|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 disciplinaires  By the end of the lesson, learners will have seen…., by…., … | | | | Subsidiary aim/Objectifs transversaux  Learners will also be able to… | | | | |
|  | | | |  | | | | |
| OBJECTIVES | | | | | | | | |
| Prior-knowledge/Pré-requis | | Content /Contenu  New knowledge, skills, understanding | | | | Cognition/compétences cognitives  HOTS/LOTS, problem-solving, challenges and reflection | | |
|  | |  | | | |  | | |
| Culture/Citizenship/ Citoyenneté  (Awareness of self and other, identity, citizenship and pluricultural understanding) | | | | | | | | |
|  | | | | | | | | |
| COMMUNICATION | | | | | | | | |
| Language of/langage d’apprentissage  Essential vocabulary/grammar associated with the topic and theme content) | | Language for/langage pour apprendre  Language 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 transversal  Language progression, practice and extension – emerging language | | |
|  | |  | | | |  | | |
| SCAFFOLDING/Etayage  How you support learner with language | | ANTICIPATE PROBLEMS | | | | ANTICIPATE SOLUTIONS | | |
|  | |  | | | |  | | |
| ASSESSMENT/EVALUATION  What 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 |  | |  | | | |