

| Primary Session Plan | | | |
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| <p>National curriculum subject: Maths Specific focus for this session: Fractions Date: Tuesday 3rd May 2016 Time: 1 hour Group/s: Year 3 – whole class Number of Pupils: 28</p> | | | |
| <p>Implications from previous session(s):</p> <p>Red group have previous knowledge of adding and subtracting fractions. They can also shade an amount of blocks to any fraction. They have some knowledge of equivalent fractions.</p> <p>Green, yellow and blue have some previous knowledge of fractions such as going up in for example 10ths e.g. 3/10, 4/10, 5/10 on a number line.</p> | <p>Key Vocabulary:</p> <p>Fraction Denominator Numerator Equivalent</p> | <p>Assessment Criteria:</p> <p>The children will be able to order fraction amount and unit fractions. They will also be able to add and subtract fractions within one whole.</p> <p>Assessment Intentions:</p> | |
| <p>Differentiated Learning Objectives:</p> <p>Green – to be able to recognise fractions and start to order them smallest to largest and vice versa. Blue/Yellow – to be able to order fractions and unit fractions. Red – to be able to add and subtract fractions with the same denominator and with different denominators.</p> | <p>Resources:</p> <p>Fraction worksheets Fraction cards</p> | <p>Additional Adults:</p> <p>TA to work with green group. TA to work with Red group.</p> | |

Evaluation

Children worked well independently and in focus groups.

Hook - engaging, interactive, physical movement of themselves.

Used assessment to see if they could complete independently or still needed more teacher guidance.

Fun.

| <p>Timing Plan out the structure of your session</p> | <p>Teaching and Learning Steps What will you do to ensure the children achieve your intended learning objective? What teaching strategies will you use? What do you anticipate that the children will do? Make sure that you include your intended differentiation for the more able children and for those with individual needs. This should weave through your plan. Include enough detail to support your teaching – to ensure that you are able to maintain the progression through the session that you intend. Include information about how additional adults will be part of the learning.</p> |
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| <p>5 minutes</p> | <p>Go through on the board the PowerPoint with the children and explain every bit, getting them to show you the answers to questions on their whiteboards. Form of assessment as can test where the children are initially at with time and their current prior knowledge.</p> |
| <p>35 minutes</p> | <p>Get the children into their groups:</p> <p>Greens – work with TA. Complete the matching activity with the fraction amounts and the pictures of them. Afterwards give the children a whole set of fractions with the same denominator for example from 1/9 all the way to 9/9 and get them to put them in order from the smallest to the biggest. Once the children have understood this, get them to then order the unit fractions them smallest to largest using the pictures to help them (take photos on the ipad so can stick in books). Then give the children a worksheet to complete fractions.</p> <p>Blue/yellow – work with this group of children. Get 9 children up the front of the class and get the rest of the group to see if they can put them in order from smallest to largest. Do this with fractions with the same denominator so the children have an idea before moving on to their activity. Get them to go through the first 4 independently as they should be able to do this (just a recap as most of them got this correct on the prior knowledge assessment). The last 2 might need to go through as a group as the children showed little knowledge on this from the test. Go through this with them so that they understand and then allow them to try and do the second one independently if they are confident enough to from the first one. Use how well they manage to go through the first one as to whether they can do the second one independently or not.</p> <p>The children will then move onto to adding and subtracting fractions, within one whole. E.g. $5/10 + 2/10$ They will do this by drawing out the pizzas in their books and adding them up to find the answer.</p> <p>Reds – go straight onto adding and subtracting fractions within one whole and then move them onto adding and subtracting with fractions with different denominators getting harder which each challenge card. The children should be able to complete this independently with some input from the teacher. Once they have completed this they can go back and do any corrections in their books.</p> |