

A completed example of a Short Term Plan

Stage 1: Unit 1C, Measures and Problem Solving

| Week beginning: | | | | UNIT: Stage 1 C: Measures and problem solving | | CLASS: | |
|-----------------|----------------|---|--|---|--------|---|-------------------------------|
| Timing | Framework Ref: | Learning Objectives | Success Criteria | Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual | | Resources | Evidence of Achievement |
| | | | | Description | W/G/I | | |
| 10 mins | 1Pt2 | Explore number puzzles and problems | Were the learners able to use knowledge of number and probability to solve the problem? | A game for two teams. Shuffle the cards and show the first card to one of the teams, who decide whether the next card will be higher or lower. If they are correct, they score a point. If incorrect, play passes to the other team. Play continues until all 10 cards are showing. The team with the most points is the winner. Play again, starting with the other team. | W | Set of number cards 0–9 | O |
| 40 mins | 1MI2 | Main part Estimate and compare capacities by direct comparison, then by using uniform non-standard units | Were the learners able to compare the capacity of 2 containers? <i>What methods did they use?</i> <i>How many did they compare all together?</i> | Show the class a set of containers. Which two containers do you think hold the same amount? How could we find out? Model to the class a method. Do you think there are any other ways of finding out? Try another way suggested by a learner. Move into group work. Find 2 containers on your table that you think hold the same amount. Test it. Find other pairs of containers that you think hold about the same amount | W G | Collection of suitable resources: boxes, paper cups, small jugs, countable items to compare capacities (beads, small cubes, dried peas) | Q & A D O D O |

(Continued)

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| | 10 mins | Plenary sharing findings and strategies | Were you able to find 2 containers that held about the same amount? What did you do? What did you find out? Did you record anything to help you to remember? How did you record it? | Discuss methods and findings. Invite learners to share what they did and what they found out. Was anything difficult? What did they do to solve any problems? | | | |
| Organisation: details of differentiation / groups / adult role (linked to activities) | | | | Notes / extension opportunities / homework | | | |
| <p>If the items used for filling containers are small, and the learners are comparing quantities by counting how many of them fill the container, some learners may need to work with smaller containers than others.</p> <p>Learners should first of all study only 2 containers. Then move on to experimenting with materials provided. Allow them to decide on their own degree of accuracy, and encourage them to guess first before they try.</p> <p>You may want them to make informal recordings which can be used as memory aids for the last part of the lesson</p> | | | | <p>Extension: Find some other containers which hold twice as much as this bottle (Need a supply of plastic bottles!)</p> | | <p>Q&A: question/ answer D: discussion O: observation M: marked work</p> | |