

PURPOSEFUL PLANNING FOR LEARNING

Shaping Learning and Teaching in the Primary School

Edited by **Natasha Serret** and **Catherine Gripton**



ROUTLEDGE



Purposeful Planning for Learning

Purposeful Planning for Learning puts the passion and depth back into how teachers plan for learning in the primary classroom. Offering a unique perspective on what constitutes purposeful planning for learning, this book encourages a mindset where planning is integral to, supportive of and informed by learning, including learning that is social, emotional, physical and cognitive.

Written by a variety of teacher educators and primary teachers, this book reconceptualises planning by focusing on different themes such as outdoor learning, assessment, questioning and inclusion, that all influence and inform planning. In each chapter, you can find:

- Voices of teachers and teacher educators
- The unpicking of practice and key terminology
- Vignettes that shed light on classroom life (examples from practice) and
- Opportunities for reflection (points to ponder)

This cross-curricular resource provides aspirational, professional and practical insights into current issues that surround planning. It includes student and experienced qualified teacher insights which will serve as inspiration to support the reader in making real changes in their classroom.

Natasha Serret was a primary teacher and is now a senior lecturer working with the Primary Education team at Nottingham Trent University, where she is the course leader for BA Primary Education. She has collaborated on several research projects, with universities in the UK and across Europe, that have focused on outdoor learning in science, Cognitive Acceleration in Science Education (CASE) and assessment in science education.

Catherine Gripton is a lecturer, author and researcher with many years of experience in primary teacher education. She is an assistant professor in the School of Education at the University of Nottingham and has a special interest in 3–7 education and early childhood mathematics. Catherine was formerly a teacher in Nottingham and Nottinghamshire primary schools.



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

Purposeful Planning for Learning

Shaping Learning and Teaching in the Primary School

Edited by Natasha Serret
and Catherine Gripton

First published 2021
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
52 Vanderbilt Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2021 selection and editorial matter, Natasha Serret and Catherine Gripton; individual chapters, the contributors

The right of Natasha Serret and Catherine Gripton to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

Names: Serret, Natasha, editor. | Gripton, Catherine, editor.

Title: Purposeful planning for learning: shaping learning and teaching in the primary school / edited by Natasha Serret and Catherine Gripton.

Description: Abingdon, Oxon; New York, NY: Routledge, 2020. |

Includes bibliographical references and index. |

Identifiers: LCCN 2020014261 | ISBN 9781138593770 (hardback) |

ISBN 9781138593794 (paperback) | ISBN 9780429489266 (ebook)

Subjects: LCSH: Elementary school teaching. | Lesson planning. | Teacher effectiveness.

Classification: LCC LB1555 .P97 2020 | DDC 372.1102—dc23

LC record available at <https://lcn.loc.gov/2020014261>

ISBN: 978-1-138-59377-0 (hbk)

ISBN: 978-1-138-59379-4 (pbk)

ISBN: 978-0-429-48926-6 (ebk)

Typeset in Bembo and Helvetica Neue
by codeMantra

**Dedicated to our wonderful colleague and friend Nicky-Jane
Kerr-Gilbert, a passionate teacher.**



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>



Contents

<i>List of figures</i>	ix
<i>List of examples from practice</i>	xi
<i>List of tables</i>	xiii
<i>List of contributors</i>	xv
1 What is planning? <i>Natasha Serret and Catherine Gripton</i>	1
2 Roles and responsibilities in learning <i>Paul Waring-Thomas and Catherine Gripton</i>	4
3 Inclusive planning for learning <i>Fiona Hunter and Natasha Serret</i>	14
4 Principles of lesson design <i>Simon Brown, Laura Malpas and Nick Mills</i>	21
5 Assessment and planning for progress <i>Natasha Serret, Liz Ruston and Rob Perkins</i>	31
6 Questioning <i>Alison Murphy, Vicky McEwan and Catherine Gripton</i>	40
7 Planning for learners of English as an additional language <i>Nicky-Jane Kerr-Gilbert</i>	49
8 Planning for children's needs <i>Steven Sharp, Clare Orridge and Richard Muge</i>	58

9	Outdoor learning <i>Sarah Hindmarsh and Susan Hunt</i>	67
10	Planning for sustainability <i>Elaine Haywood</i>	75
11	Lesson as narrative <i>Nicky-Jane Kerr-Gilbert and Eleanor Power</i>	82
12	Planning for children's creativity <i>Suzanne Gomersall and Catherine Gripton</i>	90
13	Promoting a positive climate for learning <i>Helen Fielding, Eleanor Power and Nick Page</i>	98
	<i>Index</i>	107



Figures

2.1	Conscious competency model of teacher development	5
2.2	A Johari's window interpretation of mentoring student teachers	6
3.1	The classroom community	15
3.2	Example of a class charter	16
4.1	Example and non-example (correct and incorrect) for magic Vs lesson	27
4.2	Cubes in a magic V	28
11.1	How the storytelling process informs narrative style lesson planning	84
12.1	Possible prompts for planning for children's creativity	97



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>



Examples from practice

2.1	Reception class and the pet potato	8
2.2	Jemma rolls backwards	9
2.3	Kat's art lesson	11
3.1	Establishing 'Our Class Rules'	16
3.2	Maria reads <i>And Tango makes three</i>	19
4.1	The relationship between the learning objective and success criteria	22
4.2	Structure of a 'Magic Vs' lesson	24
4.3	Lesson demonstrating structural alignment	24
5.1	Karl and the concept cartoon	34
5.2	Amara's planning for progress	37
6.1	Poppy's questions	45
7.1	Hazel develops her relationship with Gabriel	51
7.2	Hazel learns more about Gabriel	52
7.3	Hazel communicates effectively with Gabriel	52
8.1	Student teachers discuss the value of labels	59
8.2	Billy and the firefighter	64
9.1	Supporting physical risk taking	68
9.2	Student teachers engaging in field work	68
9.3	Emily plans a 'houses' trail	71
9.4	Tom and the walk in the woods in Autumn	72
9.5	Chloe and 'Superworm'	73
10.1	Rights Respecting School Award at City Primary School	77
10.2	Marc's outdoor lesson	78
10.3	Megan supports learning about landfill sites	79
10.4	Learning about the potential of recycling	79
12.1	Sarah and the Christmas cards	91
12.2	Lucy's immersive writing lesson	93
12.3	Peter and the T.A.S.C. approach	94
12.4	Anna's pop-up book project	95
13.1	Building perseverance	102



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>