**University of Manchester Individual Lesson Plan - example**

*NB: If handwritten, please enlarge boxes to ensure that adequate space is available to record.*

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| Class | 5K | Lesson subject | Maths | Date | 11.11.20 |
| Pupils’ learning from previous lesson S2b, S6b | | Week one – place value and general number revision through games and active learning opportunities.  Day one of new topic | | | |
| Lesson objective | | M/O starter - To demonstrate knowledge of P.V in 4 digit numbers  **Main lesson** - To use place value in 5 digit numbers to complete additions and subtractions | | | |
| Success criteria: | | -I can create and read 5 digit number s  -I can tell the value of each digit in a 5 digit number  -I can +/- a number to a 5 digit number, using knowledge of the column values. | | | |

**Teaching and learning sequence**:

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| **Behaviour prompts/timings** | Outline of lesson including assessment opportunities (S6) and differentiated teaching (S5a) |
| **Lesson starter**:  9.10am  Team points for prompt settling  Dojos for calm, prompt collection and carpet settling. \*Look for Yosef.  9.15am  Dojos for fast clearing of boards and settling | 5 minutes purple pen time for all - target Annie, Freya and Seb (struggled with 3D shape properties – look at vertices with physical shapes again with them)  Move to carpet table at a time – all collect w/board and pen from baskets on blue table.  Mental/oral starter  Introduce the game. **Q** – Which different numbers could be made using a 2,3,4 and 5 (we can use each digit once or twice only in a number? Pairs discuss combinations.  **Q** - Can you give me a number that does not match that rule? – check for BA understanding.  Ch’rn use digits 2,3, 4, 5 to make nine 4 digit no.s. Write on bingo board (2x3).  Act - Bingo game – Ask a range of questions e.g.“circle a number where the 5 is worth 500”, “circle a number where the value of the thousands is less than 7000” |
| **Teaching, learning or assessment activities:**  9.25am  9.45am | *Prompts: Have you planned the concepts that you are going to model to the pupils?*  *Have you planned the activities that you are going to model to the pupils?*  *Prompts: Have you differentiated learning/expectations/activities*  Share L.O and S.C with the class.  What does place value mean? (Shoulder partner, 5 seconds) – lollipop lotto.  Write 23, 456 on board.  **Q** - ‘What purpose has the comma got?’ – pairs discuss. Revise 100, 10s, 1s after comma.  **Assessment opportunity (A/O)** - Who shows awareness of P.V to 3 places with confidence?  Key Teaching Point (KTP) – the comma helps us read the number and help identify place value columns.  Activity (Act) - Read 43, 261 out loud. Chrn write on w/b’s using comma. Repeat with a partner checking. (51,783  **A/O** - who can put the comma in the correct place when hearing a 5 digit number?  Show vertical P.V chart (resource 5) and select one number in each of the 5 columns.  Children write total number - w/b.  **A/O** - Who can combine numbers to create an accurate 5 digit number?  Repeat, but omit 10,000 column e.g. 40, 673. **Q** - ‘Why do we have to be careful here?’  KTP – zero may have to be a place holder, to ensure correct values.  **A/O** - Who can use zero in the correct place as a place holder? (Target strugglers for focus group work with T)  **Q** - ‘What happen if I subtract 500?’ - ‘Which digit changes? What is left? - Pairs discuss and write on w/b.  Repeat with +/- parts of 5 digit numbers. (\*\* BA to work with a learning partner)   * HA – bridging – two digits change. BA – no bridging.   **A/O** - Who can use P.V to +/- numbers accurately?  Indep Task intro  MA/BA (Ind) – set each other numbers to write on boards and add to.  HA (T) – Go through their independent work – strategy and setting out – be clear.  HA – Go to tables. Whiteboards and pens away on way to desks.  (T) - Discuss independent game with MA – send off to work independently. TA to support and monitor (sit on Maisie’s table) |
| **Teaching, learning or assessment activities:**  **9.50am** | *Prompts: How are you going to assess the pupils’ learning throughout this lesson?*  HA (Ind) – Resource sheet 6b – adding/sub to different 5 digit numbers then finding missing numbers in number sentences  MA (Ind/TA) – Game – Generate 5 digit numbers, roll dice and follow the operation required. Record in book.  **(T) Focus group (BA)**  BA work with a partner to write more numbers – check for place value understanding, especially above 1,000.  Write 50,555. **Q** – How do I make all the digits the same? Show with Dienes materials. Discuss strategies.  Test the approach with 20, 222. Repeat with other examples. **A/O** - can the children create some independently and do this without physical resources?  Go through task. Discuss how to record.  Self-assess – **Q** - Can you get started on your work?  Set off on task. Give 1 or 2 more examples to ‘red’ self-assess children.  Monitor KO – use of Dienes to ‘make’ the number and physically add to. Offer Dienes to any other strugglers. |
| **Lesson ending:**  **10.10am**  **Dojos – transition to carpet**  **Dojos – mathematical reasoning and justification**  **10.20am**  **Send out group at a time.** | BA continue with TA support  HA/MA - Children self-assess against success criteria 1, 2, 3 (Red, Amber, Green) each one.  Tidy up time and books into marking tray – use 1 min tidy up music.  HA/MA = Move back to carpet, collecting w/board and pen on the way.  Plenary – HA/MA only  Use Easimaths website – place value game.  Pairs discuss answers and explain their choice of location – encourage use of correct mathematical language.  Ask prediction questions – “what will happen to the number if….”  Create the biggest and smallest number from a set of 5 digits. Discuss values with partner. How could we make the largest number by adding to each column, starting with the ones? – discuss and note on w/boards.  Tidy up w/boards and pens for break time. |