

Plan the next lesson

Make five teaching decisions, then adapt them to your class. This is a short first pass, not a time limit or a substitute for subject knowledge.

Class / topic _____ Date _____

Your five decisions

Write for the lesson you will teach next.

01	Learning goal What knowledge will learners use, and what will they produce?	
02	Starting point What prior knowledge should you check first?	
03	Teacher model Which example will make the method visible?	
04	Learner attempt What similar task will learners try themselves?	
05	Response check Which answer will change your next move?	

Filled example: Year 7 fractions

One possible lesson, not a script.

01	Learning goal	Compare $\frac{3}{4}$ and $\frac{5}{6}$ using equivalent fractions. Explain why $\frac{9}{12}$ and $\frac{10}{12}$ can be compared directly: both count equal-sized parts.
02	Starting point	Ask for a fraction equivalent to $\frac{3}{4}$. Revisit equivalence with a strip if learners cannot give one.
03	Teacher model	Show equal strips: $\frac{3}{4} = \frac{9}{12}$ and $\frac{5}{6} = \frac{10}{12}$. Name the same-sized parts.
04	Learner attempt	Compare $\frac{2}{3}$ and $\frac{3}{4}$ with a diagram or common denominator. Write an individual reason.
05	Response check	Every learner writes a comparison and reason. If larger-denominator confusion persists, show $\frac{1}{4}$ and $\frac{1}{6}$. Otherwise, try a fresh pair.

Teacher notes for the next lesson

What did learners show? What will you revisit, reteach or extend?
