Breaking Barriers Planning - Strand: Calculating 1 Title: Wholes and parts and putting together Name: Margi Leech Date: 2019

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| Educational context | This is not a new idea for the students. They have seen parts and wholes in NNS activities as well as Pattern and AlgebraWhat makes a whole/group? The parts.Equivalence – same number of parts making the same whole.Adding introduction to create a total. |
| Aims | * To experience situations when it is useful to add
* A whole can be made of parts – the same or different
* The whole is larger than either of the parts
* Using Numicon shapes and Cuisenaire rods
* To begin to generalise; starting to use number words as nouns
* To begin to understand that adding can be done in any order
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| Communication/words |  Build, find, talk about, explain, put together, combine, join, same way, different way.Same, more, less, larger, smaller, makes, equals, together, total, whole, parts, add, adding story, pattern… |
| Assessment | Look and listen for, linked with Individual Record of Progress:See book for details Calculating 2, 3, 4 towards 5 |
| Context and links to other curriculum areas | All curriculum areas and everyday life experiences: PE, meals, board games, collections. |
| Maintenance/review | Daily counting and activities from previous weeks and months.Let’s do a jigsaw together- discussing the parts coming together.  |
| Focus Activities – Main teaching | Activity 1 – everyday activities talking about parts and whole.**Teaching strategies:** * Modelling
* Copying – errorless learning
* Back chaining
* Physical prompt
* Matching
* Selecting
* Teaching without testing – equipping instead.

*Be careful of ‘learned’ helplessness!**Be careful of not giving sufficient time.*1. A bunch of grapes – many grapes
2. Number overlays – one shape covered many different ways – figure 1
3. Show PCM 19 and play taking turn games with this
4. ‘Hamburgers’ with the shapes

*Continue throughout the week or longer on the suggested activities; ROBOTS**Complete the detailed planning below for each day:* |
| Independent practice | Repeat of the above, matching activities, reasoning activities for problem solving |
| Further steps/Extension | Problem-solving across all strands and settings building in the language of problem-solving- Assembling from parts, jigsaws, recipes- Combinations – hamburger- Combinations – numbers- Equal- More, less- Rods- Many ways of making numbers- CommutativityEquipment to use:Blocks, Magnetic Pattern blocks, pegs, baseboards, PCM’s from BB, Robots |
| Resources | As suggested in the book. Other ideas – record them… |
| Home learning | Ask parents to talk about and show more, total, add...: * baking – putting the parts together
* making pizza
* salad
* planting a garden
* putting laundry into the machine
* putting slices of bread into the toaster
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| ReflectionWhat went well?(Teaching practice and management)What changes do you recommend?(Future planning)What did you learn from the children?(Personal learning)What did you observe about their learning?(Student focus and assessment) |  |