

**SECONDARY ITE LEARNING PLAN AND
EVALUATION**

Date: 24/04/2018 Time of lesson: 1:30	Class: year 4 No. pupils: 20 Ability: moderate	Activity: The digestive system	Trainee name: Nick Constant
Learning Question (ILQ): How does the digestive system work, and what is its purpose in our body?			
Differentiated Learning Outcomes Some: will be able to explain what the digestive system process using key words correctly Most: will be able to explain what the digestive system does in our body All: will be able to describe what the digestive system is			
Key Words (WOW words) <ul style="list-style-type: none">* Oesophagus* Stomach* Bile* Salivary glands* Anus* Rectum* Large intestine* Small intestine* Organ			
Risk Assessment: Separate risk assessment already completed within the centre Remind students about the environment they are working within, and the dangers they face.			

Wet weather plan: If the weather is against us, we can downscale the task into the classroom, move tables and chairs to one side. Make sure all student behaves appropriately and if anyone is caught being still or increasing the risk of injury they must sit out.

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<p>2:00</p> <p>2:10 lesson begins</p> <p>2:20 main activity</p>	<p>Explain to students what the LQ is, what I expect from them behaviour wise and what the behavioural procedure will be if anyone misbehaves. Students won't need to be in PE kit but will be much better if all remember to bring it in.</p> <p>Get students into pairs and on white boards get them to list as many key words they know about the digestive system.</p> <p>On the floor, there will be 6 coned areas starting from the top of the MUGA to the bottom. Each coned area represents a part of the digestive system. 1. The mouth where food is broken down by teeth and saliva. The students will pretend to be a food (of their choice) and go into the mouth and pretend to be eaten 2. The second area is the oesophagus where the children will run down the tube in to the 3rd area the stomach 3. The</p>	<p>Ask each pair to read out one key word and try to get them to explain</p> <p>*TP – ask them which section they are in and what importance that plays in the role of digestion. What would happen if we didn't have this organ?</p>	<p>If a pair is finding this difficult, I will give them a word and see if they know what it is.</p> <p>If some students are finding this confusing explain to them 121, and use a printed off diagram</p>

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2:45 conclusion	<p>stomach, once the students are in this area they will be jogging in a circle being churned up and digested. Get students to go crazy! And pretend to be breakdown food. 4 the students will then enter the large intestine and run around, they will let go of the bibs (the nutrients) they are carrying. 5. The students will then go in to the small intestine and be running around a much more complicated route and finally 6. They will fall out the anus as waste.</p> <p>End of lesson gather students around a do a final brief of what we did and what we learnt.</p>	<p>*TP – see if they can do it on their own the second time and each time they enter a new organ they shout what the organ is called.</p> <p>*TP- Explain the benefits of each organ as they enter it.</p> <p>Q. what is the first step of the digestive system</p> <p>Q. what is the biggest organ in the digestive system? How long?</p> <p>Q. what do we get out of food?</p> <p>Q. why is the digestive system important?</p> <p>Q. do you think we could live without it? Why not?</p> <p>Etc.</p>	<p>If this is done quickly and easily, add in 4-6 students as enzymes to go get the nutrients and a mini game.</p>
2:50	<p>End of lesson, go get changed</p>		