**The University of Manchester - Daily Lesson Plan**

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| **Class** | **Yr 2** | **Date** |  | **Week no.** |  | **Lesson Context** | **Lesson 2 of 3 lessons****(show where this fits in the teaching sequence)** |
| **Subject area** | Mathematics Place Value |
| **Lesson Objective** | Recognise the place value of each digit in a two-digit number (tens, ones) read and write numbers to at least 100 in numerals and in wordsReason with compare and order numbers from 0 up to 100use place value and number facts to solve problems. |
| **Success criteria: (**differentiated where appropriate) | I can use materials and a range of representations to read, write and compare numbers to at least 100I can reason with place value to order numbers to 100I can work systematically to solve ‘finding all possibilities’ problems with place value to 100 |
| **Are there any specific safety aspects to consider** e.g. specific equipment, moving tables, outdoorspace?Resources to get ready | Children will be seated in pairs with peer tutors – mixed ability pairsResources: Slavonic abacus app AL abacus on IWB. 6 sided dice 1 each.Stacking counters (safety issue – choking hazard give warnings about this)Ladder photocopy 10 rungs on the ladder with spaces big enough to put counter stacks of two digit numbers (A3) 2 per pair. 100 squares one between two |

***PLEASE ADD MORE SECTIONS BELOW, IF NEEDED***

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| **Lesson section and timings** e.g. introduction (whole class or specific groups), focus group teaching input, independent work, end of lesson  | **Lesson development**(use the planning bookmark to ensure that all aspects of an effective lesson are considered and planned) |
| ***10.45-10.55******10.55-11.10*** |  Starter: All together counting with the abacus as the focus in tens and ones. Construct a variety of numbers between 1 and 100 using counters. *TA with GK.*Make three numbers out of stacking counters compare and order. Use reasoning structure ‘What’s the same, what’s different?’ Emphasise relative height of tens column as the main indicator. E.g. 23 and 36 both contain the digit 3 (same) the value of the 3 is not the same (different).Model the thinking used when ordering practically with own set of 5 numbers made with counters. Make sure e.g. 19 and 51 included to question children about the value of the 9 and the value of the 1.Link the counter version to the abacus version (concrete) to the 100 square image (pictorial) to the (abstract) symbolic representation of 36. Rows and columns. Left to right. *Target LA group* |
|  ***11.10-11.20*** | Introduce the ladder image and ask them to place three numbers that they made with the abacus. If 100 is at the top rung and 1 is at the bottom rung of 10 rungs, where would they place 34? Why? What about 55? What clues are you using to make your decision?*TA work with LA group for this task.* |
|  ***11.20-11.40*** |  Task: Play the ladder game. Teacher controls the dice at first for game 1. Roll dice and record digits and the two options on a large IWB 100 square. E.g. a 2 and a 5 gives either 25 or 52. Highlight these two numbers on the 100 square. Ask children to reason about where on a ladder each of these numbers would go. Model thinking. Question children about how many numbers there are greater than 52….it’s about half way so it would go about half way up the ladder. What about 25? Where would that go on the ladder? Use 100 square image to explain and help make choices. *TA to work with HA group to ask Explain why you made that choice?*Children play 2nd game in pairs – dependent on success of teacher led game. *GK,JA and SE, TR to work with me to keep behavior on track.*Simplification: 1: pre-prepared ladder with three gaps. Keep rolling dice until you can make any number that fits in one of the spaces. 2: Give a set of numbers to place on a ladder and/or find on a 100 square to order them. |
|  ***11.40-11.50*** | Choose two numbers already placed on your ladder. What are all the numbers that would fit in between USING THESE DICE?. Emphasise that it is two 1-6 dice so not all numbers can be made! Encourage systematic working to find all possibilities. Choose numbers closer together to make the task manageable e.g. 23 and 34 would have 6 possibilities – 24,25,26,31,32,33Plenary: pick a child doing well to explain how they think when they see the dice roll – Explain your reasoning! |

**Assessment and evaluation of progress achieved (after lesson)**

Assess children’s progress against your lesson SC, to inform you of their progress and achievement of the L.O

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| **Success criteria***(cut and paste from S.C box above)* | **Names of those below (-) or exceeding (+)**  | **Action required? (Now what?)**What do you need to do to respond to your assessment and children’s emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support? |
| * I can use materials and a range of representations of two digit numbers
 | (-) Sammy, Jayne, Dillon | Move them to my focus group tomorrow. During main input provide them with manipulatives to reinforce today’s work. |
| (+)Joe, Sam | Competent with this – move on to abstract work. |
| * I can read, write and compare numbers to at least 100
 | (-)Sammy, Jayne, Josh | More work on numbers over 20 needed. Josh – numeral reversal – TA spend few mins on 7 and 6 |
| (+) |  |
| * I can reason with place value to order numbers to 100
 | (-)Sammy, Jayne, Dillon, April | S, J, D – need more support with recognising and orderingApril – move to red group work tomorrow – TA group |
| (+)Joe, Sam | Move onto Th column – bingo game to see understanding |
| * I can work systematically to solve a simple ‘finding all possibilities’ problem with place value to 100 (when there are fewer than 10 possibilities)
 | (-)As 3 | See above |
| (+)Jacob, Maisie | Efficient strategies – set broader problems for them.  |