

School/Teacher - xxxxxxxxxxxx Chris Timms

Year 6 - Thursday 26 November 2009

Area of Learning/Subject: Maths, Place Value Level 4 place value lesson (50 minutes)



Learning objective/s	Mental oral starter I can find the value of each digit in large numbers (spin the wheel) I can order a set of numbers by identifying significant digits (eggs on legs) Main lesson I can partition 4 digit numbers I can round 4 digit numbers to the nearest thousand/hundred and ten I can place numbers on a number line
Success Criteria	Can the children find the value of ThHTU? Can the children order a set of numbers from high to low? Can the children partition 4 digit numbers? Can they round 4 digit numbers to the nearest Thousand/hundred and ten? Can they place numbers on a number line?
NC Links	
Every Child Matters links	Enjoy and achieve
Resources	Interactive whiteboard Whiteboards/Pens Worksheets Smarties ITPS/internet (primary games, Mymaths and ITPs)
Introduction Mental oral	<p>- Going to use a game to help us today.</p> <p>- Start with mymaths HTU activity of making bigger numbers (gauge understanding of children at this point) ask why they put the bigger numbers 1st?</p> <div data-bbox="529 1325 1289 1745" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"><p><i>Image of mymaths HTU Drag the cards to make numbers activity Removed for copyright reasons</i></p></div> <p>- What is each digit worth? Which are the most important digits? Why?</p> <p>- Move onto spin the wheel (www.primarygames.co.uk) and see if they can beat me. Revise ThHTU</p>

*Image of Primary games Spin the wheel activity
Removed for copyright reasons*

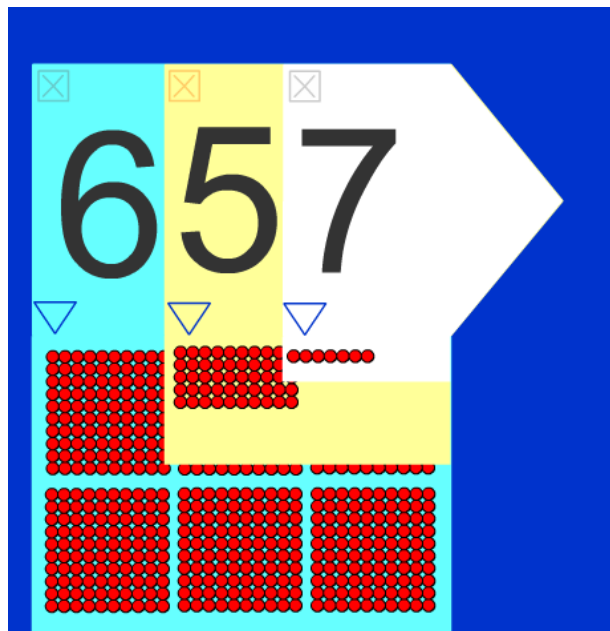
- Then move onto eggs on legs ordering numbers activity (www.primarygames.co.uk)


Image of Eggs on Legs primarygames activity
Removed for copyright reasons

Move onto main part of lesson and partitioning task

Place value ITP <http://nationalstrategies.standards.dcsf.gov.uk/node/47793>

- Show Place value card type ITP to the children and explain that 657 is actually 600, 50 and 7. go through a few of these until children have an understanding.



	<ul style="list-style-type: none"> - Go onto the mymaths activity and see if children can partition their own. - http://www.mymaths.co.uk/tasks/library/loadLesson.asp?title=placeValue/placeValueWhole <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><i>Image of mymaths place value activity Can you make the number...?</i></p> <p style="text-align: center;"><i>Removed for copyright reasons</i></p> </div> <div style="text-align: right; margin-top: 10px;">  </div>
Role of Additional Adult	NA
Main session	<p><i>Children working independently on tasks outlined below.</i></p> <p><i>Teacher to stop lesson and check for misinterpretations and discuss work every ten minutes</i></p>
Role of Additional Adult	NA
Vocabulary	Fraction, division, proper, improper, numerator, denominator, number, part of.
Key questions	<p>What is a fraction?</p> <p>How can we find a fraction of a number?</p> <p>Can I do this in my head?</p> <p>What calculation would you key into a calculator to find $\frac{1}{13}$ of 403.</p> <p>What two steps are involved in finding $\frac{3}{4}$ of a number?</p>
Range of differentiated Activities	<p><u>Introduction</u></p> <ul style="list-style-type: none"> ▪ Teacher modelling ▪ Reviewing previous work (paired discussion) ▪ Collaborating and working together ▪ Gaining/gathering information <p><u>Main Part</u></p> <ul style="list-style-type: none"> ▪ Working independently ▪ Building on skills already acquired and applying these skills to a task ▪ Discussing ▪ Exploring ▪ Questioning/Answering ▪ Taking notes <p><u>Plenary</u></p> <ul style="list-style-type: none"> ▪ Consolidating

	<ul style="list-style-type: none"> ▪ Discussing ideas Sharing ideas
Plenary	<p>Discuss with the children what they found difficult</p> <p>Attempt challenge question and allow children time to discuss their answers in carpet partners using calculators.</p> <p>Did we achieve our objectives today?</p> <p>What did we learn today and what will we be doing next?</p>
Assessment opportunities	<p>Children will be assessed by use of;</p> <ul style="list-style-type: none"> - Questioning and answering on carpet - Discussions from group/paired work - Feedback given to teacher/TA regarding answers - Work noted in books and whiteboards <p>Children to demonstrate understanding of objective by smile (understand)</p> <p>Straight face (still need some time to achieve objective)</p> <p>Frown (don't feel that they have achieved objective yet)</p> <p>Can the children find fractions of quantities mentally and using a calculator?</p> <p>Can children find simple fractions?</p> <p>Use APP assessment strategies in line with school policy</p>
Next steps	<p>Children will no move onto percentage questions and working with fractions within problems.</p>

Teachers role: make note on which children are struggling with each objective

Interactive whiteboard/PC/Laptop

Individual whiteboards

Any allergies to smarties?