part.
4. I can give an example of it that we did not use in the lesson.

Use a method

USE

Not: practise it

1. I follow the steps of it in order, and I can say what each step is for.
2. I get the right result on questions like the ones we practised.
3. I get the right result on a question that looks different from the ones we practised.
4. I can spot and fix my own mistake.

Compare

COMPARE

Not: look at it

1. I can name at least two similarities and two differences in it.
2. I use a comparing word in every sentence: both, whereas, unlike, similarly.
3. I can say which difference matters most, and why.
4. My comparison uses evidence, not just opinion.

Judge it

EVALUATE

Not: think about it

1. I can state the criteria I am judging against before I judge.
2. I give at least two pieces of evidence for my judgement.
3. I can explain the strongest argument against my view.
4. My conclusion follows from my evidence, not from my first opinion.

Make something new

DESIGN

Not: be creative with it

1. My piece meets the brief we agreed, and I can point to where.
2. I can show where I have used what I know about it.
3. I made at least one deliberate choice, and I can say why.
4. I improved a first version after feedback.