# Lesson/Activity Planner

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| **Name:** | **Date:** | **Subject: Maths** | | | **Whole Class/Small Group** | **Year Group:** |
| **Professional Development Focus (PDF):**  To extend all children’s learning and enable all children to make progress by effectively teaching using a representation… | | | **Post Lesson Evaluation of PDF:** | | | |
| **Any other Implications for your teaching from previous evaluations and feedback**  I have recently used the bar model to successfully support children’s understanding of subtraction. I have researched its use for multiplication and hope that this will extend the children’s understanding of multiplication problems. I need to be really clear when modelling my thinking to make sure the children pick up the key vocabulary.   * Implications for individuals or groups of children from previous assessments (refer to your monitoring and tracking grids)   All children have used the bar model successfully in subtraction. Yesterday A, B, C and D showed for the first time that they really understood the link between addition and multiplication. Only the HA children yesterday were confident with the x questions in context. | | | | | | |
| **Learning outcome related to the EYFS/NC:**  **(This may be the same for several lessons)**  To solve problems involving multiplication  **Place of this lesson/activity within the sequence of lessons**  Third session in multiplication and division sequence but the first in which they use bar models to represent multiplication problems**.** | | | | | | |
| **Learning Objective for this lesson/activity (with context if appropriate):**  To use the bar model to solve multiplication problems | | | | **Success Criteria**   * Read the problem * Choose the right number of bars * Write the numbers of the problem   Use your multiplication facts to find the answer | | |
| **Key Vocabulary:** *(consider how you will introduce this, display this and assess its use)*  Bar model, multiplication, value, groups, three times as many | | | | **Resources:** (Include health and safety issues, outdoors if appropriate)  IWB set up with stack of bars for modelling  Sticky backed paper strips ready cut for bars. Paper with first exploratory question ready stuck on.  Questions for paired task - cut up ready. SC in books. | | |
| **Potential Misconceptions/Errors**   * Bar models need to be continuous on the page * All the bars represent the same number - all equal and all the same length   The bar model can be represented as a number sentence- check multiplicand and multiplier order. | | | | **Pupils’ Prior Learning for this lesson** | | |
| **Who will you focus your assessment on and how will this be done?**  X - absent last week  A, B, D - may need to use concrete resources - support in group.  How will you use a tracking grid in this session?   * Read the problem * Choose the right number of bars * Write the numbers of the problem   All chn and TA also to record | | | | | | |

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| **Lesson/activity outline -** Think about the inclusivity of your lesson and how you are meeting the needs of **all** pupils. | | | | | |
| **Learning episode & Time**  *(for example, retrieval,*  *exposition, repetition, practice)* | **What is your role during the lesson?**  *Key teaching points*  *Formative assessment including key questions*  *How will you manage transitions between the different elements of your lesson which may include children moving around the room?* | **What are the children learning?**  *Consider challenge for all which may include adaptations for those working towards to those working mastery (consider scaffolds and resources/equipment)*  *Will the children be working independently, in pairs, groups?* | | ***What is your additional adult’s role?***   * *how will you ensure all pupils are supported in their learning?* | **Overall Assessment of Learning** |
| Retrieval  Exposition | **Introduce** LO and key vocabulary  Together read first problem.  **Talk partners** – what information do we know from reading this problem? How could we make a bar to solve it?  **Model use of bar model** – emphasise:   * Reading question carefully to make sure I understand what it is asking and what information it gives me. * Show how I know how many bars I need and what each bar represents.   KQ - What is the value of each of the bars?   * Model use of pictures and numbers on bars to aid understanding * Model how I get from the bar to the number sentence: 5x4=20 **5 mins**   **Introduce paired work** –Model thinking using Mrs M as my partner and the success criteria (on board) – make it clear that they can choose their method of recording on the bars (differentiation, 3 levels of challenge – stick on apples, draw apples, write numerals). Monitor understanding of LA in particular. **10 mins**  **Mini-plenary** – discuss the task and clarify any points needed, addressing any misconceptions. **3 mins**  **Introduce main task** – **(20 mins total)**  First Guided group with me – lower attainers working as a group to check understanding and reinforce key points **10 mins**  Second Guided group – extension with HA to a two step word problem using the vocabulary – ‘three times as much’ KQ – What is the value of each bar? How do you know? **10 mins**  **Plenary**  Whilst still at tables: Tell your partner – how do you use the bar model to solve multiplication problems?  Link to LO and SC and ask children to self assess against the SC with their partner.  **5 mins**  Use HA children to model again the use of the bar, aiming to use the extension question from the guided group.  What is the value of each of the bars?  (assessment – to check whether children can link today’s learning to previous learning on finding differences using the bar) **5 mins** | **Talk partners** - can the children identify key information?  **Talk partners** – assessment to see which children can link bar model to understanding of times tables  Children to have a go at making a bar model for a word problem.  Most children working with partner, differentiated by choice of recording and by tables facts used.  Talk Partners - How many more meatballs did Shane eat than Henry? | | (Mrs M with LA) **5 mins**  On carpet, Mrs M to talk with A, B, C and D (lower attainers) to recap questions, model with whiteboard and check understanding  Model with Mrs M  Mrs M monitor and support individuals as necessary, writing notes for me.  Mrs M support A, B, C and D  Assess, support HA children  Mrs M to monitor and support | Assessment – listen in particular to middle attainers to get a sense of their initial understanding;  Assess |
| Modelling worked examples- practice |
| Repetition |
| Practice |
| Review learning- recall from lesson |
| Challenge |
| **Evaluation of teaching**  **What worked well…** | | | **Even better if….** | | |