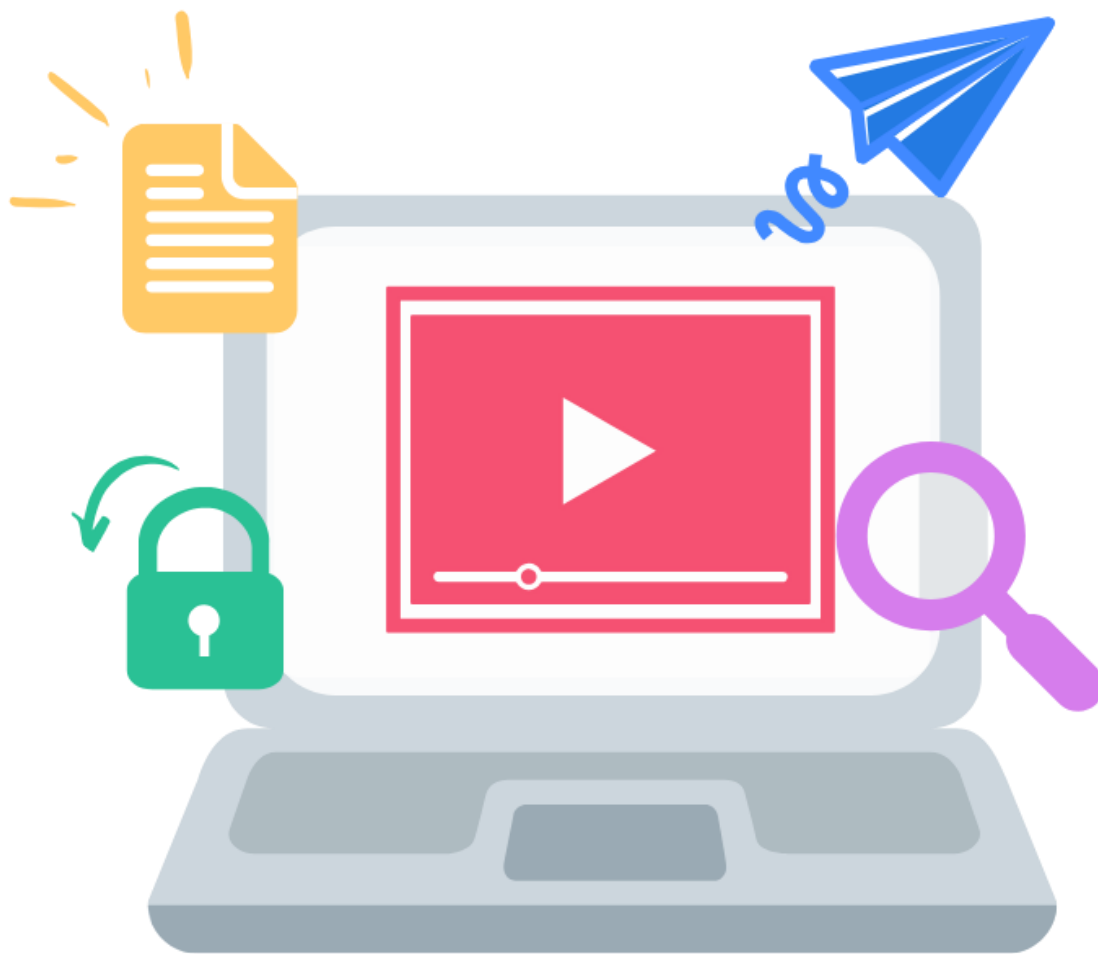


REMOTE LEARNING MODULE

Subject: Mathematics
Author: Annie Plumpton
Created: July 2020
Updated:



Subject:	Mathematics	Teacher (if applicable):	
Year:	11	Ability/Class (if applicable):	Lower
Module title:	Number Properties		
Duration:	2 weeks <input checked="" type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> Other:

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

This module is designed to be delivered remotely to allow students to continue to access a well-constructed and relevant curriculum to enable them to have appropriate maths skills to succeed in life.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

Understand and use a range of facts about number properties to solve problems
 Find factors, multiples, HCF and LCM of numbers
 Round numbers accurately
 Order lists of numbers (integers, decimals, negatives)

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

- Ambitious – aims to quickly and effectively fill gaps then progress to existing SOL
- Brave – encourage students to persevere and show resilience through problem solving tasks
- Kind – Culture of error fostered, classroom rules clearly established to support learning without ridicule

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Covers a range of skills and content overlapping the Year 10 and Year 11 SOLs to “recover” lost learning and further develop student learning

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- Place value (appreciation for size of numbers)
- Appreciation for negative numbers in context
- Ordering / sorting skills

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?	
Place value, multiplying/dividing by powers of 10, ordering numbers, finding factors, listing multiples, identifying prime numbers.	Bridges gaps between Yr10 and Yr11 SOLs, builds using spiral curriculum already planned	
LEARNING		
Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?	
2 live lessons, 2 Q&A clinics and DIRT lesson after cycle 1. Place value (revisit / new material) – with follow up Q&A clinic 2. Factors, multiples & primes (revisit / new material) – with follow up Q&A clinic	6 hours of deliberate practice (booklet) Exit ticket for end of topic assessment	
ENGAGEMENT		
Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?	
Work pack will be printed and posted to students	MS Teams used to track and log submission of work, student, parental and tutor contact when not completed. CL informed of repeated disengagement.	
FEEDBACK		
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
Exit ticket to check key success criteria <ul style="list-style-type: none"> • Read & write numbers • Multiplying/dividing by 10, 100, 1000 • Ordering lists of numbers • Rounding numbers accurately • Listing factors (finding HCF of a pair of numbers) • Listing Multiples (finding LCM of a pair of numbers) • Identifying prime numbers 	2 Weeks	Exit ticket at end of 2-week module
	4 Weeks	X
	6 Weeks	X
	8 Weeks	X
	Other	“Clinic” to take place once a week via MS Teams

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
1	4	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Recall practice (MathsBot displayed on arrival)	What Place value and ordering numbers	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>	Last lesson, last week, last month grids for each asynchronous lesson	Why Fill in gaps, develop fluency and understanding	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Read & write numbers; multiply/divide by 10, 100, 1000; ordering lists of numbers; rounding numbers accurately		Diagnostic questions used – answers in chat or held up on camera	Questions clearly modelled and scaffolded using a place value table, students asked to copy down for reference	
Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)	
	Section 1 – read & write numbers Section 2 – multiply/divide by 10, 100, 1000 Section 3 – ordering a list of numbers Section 4 – rounding to the nearest 10, 100, 1000, or 2d.p.		Q&A clinic used to answer questions Solutions shared for students to self-assess, teacher will collate common errors through viewing submitted work and address in Q&A clinics	Quiz at the end of the cycle (MS Forms)		
<hr/>						
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
2	4	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Recall practice (MathsBot displayed on arrival)	What Factors, multiples and Prime numbers	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>	Last lesson, last week, last month grids for each asynchronous lesson	Why Fill in gaps, develop fluency and understanding	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Definition of factors, multiples and primes; identify prime numbers; list factors/multiples; find HCF/LCM of a pair of numbers		Diagnostic questions used – answers in chat or held up on camera	Questions clearly modelled and scaffolded, students asked to copy down for reference	
Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)	
	Section 5 – Prime number investigation Section 6 – Factors Section 7 – Multiples		Q&A clinic used to answer questions Solutions shared for students to self-assess, teacher will collate common errors through viewing submitted work and address in Q&A clinics	Quiz at the end of the cycle (MS Forms) Exit ticket for deep feedback submitted in session 8		

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
3	1	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
			How				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
		DIRT – whole class feedback from exit ticket, address misconceptions and provide feedforward information		Students to respond to common errors in chat feature		Model examples of any concepts that have significant errors	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			
Guided – rectify mistakes on exit ticket Independent – feed forward tasks to build on errors identified in exit ticket		(Based on feedback)		n/a		Synchronous (live)	
						Asynchronous (remote)	