

Lesson title:**Phase:****Objectives:**

	Teacher Action	Pupil Action	Learning Behaviours	Teacher Talk
Episode 1	Put students in pairs. Pose key question. Be prepared to use aspects from teacher talk to nudge thinking where necessary Gather and share a few connections	1 minute in pairs to connect new learning to prior knowledge. 1 minute to share ideas across the class.	Process encourages students to reflect on and connect new learning to previously existing knowledge and understandings.	What does it remind you of? Have you come across this before? Have you ever done anything like this before? It's a bit like xxx isn't it? What is this like that you already know about?
Episode 2	Use Think/Pair/Share to structure the Episode. Organise VTR 'I used to think, but now I think' to capture how learning has been extended. Lead discussion to collect and share significant shifts in thinking with whole class.	Individuals 1 minute to complete 'I used to think'. 1 minute to share with a partner. 1 minute to share significant 'Extends' with whole class.	Process encourages students to distil their new learning and consider the extent to which new learning forces a re-think of what was previously understood.	Does that make you think again about So, now you know X how does that change what you knew before? You might need to think again Are you seeing it differently now?
Episode 3	Organise students in 4s. Pose the 'Challenge' question. Lead discussion to collect and record the emerging 'Challenges'. [After the Episode – consider whether / how future learning might need to be adapted to ensure that the identified 'Challenges' are addressed.]	In 4's, 2 minutes to decide on outstanding 'Challenge(s)'. 1 minute for whole class to discuss, outstanding 'Challenges'.	Process encourages students to reflect on what is and what is not understood, and to share what they do not understand with others, and to consider what they might do about it.	What do you still want to know / find out about? What's bugging you? What is the one thing you need to know/do now? What would make all the difference to your understanding? What can't you do? How might you find that out?