Numicon Planning Numicon 3 – 6 template suggestion from Margaret Butler

Notes:

Look at the Numicon chapter for that week.  Focus on what are the important activities and challenges for your students.

1. Plan a quick warm up for the students.
2. Work with a partner (predetermine – in order to mix the abilities up).  Provide all the materials they need to solve the problems given in the practice session for the **Pupil Book** (it makes it easy that for most chapters there are 4 pages in the pupil books).  The students then go off and ‘explore’ with the equipment to solve the problems in the **Pupil Book** (just the practice section).
3. After a set amount of time, this varies depending on the activity, call the children all together. Work through those problems using the important parts of the Focus Activities from the Numicon Teaching Handbook.
4. Lastly for the day the students the use the ‘going deeper’ section in the book.  As needed, add more resources and activities from the Independent Practice from the Teaching Handbook.

*My students have loved this approach and it has meant a deeper understanding as they have a context to put the new learning into.  It also means that the students are faced with word problems and problem solving every single day.* *PAT tests show a greater confidence in the language of maths*. Margaret Butler ACS.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Activity Group Title** |  | | | | |
| Learning Opportunities  Important activities and challenges | *Copy from Summary Page or from the Summary document on Oxford Owl* | | | | |
| **Quick warm-up**  Maintenance from  Teaching Handbook Whole Class activities |  |  |  |  |  |
| **Exploration** using the Pupil Book Practice section  and Opening Pages on Oxford Owl to solve problems |  |  |  |  |  |
| **Whole Class**   1. Discuss the outcomes 2. Focus Activities from Teaching Handbook |  |  |  |  |  |
| **Independent** Activities from Teaching Handbook  and  Pupil Book In-depth |  |  |  |  |  |
| **Reflection**  **Whole class** |  |  |  |  |  |