

Curricular Area: Numeracy and Mathematics

Level: First



<p><u>Experience and Outcomes</u></p> <p>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. MNU 1-02a</p> <p>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a</p> <p><u>Learning Outcome</u></p> <p>I can demonstrate my understanding of division using physical objects.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">- Physical objects e.g. cups (to visually demonstrate division)- Outdoor woodland space- Outdoor materials e.g. sticks, leaves etc.- Timetable squares – differentiated support
<p><u>Activity</u></p> <p>Begin with a quick revision of prior knowledge of division.</p> <ul style="list-style-type: none">- Use cups / physical objects to demonstrate division and allow the pupils to clearly visualise the process of division. <p>Take children outside and ask them to find a specific number of objects (sticks).</p> <ul style="list-style-type: none">- Then ask them to lay their objects out in a neat row.- Ask them to divide their objects by a specific number e.g. 15 divided by 3 – sort their objects into 3 groups > how many in each group is their answer.- Progress to simply telling them the sum e.g. 15 divided by 3 and expecting them to find 15 objects and sorting them into 3 groups independently.- Working in groups would support those pupils who are still developing their understanding of division and require more support.- Using times-table square will also provide support for pupils.	<p><u>Assessment</u></p> <p>Prior knowledge will have been established previous to this lesson.</p> <ul style="list-style-type: none">- Formative assessment will take place during the starter revision of this lesson > use lollipop sticks to question pupils on their knowledge of division.- Professional judgement used throughout to challenge pupils who require it as well as providing further support and questioning for those who need it.- Self-assessment at the end of lesson using a display of traffic light cards to clearly show their understanding or ask for more support and further explanation.

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