

**TRAINEES WILL ENSURE PLANNING IS SHARED WITH THE CLASS TEACHER MENTORS THE DAY BEFORE THE LESSON**

**LESSON PLANNING DOCUMENT**

<b>NAME OF TRAINEE</b>	Adele Simpson	<b>YEAR GROUP</b>	3	<b>DATE OBSERVATION CARRIED OUT</b>	2.10.20	<b>LESSON OBSERVATION NUMBER</b>	4/30
<b>SUBJECT</b>				<b>TOPIC</b>			
Maths				Comparing and ordering number			
<b>POSSIBLE MISCONCEPTIONS AND SOLUTIONS</b>							
<ul style="list-style-type: none"> <li>Some pupils may not be able to visualise the 'missed' counts – have a sticky note with the 'missed' number written on so the pupils can see the number but not say it aloud.</li> <li>Pupils may get confused working continuously forwards and backwards along the number line (they may not be able to follow their jumps). Encourage them to write their journey alongside instructions.</li> <li>Ensure pupils are thinking realistically about their answers, rather than just focusing on the procedure and calculating.</li> </ul>							
<b>LEARNING OBJECTIVE</b>							
<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a three digit number (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> </ul>							
<b>PRIOR LEARNING/ASSESSMENT/PUPIL STARTING POINTS</b>				<b>EXPECTED PUPIL OUTCOMES</b>			
<b>Whole class:</b> Building on previous work focusing on visualizing, rather than always relying on concrete resources relating to 2s, 5s, 10s.  Assess the children's written work when ordering numbers – are they confident, or does this need to be continued through the week?				<b>Whole class:</b> Children will be able to confidently recognise the value of each digit within a number  Children will be able to order numbers and explain why a number is larger than another.			
<b>Focus individuals:</b> DY confident with 2s, 5s, 10s - ready for reasoning tasks to challenge thinking.  AE – needs to re-visit 1-20 before engaging in task				<b>VOCABULARY (NEW OR MODELLED)</b> More/less than Larger/smaller Place value Digits Hundred/tens/ones Division Mentally Multiple Negative			
<b>Focus group:</b> Red table: all still making mistakes with digit reversals and the same digits e.g. 13 and 31							
<b>RESOURCES TO SUPPORT LEARNING</b>							
Number squares, dienes, trail cards, counting stick, word bank							
<b>THE LEARNING JOURNEY</b>							
<b>APPROX TIMINGS</b>	<b>STRUCTURE OF THE LESSON INCLUDING KEY QUESTIONS</b>			<b>OPPORTUNITIES FOR ASSESSMENT WHO? WHAT? HOW?</b>		<b>ADAPTING FOR THE NEEDS OF PUPILS INCLUDING THE ROLE OF OTHER ADULTS</b>	
9.20 – 9.30	Use a counting stick to practise counting up and back in different intervals (2s, 5s, 10s) starting at 0 and progressing onto other starting numbers. Ensure some divisions are missed out so they have to make a 'double jump'.			Split input for GH, BH, DY and FD – can they apply their knowledge of 2s, 5s, 10s to 20s, 50s, 100s? Create their own counting stick.		MS to support AE – use wordbank to ensure he is familiar with the vocabulary modelled. Once he is confident, encourage him to work with partner to count up and back. AE, SM, MD to use a number square to help them track the numbers as the whole class are counting.	

9.30 – 9.45	<p>Display a number square on the IWB and ask the pupils about any patterns they notice. Ask how it can be used to mentally and quickly add or subtract 1 or 10. Create a diagram using arrows labelled with: +1, -1, +10, -10 and display on the working wall.</p> <p>Model following a number trail using the number square, instructions include mental calculations such as: Start at 41, add 10, subtract 2, add 30. Discuss what they will need to do when adding or subtracting a multiple of 10 rather than 10. (Set AE, HH, DV, DF, KS to independent work).</p> <p>Display a number trails including instructions such as: Start at number 123, add 40, subtract 3, add 200. Ask the children whether a number square will support them with these calculations. Discuss how to perform these calculations mentally (adjusting the particular column accordingly) and model how to track the trail alongside the set of instructions.</p>	<p>Pupils may get confused working continuously forwards and backwards along the number line (they may not be able to follow their jumps). Can they write/represent their journey alongside the instructions.</p> <p>CT to use AfL to determine groups for final part of lesson.</p>	<p>MS to support EL through input ensuring he understands the vocabulary being used.</p> <p>MS to support red group (SEND) once they have been cut-away – encourage them to work mentally using 2d numbers and check using the number square, rather than relying on their number square to provide them with the answer.</p> <p>Encourage them to fully understand the task to work independently for the rest of the lesson.</p> <p>Provide wordbank for EL. SM and MD to support each other to check their answers are the same and problem solve if they have a different answer.</p>
9.45 – 10.15	<p>High attaining (based on AfL) (guided with TA): Follow number trails, adding and subtracting 1s, and multiples of 10 and 100, tracking the answers along the instructions. (Answers up to 1000) Ext: Complete the ext number trail involving using -ve numbers. Use extended number square to support.</p> <p>Achieving as expected (based on AfL): Follow number trails, adding and subtracting 1s, and multiples of 10 and 100, tracking the answers along the instructions. (Answers up to 500) Ext: Complete number trail with answer up to 1000.</p> <p>Those in need of intervention (based on AfL): Stick the arrow diagram in their maths book to remind them of the rules for adding 1 and 10 using a number square.</p> <p>Follow the instructions of the number trails, tracking their movements on a blank number square.</p>	<p>MS to provide feedback to CT relating to the higher attainers and their next steps for next lesson.</p> <p>CT to assess intervention group and ascertain support needed in afternoon group to ensure 'keep-up'.</p>	<p>MS working with high attaining group: Focus on the children providing verbal reasoning for their answers – how do they know it is the correct answer?</p> <p>CT working with intervention group: Encourage the children to work mentally rather than relying on their number square to count. Encourage them to visualise the numbers and the columns.</p> <p>EL, SM, MD will have been supported during the input and cut-away group, they now need to work independently and with their learning partner.</p>

## LESSON REFLECTION

THE REFLECTION SHOULD BE COMPLETED BY THE TRAINEE PRIOR TO THE 'LEARNING CONVERSATION' (MENTOR FEEDBACK)

	Whole class	Focus individuals	Focus group
<p><b>Teaching</b> (concepts, skills, attitudes, evidence) and <b>pupils' learning</b> (strategies, organization, tasks, resources)</p> <ul style="list-style-type: none"> <li>- Were the pupil outcomes as expected?</li> <li>- How do you know the pupils progressed in their learning?</li> <li>- What evidence do you have?</li> <li>- Did any pupils not progress in their learning? Why was this?</li> <li>- Which strategies had an impact on pupil learning and behaviour?</li> </ul>	<p>Majority of pupils were able to apply their visualisation skills from last week to the lesson. Less reliant on number square, but were looking at the impact of the calculation on the digits in the columns.</p> <p>The pupils' books show me the majority are confident in ordering numbers to 1000, but I think I need to re-visit this each day for the next week to make sure they have retained the skill and are ready to apply and move on in their learning. I will amend the planning for the next 3 lessons to incorporate opportunities for this.</p> <p>The modelling on the IWB really helped the class know what was expected of them during independent learning. Far fewer questions about what they were supposed to be doing. Before they started on their independent work, I asked different pupils to recap the expectations once they returned to their tables – this seemed to have a positive effect on behaviour because they were clear about their instructions.</p>	<p>DY – made progress after planning was amended to include a verbal explanation about +/- multiples of 10. Responded well to being viewed as the 'expert' and finding out what his personal challenge was seemed to push him further in his learning. Needs more opportunities for verbal explanation alongside the correct answer.</p> <p>AE – made some progress but still very reliant on TA and had to spend longer on numbers 1-20 than I had planned for. Next lesson I will pre-teach prior to the lesson to ensure she has a head-start to access the learning in the lesson. Also a visual reminder would be useful and increase independence. Should have made a visual reminder before the lesson as this took up valuable time in the lesson. However, much more engaged than previously and the recap of 1-20 benefitted the learning.</p>	<p>Red table: Much better once we used the bundles of straws and numicon to make the numbers before trying to compare. Far fewer mistakes made compared to last lesson and all made progress. Now need to focus on visualisation rather than using concrete manipulatives to avoid over-reliance. Modelling of this to the group ensured they made fewer mistakes. Need to model how to represent this as a drawn image next.</p>
HOW HAS THIS LESSON CONTRIBUTED TOWARDS THE MEETING OF YOUR TARGETS THIS WEEK?			
1.	<p>Used positive reinforcement more publicly which helped others in the class remember the expectations during the input – ED, TR and DV were starting to dis-engage, but once I praised TR, the others improved their behaviour. I need to be careful how many times I try positive reinforcement before referring to the behaviour slider as I tried it 3 times with GL but it had little impact – next time I would try twice and then sanction on the behaviour slider.</p>		

2.	Many of the pupils responded positively to the 'find all possibilities' and saw it as a competition/challenge. I need to make sure I know how many ways there are before the lesson so I know when to let them stop. However, some seemed a bit overwhelmed by having so many possibilities, so next time I think I will ask some to find 5 possibilities rather than all of them. If they manage to do this, then they could progress on to all possibilities.
3.	I knew which vocabulary I wanted to promote and marked this on my plan, and this worked the majority of the time. I managed to correct some of the pupils during the input and I liked the way they started reminding each other. This may be something I could build on as they were very supportive of each other. I also think a visual word bank would help that I could refer to and add to.

#### WHAT ARE YOUR NEXT STEPS/FURTHER DEVELOPMENT AREAS?

- Providing more opportunities for pupils to verbally reason in maths, both in front of the class and within smaller groups
- Anticipating the resources needed by pupils prior to the lesson and providing/making them