

# Mathematics Short Term Lesson Plan

<b>Date</b>	<b>Year/Class</b>
<b>Relevant Q2T Standards</b> <i>Find at least one relevant standard that relates to your lesson and make it a different one to the focus in your last lesson. Early in your practice you might consider the standard retrospectively while later on you may plan with it in mind.</i>	
<b>Context of Lesson</b> <i>Your description should explain how this lesson fits in with the sequence of lessons that it relates to. In particular you should indicate any issues arising from the previous lesson.  For example:  <b>"A number of children seem to have developed a misconception about..... and this lesson will attempt to address this by...."</b>  Would be a much more useful comment than:  <b>"This is the fourth lesson of five on fractions"</b>  This box is best completed in the period between the previous maths lesson and this one.</i>	
<b>Learning Objectives</b> Mental/Oral <i>These should not necessarily be lifted straight from the NNS Framework Programmes of study but be adapted as appropriate to meet the specific needs of the children you are teaching.</i>	<b>Learning Objectives</b> Main <i>As well as the advice opposite it is worth remembering that children frequently don't achieve objectives in a single lesson and should not be expected to. It may be possible to break objectives down into smaller steps that can be achieved but be wary of losing the 'bigger picture' if you do this. Consider any links to other objectives that are not your main focus in order to be aware of opportunities for developing 'relational understanding'.</i>
<b>Key Vocabulary</b> <i>You may find the NNS Vocabulary Book very useful for identifying appropriate vocabulary.  Restrict this to key vocabulary that will actually be used.  Identify any terms that are 'new'.</i>	<b>Resources</b> <i>It would be useful to list these resources to act as a checklist for your lesson preparations. You need to think about the particular relevance of the resources in supporting the lesson objectives.</i>
<b>Mental/Oral (time)</b> <i>It is good practice for this part of the lesson to relate to the main part of the lesson eg: practising skills that will be used in that section of the lesson.  If you choose not to do this you should indicate the reason for your decision.</i>	<b>Key Questions</b> <i>These should be questions that you are going to use in the lesson. You might find it useful to use this box as a script for the questions you ask in the lesson.  The NNS Vocabulary Book (pages 4-6) may be helpful in helping to formulate questions.</i>
<b>Main Activities (time)</b> <i>This is the most important box on the plan and should be completed in detail.  You should identify an introduction and the (differentiated) activities that will take place. The number of different activities that you choose to use should be a realistic number to manage. Identify the focus group(s) that you will be working with and the role of any other adults. Make a clear distinction between what you will be modelling, demonstrating etc... and what the pupils will be doing. For any task that you prepare think very carefully about what the pupils will 'learn' from it.  It will be useful to indicate a time frame for each of the activities taking place.</i>	<b>Key Questions</b> <i>Do remember the use of probing questions.  Think about the responses your questions might elicit from children, in particular 'incorrect' ones and how you might follow them up. Where you can try to avoid leaving yourself in a position where you have to 'think on your feet'.    Looking at the 'errors and misconception' section of your medium-term plan may be helpful in helping you to devise questions.</i>
<b>Plenary (time)</b> <i>This is a very important part of the lesson and needs to be planned thoroughly. Will it be used to summarise, to extend the main part of the lesson, to introduce tomorrow's session or to address misconceptions? An indication of timing will be useful. Scripting key questions will be very helpful, think back to your learning objectives in order to</i>	

*construct questions that explore what learning has occurred.*

### **Assessment Strategy**

*It will be helpful to think what the 'success' criteria will be, eg. What will the pupils need to 'do' to demonstrate that they have met your learning objectives? It will be useful to indicate when you will do this eg. You might focus on assessment of children's knowledge of number facts during the mental/oral starter and monitor pupils' responses (or get any other adults to do the monitoring).*

*You might want to consider assessing the pupils' 'thinking' as the mathematics that is 'visible'.*