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| **Tutor name: Marsida Horeshka** | | | |
| **Date: 09.10.2019** | **Time: 9:30 – 12:00** | **Curriculum Area:**  **Maths CLA1b** | **Course and level: Maths Functional Skills Entry 3** |
| **Title/topic: Decimals** | | | |
| **Learning outcomes:** (use Bloom’s Taxonomy to identify skills and knowledge being developed)  By the end of the session learners will be able to:  Read decimals with up to 2 decimal places    Write decimals with up to 2 decimal places    Order and compare decimals    Recognise and continue sequences that involve decimals    Apply place value skills to solve real-life problems    Assess scenarios to find solutions to complex problems    Find errors in common mistake questions | | | |
| **Individual learners’ needs and how these will be met in general:** (For example, seating plans, groupings, scaffolding, directed use of LSA/volunteer, stretch and challenge, graduated activities, extensions etc.)  Café style tables.  3 learners with learning difficulties. The TA to help who ever needs help.  Mixed groups and split by ability. | | | |
| **How key themes will be incorporated:** (PREVENT, British Values, Equality and Diversity, Health and Safety, Safeguarding, eSafety, physical and mental health)  **eSafety – creating a strong password** | | | |

** Session Plan**

| **Time** | **Learning outcome** | **Resources, including ILT** | **Differentiated activities, including specific challenge and support for named learners** | **Wider Skills Dev’t**  (Employability, IT, English, Maths, active citizenship, CEIAG, resilience etc) | **Assessment**  **Methods** |
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| 9:20-9:30  9:30-9:35  9:35 – 9:45  9:45-10:10  10:10-10-15  10:15-10:45  10:45-10:50  11:00-11:15  11:15-10:30  11:30-10:45  10:45-12:00 | Recap multiplication  Intro to the topic  Represent decimals on bars.  Assessing starting points  Demonstration  Read decimals with up to 2 decimal places    Write decimals with up to 2 decimal places    Order and compare decimals    Recognise and continue sequences that involve decimals    Apply place value skills to solve real-life problems    Assess scenarios to find solutions to complex problems    Find errors in common mistake  Update their career plan | Game board  PPT  Printout  Kahoot  PPT  Receipts, cards, mini whiteboards, markers, phone/tables  Items around the room, number cards  Tablets/phones, post-its  Printout  printout  Kahoot  ETrackr, computers | Dice multiplication activity. Learner play in pairs and write answers to times table questions on their board. They check with a calculator.  Intro to the topic; elicit uses of decimals in everyday life; think-pair-share what could go wrong if not knowing how to count, read, write, order and compare numbers / share short video of uses of decimals.  Starter activity: Representing decimals on a bar. Learners do this individually and compare in pairs. Differentiate dby the number of bars.  [[[[Quick](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e) **[quiz](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e)** [to assess the starting points](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e)](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e)](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e)](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e)  stop after each question to give quick pointers but not long as everyone will spend time to develop these skills in the lesson.  Demo: Using base 10 blocks/ units-tens-hundreds columns to extend to tenths and hundredths  Learners work individually/ in pairs and groups to develop these skills. [Activities](https://baesacuk.sharepoint.com/:f:/s/teams/maths/EnqRerfCnMNBqzeFeFbA0egBPRAyEFaSJucNsB7G7tpuvg?e=UnHIa4):  -counting items around the room  -read/write numbers up to 1000. One writes the other reads, one reads the other writes.  -order and compare numbers; learners are given numbers to be put in order.  - use MyMaths/MathBase/BKSB to develop these skills  [Mastery/Greater Master box/booklet with questions](https://baesacuk.sharepoint.com/:f:/s/teams/maths/EsXqkZ1cta9Iqkcq2x52WZ0B736PLp-XhlzgTrALDKMxqg?e=4vpnww)  Application – Find the most expensive/cheapest item in the room. Price stars stuck on items. Learner find the most expensive/cheapest and place all in order. Challenge: can you din a price between this and this in value.    [**Reasoning and problems-solving:**](https://baesacuk.sharepoint.com/:f:/s/teams/maths/Em3I5BaXuIBKo1eAKr171B8BhRWh9N8TwrojD6QwjLi09Q?e=6dM19o)Timed individual activity; learners compare answers in pairs; whole class discussion. Challenge: is there another method? Can you explain..?  **[Misconceptions activity](https://baesacuk.sharepoint.com/:f:/s/teams/maths/EkOCpCyLimhEliDVgRdYrf4BV0Jsd9MCQLGYtkxHd3d2lA?e=B6CYYw)**[:](https://baesacuk.sharepoint.com/:f:/s/teams/maths/EkOCpCyLimhEliDVgRdYrf4BV0Jsd9MCQLGYtkxHd3d2lA?e=B6CYYw) Learners do these individually and discuss in groups; whole class discussion.  Redo [quiz](https://create.kahoot.it/kahoots/team-kahoots/folder/89a85bb4-a0c7-4f37-b0c5-5b84985edd4e) to assess learning points – may pick a higher level than the starting one.  Reflection  Access eTrackr using Laptops – changing password to make them stronger. Recap what makes a password strong. Learner can help each other with computers, I help one to one too. | English: decimals, decimal point, decimals places                      E&D  British Values  Independence  Independence  IT  IT  eSafety, IT | Qestioning, SA, PA  Questioning    Quiz, Questioning, SA, PA  Quiz, Questioning, SA, PA  Observation, Questioning, SA, PA    Questioning, SA, PA, PPPB  Questioning, SA, PA, PPPB  Questioning, SA, PA, PPPB  Questioning, SA, PA, PPPB  Quiz,  Questioning, SA, PA, PPPB  Observation, questioning  Observation, questioning |
| Closing activity/  Learning outside the classroom. | E.g. How will Knowledge and Skills learnt be applied? | Printed questions | Homework on reasoning and problem-solving and misconceptions of place value. | Independence | PA, SA, whole class discussion |

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| **Evaluation of learner progress in the session** | **How this will be addressed next session** |
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