|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| LEVEL | CP | CE1 | CE2 | CM1 | CM2 |
| Timetable fit/Nombre de séance dans la séquence(How many sessions and hours) |  |
| SUBJECT/Domaine d’apprentissage |  | TOPIC/ sujet |  |
| AIMS |
| Main Aim/objectifs disciplinairesBy the end of the lesson, learners will have seen…., by…., … | Subsidiary aim/Objectifs transversauxLearners will also be able to… |
|  |  |
| OBJECTIVES |
| Prior-knowledge/Pré-requis | Content /ContenuNew knowledge, skills, understanding | Cognition/compétences cognitivesHOTS/LOTS, problem-solving, challenges and reflection |
|  |  |  |
| Culture/Citizenship/ Citoyenneté(Awareness of self and other, identity, citizenship and pluricultural understanding) |
|  |
| COMMUNICATION |
| Language of/langage d’apprentissageEssential vocabulary/grammar associated with the topic and theme content) | Language for/langage pour apprendreLanguage needed to operate in the learning environment and in particular this lesson. Ex: how to describe, to explain, to justify, to present | Language through/langage transversalLanguage progression, practice and extension – emerging language |
|  |  |  |
| SCAFFOLDING/EtayageHow you support learner with language | ANTICIPATE PROBLEMS | ANTICIPATE SOLUTIONS |
|  |  |  |
| ASSESSMENT/EVALUATIONWhat kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how? |
|  |

**Sequence in a glance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Session | Timing | Material | Language skills | Content/Contenu disciplinaire | Learning outcomes/Attendus pour les élèves |
| 1 |  |  | L | S | R | W |  |  |
| 2 |  |  | L | S | R | W |  |  |
| 3 |  |  | L | S | R | W |  |  |
| … |  |  | L | S | R | W |  |  |
|  |  |  | L | S | R | W |  |  |
|  |  |  | L | S | R | W |  |  |

|  |  |
| --- | --- |
| **Session n°: title** | **Timing :** |
| **Objective/objectif** |  |
| **Learners outcome/attendus pour les élèves** |  |
| **Material/matériel** |  | **SKILLS/LOTS-HOTS** |
| **Time/temps** | 1’ | **Stage 1 : Opening and engaged / Ouverture et engagement**  | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | WC |  |  |
| **Time** | 4’ | **Stage 2 : Discussing language content and learning skills / Réfléxion sur les compétences**  | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | IW/WC | What does … mean? What do you understand by …? | **Think** |
| **Time** | 5’ | **Stage 3 : Activate prior knowledge / Brainstorming (bank of vocabulary/sentences) / Activation des pré-requis** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | WC |  |  |
| **Time** | 5-10’ | **Stage 4 : Informing (providing input) / Présenter le support et la nouvelle compétence** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | WC |  |  |
| **Time** | 10-15’ | **Stage 5 : Applying / Appliquer** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | GW/PW |  |  |
| **Time** | 5’ | **Stage 6 : Reflecting / Réfléchir** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | GW/PW |  |  |
| **Time** | 5’ | **Stage 7 : Presenting one’s group outcome / Présenter ce qui a été compris** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | WC |  |  |
| **Time** | 5’ | **Stage 8 : Reviewing outcome/ Mise en commun / Trace écrite (optionnel)** | **L** | **S** | **R** | **W** |
| **Class managment/ interactions** | WC |  |  |