

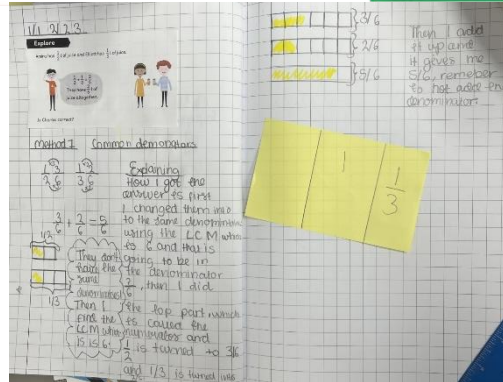
Maths No Problem Lesson Structure

Explore - 15 minutes

Each lesson begins with an 'Explore' task (with real life application where appropriate). Children attempt to unpick the problem in pairs, so that mathematical talk and the use of manipulatives are encouraged. The teacher should use this as an opportunity to observe the learning taking place, in preparation for structured feedback. Scaffolding may be needed for some children or all in the form of sentence stems or probing questions. Children journal their understanding of the problem in a way that makes sense to them, using explanations, diagrams, sentence stems, written calculations. Higher attainers can represent their understanding in more than one way or justify/prove statements

Explore

The population of Lithuania is 2713406.
What are the different ways we can show this number using place value?



Master

Method 1

Use place-value counters to show 2713406.



How many make 1000000?

Master - 15 minutes

Following the initial exploration, the class should now be led through the structured feedback using the textbook to support. Link the strategies that children have thought of through the explore task to guide the class through others. The teacher should use and manipulate this section to move children from the simplest strategies to the most abstract and target methods. The textbook is important at this point as it helps children to see effective representations of maths. The target method will always link back to the question 'What is the critical mathematical understanding here? You may wish to focus on either the content or the method

Guided Practice - 10 - 15 minutes

An opportunity for children to try out strategies learnt in the previous parts of the lesson with support where needed. The GP is provided in the textbook, the guided aspect may come from a friend, manipulatives, a scaffold or the textbook. The teacher should facilitate learning at this point, identifying misconceptions as they circulate the room, these children may need additional support before moving onto the independent aspects. Children are to move to using a pictorial and abstract approach when ready. Children get to practice questions that are similar to those in the independent practice with their partners. The teacher does not need to go through every GP question, during planning they should identify questions that pick out patterns, concepts and relationships which relate to the mathematical understanding

Guided Practice

The table shows the approximate population of some countries.

	Costa Rica	Namibia	Austria	Guinea-Bissau
Population in numerals	5094118		9006398	
Population in words		Two million, five hundred and forty thousand, nine hundred and five		One million, nine hundred and sixty-eight thousand and one

- Complete the table.
- In 5094118, the digit is in the millions place and its value is .

Worksheet 1

Reading and Writing Numbers to 10 Million

- Write the numbers shown in numerals and in words.

(a) 1000000 1000000 100000 100000 100000 100000 10000 1000 1000 1000 100 100 10 1 1 1

Workbook - 15 minutes

When ready, children work independently in workbooks. Differentiated tasks and activities are designed to be easy for pupils to enter while still containing challenging components. For advanced learners, the textbooks also contain nonroutine questions for pupils to develop their higher order thinking skills.