

When: 26th May 2021

Who: Y2

What: 2.2

### Collaborative Planning Prompts

- Read the teacher guidance/look at the powerpoint slides
- Summarise the learning from each step - are there any points to clarify, terms to define, representations to explore?
- Notice: **prior learning** prompts, use of **representation, language** suggestions (stem sentences/generalisations to add to slides), **difficult points, opportunities for depth**, independent **practice** activities (dong nao jin - challenges)
- What **context(s)** could expose the structure of the concept?
- Going beyond the slides: which **concrete** representations could be used - when and how?  
Opportunities for **teacher modelling** - whiteboard, visualiser?  
Opportunities for **children to be active** - partner talk/tasks, white board work

TP1:

### Lesson 1 - Steps

- Paper plates, pencils or cubes. Q: Can you group the pencils / cubes for me please? Talk to your partner about what you are doing and what's in your groups, what your groups look like. Questions to notice the concept of grouping and the variation in the groups. You want children to notice the essential features of a group.
- Children share how they have grouped. "Ah, I see that....." "I have noticed that Sam has....." "How is that different to...." Visualiser. (Don't introduce terms equal / unequal yet)
- Use pencils animation. Intro stem sentence on flipchart. Model before and after. "Can you now describe your collection BEFORE grouping, then group and describe using the SS.
- Use marbles / cubes to represent footballs. Ask cnh to group. Come back to model how you have grouped. Q Has anyone grouped differently. "I can see that Steven has put X in one group X in another group and X in another. Has he still grouped them? Do you agree or disagree? Can you share your thinking and explain why? Can we use stem sentences to describe Steven's grouping? What does it mean to group? Generalise here, what it means to group.
- Max and Lucia. Ask children what they notice about the groups, what's the same, what's different? Partner talk. Bring them back to discuss. Did anyone notice anything else? So what we have all noticed? They've both got apples BUT.. (focus on equal / unequal groups)
- Introduce generalisation - The groups are equal / unequal because... . Then SS that children will use
- Ask children to group pencils / marbles equally and unequally using SS to describe to their partner.
- Teacher to listen for precise language in full sentences, Celebrate good examples, model, especially for SEND / vulnerable children. Repeat with partners. Repeat with the whole class. Embed learning
- Independent practice - equal unequal groups. Activity from Segment.
- Explore redistributing groups from equal to unequal and vice versa. Very explicit instruction / modeling / language as you walk around the classroom "I have noticed that you have redistributed into equal groups by moving...." Sam can you explain how you have redistributed your groups so that they are equal / equal.... Oh I see. Can you explain that using our stem sentences. Why are your groups now equal? What has changed? What has stayed the same?
- Children, what have we been learning today? Share LO. "So what different ways have we grouped our objects today? Refer back back generalisations / stem sentences.