

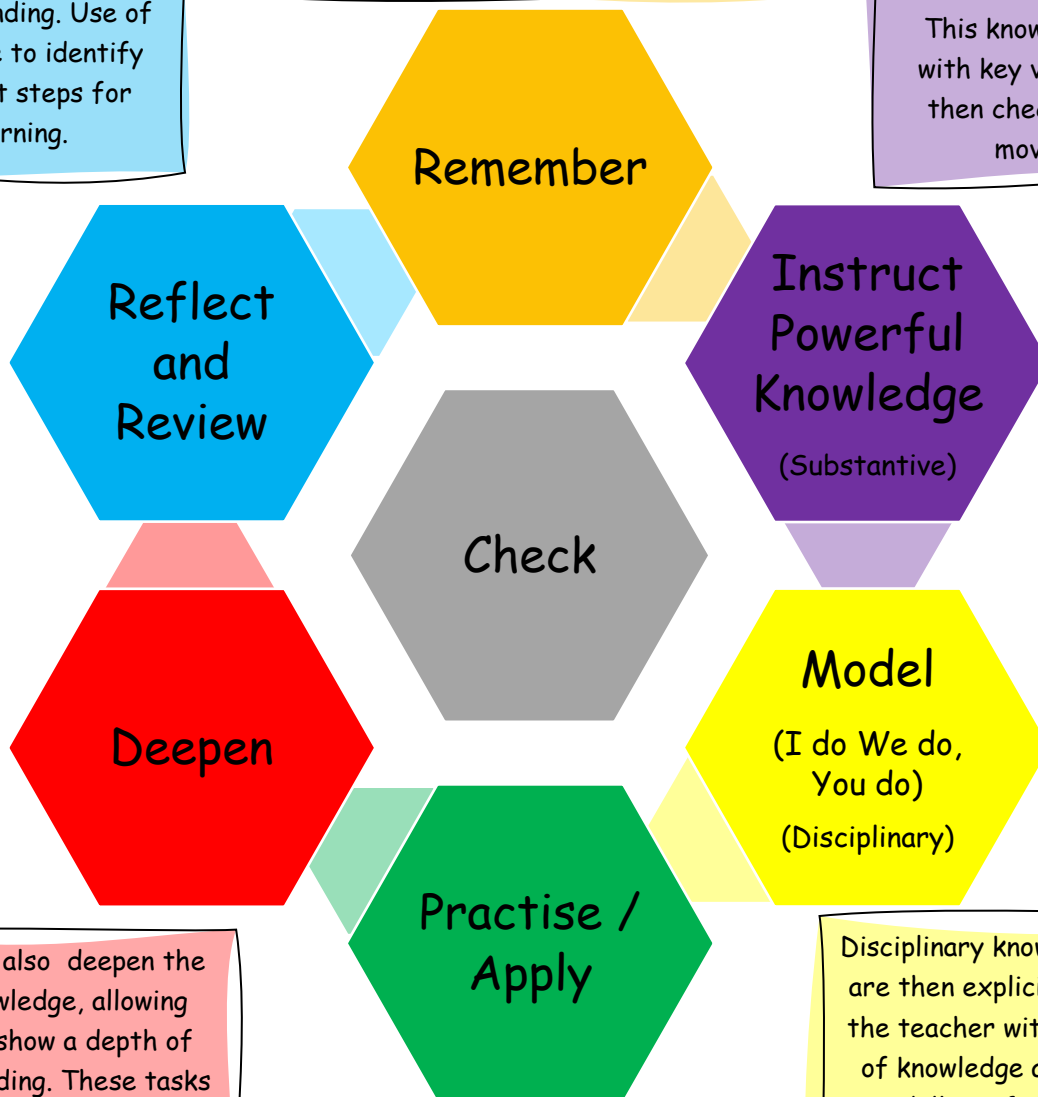
Hillbourne Learning Sequence



Recap on the new learning ensuring that the pupils have taken away the 'sticky' bit of knowledge. This could be by using sentence stems to share their understanding. Use of AfL here to identify the next steps for learning.

Retrieval practice to retrieve past knowledge. Review to help to remember the key knowledge from the last lesson or other content from previous units that is helpful. Use of AfL here to assess which knowledge has been forgotten. This may take the form of a quiz, picture quiz, keyword match up, picture match up, flashcards, gap fill, tell your partner, etc.

New substantive knowledge is instructed in small chunks and is carefully sequenced. Knowledge is broken down into knowledge statements, using 'I know...' using dual coding. This knowledge, along with key vocabulary, is then checked before moving on.



Pupils will also deepen the new knowledge, allowing them to show a depth of understanding. These tasks often require a degree of critical thinking where the children need to reason, explain, justify or make connections between previous taught content.

Children have the opportunity to practise the modelled learning. They experience tasks that help them to independently apply their substantive knowledge using the disciplinary skill. Evidence in books shows how the children have applied their knowledge. Suitable adaptations have been made to allow all children to experience success and achieve the learning intention.

Disciplinary knowledge and skills are then explicitly modelled by the teacher within the context of knowledge already taught. Modelling of this is done one step at a time with continual checks. Instruction is concise and language is clear. Support understanding of small steps taken- 'I do, we do, you do' staged approach. Using the gradual release model, children have the opportunity to discuss and show their understanding.