

# Planning a lesson with Numicon

## A typical lesson

1. The lesson begins as a whole class discussing any teaching review from the previous weeks then an introduction to the focus activity which is explored together.
2. This is followed by a related whole class activity.
3. Children then go off to do related paired or independent activities while a small group of children will meet with the teacher for follow up, reinforcing the teaching focus and extending ideas providing language models, discussions, feedback and questions. The teacher will then roam the room to see how the others are doing while the group begins the independent or paired activities. The teacher will call the second group to come for a group activity.
4. The lesson finishes with the children packing everything away and meeting as a class to talk about their activities, their learning and how they can apply it in everyday life. Homework may be assigned at this time.

Class lesson and related whole class activity	Small groups	Individual	Class pack up and review discussion
	Pairs	Small groups	
	Individual	Pairs	
	Teacher with group 1	Teacher with group 2	

What can the individuals do?

- A variety of activities from: Maths Centre, Internet Maths, Maths worksheets for fluency or memory, Reading maths related books, construction from maths materials

What can pairs do?

- Join in with individuals, assigned tasks, games, problem-solving, Internet Maths, sharing books and construction, worksheets from internet

What can small groups do?

- Assigned tasks from teacher, games, problem solving, discussion

## Reflect on the lesson

- How did the children respond?
- Were any significant steps made in their learning?
- How will you support the children who were not confident?
- How effect were the small group activities
- Any management adjustments to make

## Assessment

Take note of what to **look** for and **listen** for in the children's discussions and in their daily work. Trial and error? Muddles or confusion in language?

- Not enough understanding, so repeat until confident.
- Focus on language, and your instructions. Provide the language for them to use in written form of necessary.

Self - correcting - looking to see what will happen rather than being sure.

- Repeat to build confidence.

Ongoing assessment notes can be kept throughout the year in a systematic way through each strand topic.

### Planning

Follow the planning formats provided at your workshop or download one from the website under the FREE section. Kit Three provides a planning format on the software for each activity group in the short-term planning section. For more information see page 30 from the Kit 3 Teaching Guide.

When working with one student, for example a tutoring situation, the format will be your own, but the format of the lesson will remain the same:

1. Starter/warm up
2. Main teaching point
3. Focused work
4. Independent work
5. Plenary
6. Memory focus
7. Homework if required

In planning note these:

- Key mathematical idea
- Title of the unit
- Learning opportunities
- Focus activity
- Whole class activity
- Independent/paired activity
- Assessment

### Reporting to BOT and parents:

- Firm Foundations, Kits 1 and 2, provide a summary of the Progress Charts. It is suggested that this chart be pasted into a scrapbook, one for each child that will follow them through their years at school and provide a place for examples from work, Narrative Assessments and students own comments.
- Kits 3 and 4, provide a copy for each child of the Attainment Record and highlight the relevant points to describe Using and Applying Mathematics and Knowledge.
- A class statement can accompany each set of records.
- The results from the National Standards will accompany these assessments.
- For students with special needs, their learning and progress is beautifully recorded in the Progress charts.