

**Lesson Planning and Evaluation Form**

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| <p><b>Subject / Area of Learning with reference to the national curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths – Numbers – fractions (including decimals and percentages)</li> <li>• Read, write, order and compare numbers with up to three decimal places</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place</li> </ul>   | <p><b>Date/time/duration of lesson:</b></p> <p><b>07/02/2020</b><br/><b>9:15am</b></p>              | <p><b>Specify links to other curriculum areas</b></p> <p>Elements of lesson will recap Y4 Maths objectives as this is the start of a new unit</p> |
| <p><b>Year Group / No. of children</b><br/><b>Year 5</b><br/><b>34</b></p>  | <p><b>Opportunities for SMSC:</b></p> <p>Social – Think, Pair, Share; Class discussion, Q&amp;A</p> |   |
| <p><b>Target for student teacher:</b><br/>What target will I be focussing on within this lesson?<br/><b>2a</b><br/><b>5a</b><br/><b>3e</b></p>  | <p><b>Target achieved within this lesson (YES/NO)</b></p>   |   |
| <p><b>Key objective:</b><br/>What do I want children to achieve/learn by the end of the sequences of lessons?<br/>To understand how place value relates to numbers with decimal places<br/>To round decimals with two decimal places to the nearest whole number<br/>To order and compare numbers with up to three decimal places</p>   |   |   |
| <p><b>Teaching and Learning Strategies:</b> input: guided; collaborative; independent activities; plenaries; homework where appropriate.</p> <ul style="list-style-type: none"> <li>• Input – Model on board, questioning</li> <li>• Collaborative – work through examples together, get pupils involved</li> <li>• Independent work – complete questions on board, worksheets</li> <li>• Plenary – quiz – can chn round given decimals to nearest whole/1 d.p? can chn identify higher decimal (whiteboard response)</li> </ul>  |   |   |
| <p><b>Success criteria:</b><br/>How will I know this has been achieved? (you may use child-friendly ‘I can.../all, most some’ statements here)</p> <ul style="list-style-type: none"> <li>• I can explain how numbers with decimals places relate to place value</li> <li>• I can round decimals with two decimal places to the nearest whole</li> <li>• I can write, order and compare numbers with up to three decimal places</li> </ul>  |   |   |
| <p><b>Assessment evidence :</b><br/>Evidence of pupil achievement linked to learning intention and including how it will be gathered</p> <ul style="list-style-type: none"> <li>• <b>Formative</b> assessment – question and response; variety of chn – have they understood?</li> <li>• <b>Book work</b> – use this time to check in with pupils – consensus in class? Ready to move on, or more examples?</li> <li>• <b>TA</b> – discussion with TAs – small group – S1/2/3?</li> <li>• <b>Plenary</b> – whiteboard responses – inform planning of next lesson</li> <li>• <b>Marking</b> – mark books, plan for DIT/intervention</li> </ul> |   |   |

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| <p><b>Pupils’ prior experience and learning:</b><br/> In light of the LO(s) and/or success criteria, what do the children in this class already know or what are they able to do?</p> <p>This is the first lesson in the “Decimals and Percentages” series of lessons (following from fractions)<br/> First part of this lesson focussed on recapping what chn should know<br/> Pre-test results – place value needs re-visiting – remind of columns etc.<br/> Chn have looked at decimals in context of money at start of year<br/> “Integer” – WOTD earlier this week</p> |   |  |
| <p><b>Behaviour and safety:</b> do I need to make any special provision, including risk assessment, with regard to Health and safety – detail as necessary.<br/> <b>Clap for attention</b><br/> <b>BINGO</b> [letters on the board; BI left]<br/> <b>Tangle fidget</b> – certain students</p>   |   |  |
| <p><b>Subject specific vocabulary:</b> is this new or familiar vocabulary for the children</p> <p>Familiar<br/> <i>Place value</i><br/> <i>Tens/Ones/Tenths/Hundredths</i><br/> <i>Decimal</i><br/> <i>Decimal place</i><br/> <i>Round</i><br/> <i>Compare</i></p> <p><i>Integer</i></p>  | <p><b>Resources:</b></p> <p><b>LO/SC x 34</b><br/> <b>WOTD x 34</b></p> <p><b>Small group</b><br/> Place value grids<br/> Place value counters<br/> Place value flip chart<br/> TA written guidance<br/> Worksheet (x5 whole, x5 1d.p.)</p> <p><b>JS – problem solving</b><br/> 2 x problem solving Q</p> <p><b>Class</b><br/> Place value counters accessible<br/> 1.d.p x 4<br/> Worksheet x 30<br/> JS worksheet x 6</p> |  |
| <p><b>Teaching and Learning strategies and activities:</b></p>  |   |  |
| <b>Timings</b>  |   | <p><b>Differentiation for significant groups including additional adult support:</b></p> <p>Mr B to sit with B,M,C<br/> Mrs M – T<br/> Mrs B - Z</p> |
| 5 min   | <p><b>Introduce</b><br/> <b>Introduce new WOTD – “decimal”</b><br/> Recap Wed WOTD – integer [whole]<br/> Today – decimal [“in between”]</p> <p><b>Why decimals?</b> – Ask chn where see decimals used</p>  | <p><b>Why are we learning about decimals?</b></p>  |





## Lesson Planning and Evaluation Form

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| <b>Subject / Area of Learning with reference to the national curriculum:</b><br><b>Maths – addition and subtraction calculations</b>  | <b>Date/time/duration of lesson:</b><br><b>3.2.20</b> | <b>Specify links to other curriculum areas</b> |
| <b>Year Group / No. of children</b><br><b>Year 2</b><br><b>30 children</b>  | <b>Opportunities for SMSC:</b>                        |  |
| <b>Target for student teacher:</b><br>What target will I be focussing on within this lesson?<br><b>Differentiation</b>  | <b>Target achieved within this lesson (YES/NO)</b>    |  |
| <b>Key objective:</b><br>What do I want children to achieve/learn by the end of the sequences of lessons?<br><b>WAL: how to complete addition and subtraction calculations</b>  |   |  |
| <b>Teaching and Learning Strategies:</b> input: guided; collaborative; independent activities; plenaries; homework where appropriate.<br><b>Input, collaborative, independent, plenaries</b>  |   |  |
| <b>Success criteria:</b><br>How will I know this has been achieved? (you may use child-friendly 'I can.../all, most some' statements here)<br><b>I can choose a method to complete a calculation</b><br><b>I can recognise whether a calculation is addition or subtraction</b> |   |  |
| <b>Assessment evidence :</b><br>Evidence of pupil achievement linked to learning intention and including how it will be gathered<br><b>Completed calculations in books</b>  |   |  |
| <b>Pupils' prior experience and learning:</b><br>In light of the LO(s) and/or success criteria, what do the children in this class already know or what are they able to do?<br>Prior experience with both addition and subtraction calculations                                |   |  |
| <b>Behaviour and safety:</b> do I need to make any special provision, including risk assessment, with regard to Health and safety – detail as necessary.<br><b>N/A</b>  |   |  |

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| <p><b>Subject specific vocabulary:</b> is this new or familiar vocabulary for the children<br/> add<br/> take away<br/> tens<br/> ones<br/> base 10<br/> regroup</p> |   | <p><b>Resources:</b><br/> differentiated calculations<br/> bamboo slides<br/> working wall<br/> base 10<br/> tens and ones frame<br/> anchor task (wall and children)<br/> challenge</p>  |
| <p><b>Teaching and Learning strategies and activities:</b></p>   |   | <p><b>Differentiation for significant groups including additional adult support:</b></p>  |
| <p><b>Timings</b><br/> 15 mins</p>   | <p><b>Anchor Task –</b> bar model (part part whole method) surrounded by different calculations related to it. Children to decide whether those calculations are true or false. Encourage children to use facts they know to reason – e.g. that one can't be true because numbers get bigger when you add them together. This is an opportunity to practise base 10 and column methods.</p> <p>Display methods expected of children and model these (drawing base 10 and column method) at the working wall – include reasoning aspect.</p> | <p>CT sitting with K [redacted] on the carpet and working wall.</p> <p>JH and CT floating when children are completing the anchor task – assessing which children are less secure</p>   |
| <p>10 mins</p>   | <p><b>Let's Learn –</b> Children to practise these methods independently on whiteboards – can discuss on tables.</p>  | <p>Table 1 and 2 – mainly drawing base 10 and some column<br/> Table 3 and 4 – encourage column with some drawing base 10<br/> Table 5 – using base 10 and tens and ones frame</p> <p>JH to work with table 5<br/> CT with table 3 and 4 (seeing how children are using the column method)</p>  |
| <p>30 mins</p>   | <p><b>Guided Practise –</b> Completing differentiated worksheets of addition and subtraction calculations.</p> <p>Challenge: working mathematically<br/> <math>15 + \text{something} = 40 - \text{something}</math></p>   | <p>LA – mixture of 2 digit and 1 digit (using and possibly drawing base 10) no regrouping<br/> CT working with table 5</p> <p>MA – mainly 2 digit (drawing base 10, some may need to use the base 10 then draw it) last 2 Qs have regrouping<br/> JH working with table 1 and checking on table 2</p> <p>HA – all 2 digit (mainly column method) mixture of non regrouping and regrouping<br/> group working independently.</p> <p>JH to work with any children that move onto the challenge. How can we work systematically?</p> |

