**BREAKING BARRIERS - STRAND: NNS 3 Making comparisons to understand ‘bigger’ Margi Leech 2019**

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| Educational context | Make and describe, Observation and labelling, Recognition when problem-solving, response to problem-solve-er words describe the relationship of two objects-est words describe the relationship of three or more objects |
| Aims | • To describe comparisons between Numicon shapes using the term ‘bigger’ and link it to the concept of ‘MORE’ when looking at quantities• To make comparisons using language associated with different measures• Recognition and use of relative concepts – bigger than, not enough, enough, more, less etc. |
| Communication/words | - Big, bigger, bigger than. See word cards attached. - These have been taken from the words listed on the summary page and extended into life skills and problem-solving. |
| Assessment | Look and listen for, linked with Individual Record of Progress:* NNS and Measurement

See book for details |
| Context and links to other curriculum areas | Measurement and problem-solving activities: **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.*- Fishing- Stories- Food- Trucks- Size -Transport – scooter, car; truck and plane- Length- Height- Weight- Capacity- Speed- Too big to fit…TimeEnergyMoney |
| Maintenance/review | Daily counting 0 – 10 and ‘more’ across all strands, settings with measurement and life skills as the focus, eg., setting the table |
| Focus Activities – Main teaching | Movements: Big and bigger with arms, Big and bigger with body stretch, Repeat with voice sounds, claps, breaths, mouth openings.Show two containers and label with BIG and BIGGERShow two bowls and labelShow two spoons and labelShow two boxes and labelShow two shoes and label**Problem:**Which shoe can match/fit in which box?Which block fits/matches the square?Which bag of rice can fit into/match the containers?Numicon shapes – see Activity 1 |
| 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-solvingCooking, preparing meals, tidying up. |
| Resources | A variety of measuring implements to show comparisons, word cards, wall display posters showing ‘bigger than’ |
| Home learning | Ask parents to talk about and show different size of containers, clothing, cars, toys etc. Problem-solving activities at home with chores. |
| 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) |  |