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| **Student(s) Name(s)/ ARCOTS Code**: | | | |
| **Date :** | | | |
| **Developmental Domain** | **Progression of Numeracy**  **Strand: Number** | | |
| **Developmental Level & Nutshell Statement** | **Level C:**  **Perform addition and subtraction operations on whole digit numbers with or without trading. Multiply by 10. Knowledge of place value (units, tens and hundreds). Solve one step addition and subtraction word problems. Find unknown single digit number in addition or subtraction equation.** | | |
| **Evidence for this level?** (What makes you say this? | ARCOTS testing student ZPD was Level C. Analysis of work samples against the progression confirmed this. | | |
| ***What is the student ready to learn?*** | ***What are the expected outcomes and evidence?*** | ***What interventions has the teacher planned?*** | ***What worked? What next?*** |

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| **Learning Intention/s**  (Specific **skill** or concept or part thereof to be learned) | **Evidence** (What the students will be able to do, say, make or write): | **Teaching Strategy** (What the *teacher* says, does, makes or writes) | **Learning Activity**  (Describes what the students are actually going to do) | **Resources** (People, place or things used in the activity to realise the learning strategy) | **Review & Reflection** |
| Students will be able to understand and apply place value. | Students identify place value in numbers up to 999.  Students provide everyday examples relating place value. | ***JUNIOR YEARS***  ***Expositive***  • Teacher will model (personally, or by a video, a worksheet, a laboratory work description, etc) the activity of 'Make it to 100' using mathematical vocabulary to explain what they are doing.  ***Performative/Investigative***  • Teacher will jumble up the numbers 1 – 9 and ask students to place them in order (same exercise can be done with numbers 50 – 59, 120 – 129 depending on the student abilities).  • Teacher will produce a set of numbers with 2 or 3 digits not in order to each pair of students.  • Teacher will write a three digit number on the board and ask: What would the number be with a zero in the tens position? A zero in the units position? etc.  • Teacher will ask students to investigate in written sources (newspaper, magazines, etc.) different numbers and classify them using place value. | ***JUNIOR YEARS***  • Make It to 100. Roll the dice and take that many Multibase Arithmetic Blocks. First collect ‘minis / ones’, then when they roll and the total gets above 10 they have to do a ‘fair trade’. Trading minis/ones for longs/tens. First to 100 and then back to zero. Could write down their running totals in columns.  • Students order numbers from smallest to largest.  • Students scan written sources to identify numbers found (page numbers, shares etc.) and then classify from smallest to largest. | • Dice, Multibase Arithmetic Blocks.  • Worksheet, paper and pen.  • Different written sources to investigate: newspapers, magazines, advertisements, catalogues, etc. | **Review Date:**  **Reflection:** |

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|  |  | ***MIDDLE YEARS***  ***Expositive***  • Teacher will model (personally, or by a video, a worksheet, a laboratory work description, etc) the place value chart using mathematical vocabulary to explain what they are doing.  •Teacher will explain the link between the words and the model.  ***Performative/Investigative***  • Teacher will organise an excursion to record and classify car number plates in the school parking and near the school zone. | ***MIDDLE YEARS***  • Place value number chart TH|H|T|U etc.  • Students record number plates of teachers’ cars (and cars going past the school) in a template provided by the teacher.  • Students put number plates in order smallest to largest. | • Worksheet with place value number chart.  • Parents and teachers to supervise the excursion.  • Template to record and order the number plates from smallest to largest. | **Review Date:**  **Reflection:** |
| ***UPPER YEARS***  ***Expositive***  • Teacher will model (personally, or by a video, a worksheet, a laboratory work description, etc) the place value chart using mathematical vocabulary to explain what they are doing.  •Teacher will explain the link between the words and the model, asking the students to make their own number expander to represent larger or small numbers.  ***Performative/Investigative***  • Teacher will ask students to investigate a model to represent place value and produce their own number expander to represent larger or small numbers.. | ***UPPER YEARS***  • Place value number chart TH|H|T|U etc.  • Make their own number expander to represent large or small numbers. | • Worksheet with place value number chart.  • Pencil, paper, colouring pencils, scissors. | **Review Date:**  **Reflection:** |
| **Rationale:** | Differentiated context, the activities proposed on the first line can be more suitable for junior years’ students. In turn, the activities on the second and third line can be more suitable for middle and upper years’ students, respectively. | | | | |