Date: 12.1.24	Year group/class: Year 6	No. of students: 30	Duration: 60 minutes	Time: 11:00-12:00	Topic: Multi Step problem

Home Learning / Face-to-Face Learning	Whole-Class / Group Study / One-to-One	Learning partners / TA support
Face-to-Face Learning	Whole-Class/ Group Study	1 LSA working 1:1

Which of your SMART targets are you addressing with this lesson?

Furthering my teacher standards in deploying my LSA more effectively when it comes to the next sequences of lessons I have. As well as developing good subject knowledge in an area where I am not as confident in.

Prior knowledge/misconceptions

Prior Knowledge

- multiplication
- division
- subtraction

Misconceptions:

- may need to use a different operation to find the solution to the question.

Key terms and vocabulary

- Key vocabulary:
- - Division
- - Multi-step
- - Problem solving
-
- Key questions:
- 1. What is division?
- 2. How can we solve multi-step problems?
- 3. What strategies can we use to solve division problems?

Curriculum Links (NC/ Assessment)

- The learning objective for this lesson is multi-step problem solving.

Learning objectives	Success criteria	Assessment strategies
What is the intended learning?	*How will pupils/students know if they have met the learning objective? Or what do the pupils/students have to do to achieve success.*	*Observation*
❑ - be able to look at the SATS questions that involve multi step problems either with addition and subtraction or with multiplication and division.	• students will get through the core questions with problem solving and reasoning.	*Written Feedback on what they produce* *Verbal Feedback on their strategies*

Timings (Intended)	**Learning activities** (Linking back to the LO, Success Criteria, What the Teacher input is, what is the learner doing? Signposting Independent Activities)	**Adaptive Teaching** (Holistic approach- how will you ensure ALL students are able to access learning?)	**Resources** (Physical or online)
5 mins	1. Review previously done division problems. 2. Introduce more challenging concepts that students may not be familiar with and briefly discuss them. introduce the question from the practice SATS that students struggled with and identify that we are going to do questions similar to this for today.	A. Chunking the work/ less on a page B. Providing visual representations/ visual cues C. Rewording and rephrasing (simplifying) and giving short, simple instructions/ language D. Giving extra time E. Allowing for oral discussion before/during F. Scribing G. Highlighting important parts/ key words H. Use of sentence starters I. Fill in the blanks J. Checklists K. Verbatim reading L. Peer support M. Use of technology N. Quiet space O. Fewer questions P. Small group work Q. One-on-one conferencing with teacher R. Vocabulary book S. Using manipulatives	- Previous worksheets with division problems - Challenging mathematical concepts - Whiteboard and markers - Worksheets for core and stretch activities
20 mins	Main Teaching: 1. Model a few division problems and their solutions, involving multiple steps. 2. Guide the students through core arithmetic questions, allowing them to practice solving multi-step division problems. 3. Students at lower depth will work with the LSA to practice short division (2 and 3-digit numbers divided by 1-digit numbers).		

10 mins	- Students will work with a guided group to look at the steps to take for the questions and see the differences of finding the price of a single item and finding an efficient way of finding half of the items and to then use another operation to find the remaining. - the teacher will continue to roam around the class to see if any other students have any misconceptions.	Differentiation: - Students at a lower level will work with a Learning Support Assistant (LSA) on short division problems. - The core activity provides support and practice for all students. - The stretch questions allow students to challenge themselves and apply their skills to similar difficulty problems.	
20 mins	Students will continue to finish the questions that were given to them and move on to the challenge if they have completed the 6 questions that were given. we will then take it up as a class as students self mark to see if they received the correct answers.		
10 mins	Discuss the solutions as a class and address any questions or misconceptions.		
5 mins	clean up their area and prepare to transition for the next session.		

Evaluation of pupils'/students' learning.	
What progress did pupils make against *Learning Objectives* and *Success criteria*? Students needed to use their numeracy skills and reasoning skills to show that they understood the problem solving question and how that pertains to division multiplication and subtraction. **Refer to groups of pupils/students and/or individuals (by initials)** the students I worked with in a guided group needed additional support when it came to working backwards and trying to find the remaining balance from the questions. Certain students like NJ was able to identify a pattern with the questions and used his strategy to help the rest of the guided group.	
Where next?	
Targets for pupils'/students' learning - **continue to work and adapt the lessons as it will be something I start next week as well. Same questions**	**What key actions will you take?** - **Have the same questions just with different numbers just to have more practice.**

just with different numbers just to have more practice.	- **continue to build the skill of problem solving and give students at GD more of a leadership role for those around them in their class.**

Evaluation of your own Teaching	
What went well?	**Why?**
- students were able to identify which operation to do and look at the right method and use the right steps	- It was modelled with different examples with different levels of difficulty.
Even better if…	**Why?**
- I had the questions memorized and did not get flustered when I felt like I did the wrong thing for the multiplication tables which caused more confusion	- Set myself with more confidence and allow the students to not be confused with other uncertainties. However, it can be seen that students are able to learn from other mistakes. It did not help my guided group that was already struggling with the concept.