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| **Unit Title**  **Numbers** | **Lesson Focus**  **Prime Numbers**  **1 0f 1** | **Class name/year**  Yr7 | **Lesson date** | **Period** | **Name**  **Foster Williams and Laura Evans** |
| **Links to targets identified from previous Lesson Evaluation and/or Weekly Review** | | | | | |
| **Learning Objectives**  By the end of this lesson you will be able to understand the properties of Prime Numbers  *The ideas/concepts, skills and subject material you aim to teach* | | | **Learning Outcomes**  *All will know that a prime number can only be divisible by its self and one.*  *Most will be able to find prime numbers between 1-100*  *Few will be able to show why a prime is prime and why a composite number is composite*  *What the students will have learned during the lesson* | | |
| **Inclusion strategies**  Paired work in teacher set pairs  *Groups or individuals with specific needs (initials only), differentiation, TA deployment* | | | **Health and safety and wellbeing**  Correct use of scissors reiterated  No cables or obstacles in gangways or corridors. | | |
| **Resources checklist**  Power point slides  Scissors  Prime numbers work sheet  Projector or smart board | | |

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| **Time** | **Learning** | **Management** | Differentiation | Assessment for Learning |
|  | *What do we want the pupils to learn?*  *For each task what are the main learning points (skills, Knowledge, understanding)?* | *How will I organise the class and resources? What key instructions are needed? What will the class be doing?* | *For the main tasks, how will I adapt the task to make sure that all pupils are challenged?* | *How do I know if they have learnt? What strategies will I use to check this?* |
| 0-3 | Good manners | Enter class safely, with starter on the board. |  |  |
| 3-6 | Warm up brain and make the pupils ready to learn | Number Properties game (4 4s) | Paired work | Ability to make different numbers using only 4 4s |
| 6-15 | Thinking about properties of numbers | Bank Robbery slides 1-7 | Range of questions | Effective questioning, and quality of answers |
| 15-30 | Working out prime numbers | Crack the safe work sheet | Paired work |  |
| 30-35 | Teaching others | Those with answers can help pairs who would like help | Higher ability will support lower ability | Understanding through explanation |
| 35-40 | Teaching others | Get a group up to the board to explain how they came to their answers | Class discussion | Presenting answers to peers |
| 40-45 | Kinaesthetic association with material | Bank robbery slides 7-14 | Range of numbers, and repletion of misconceptions, Use of higher numbers than previously covered | Correct answers, e.g. sitting or standing |
| 45-End | Plenary ‘Prime time Questioning’ | Name a Prime | Ask low ability towards beginning and higher ability properties of primes. | Quality of answers |

**Lesson evaluation - to be completed after teaching this lesson. Reflect on what you did that either enabled or hampered learning**.

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| **Pupil progress** |
| *Did you achieve your SMART targets? Did the pupils meet the learning outcomes? How do you know?* |
| **Action to take next lesson with the class a) to improve my teaching and b) to improve the learning. Please refer to the Profile Characteristics.** |
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