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| **Footsteps Planning KS2** | |
| left_foot_print_benji_pa_02.svg.med by Footsteps In Eden Reflexology | **Step 1**   * Select a unit/ key question from p. 57 of syllabus * Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate |
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| left_foot_print_benji_pa_02.svg.med by Footsteps In Eden Reflexology | **Step 2**   * Use the learning outcomes from column 1 of the unit outlines on pp 61-72 of syllabus, as appropriate to the age and ability of your pupils * Be clear about how these outcomes will help you to decide what and how to teach |
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| left_foot_print_benji_pa_02.svg.med by Footsteps In Eden Reflexology | **Step 3**   * Look at the suggested content for your unit, from column 2 in the unit outlines * Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes |
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| left_foot_print_benji_pa_02.svg.med by Footsteps In Eden Reflexology | **Step 4**   * Turn the learning outcomes into pupil friendly ‘I can’, ‘You can’ or ‘Can you…?’ statements * Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to know, to be able to understand and do as a result of their learning. * Those I can’/’You can’/ ‘Can you…?’ statement will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment |
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| left_foot_print_benji_pa_02.svg.med by Footsteps In Eden Reflexology | **Step 5**   * Develop active learning opportunities, using some engaging stimuli, to enable pupils to achieve the outcomes * Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want pupils to develop. * Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding. * Consider ways of recording how pupils show their understanding, e.g. photographs, learning journey wall or class book, group work, annotated planning, scrap book etc. |
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