

Maths: Money Lesson 19/8

- *Good revision of the rules

[redacted] and [redacted] went home and discussed money with her family & brought Scottish money to school- shows high level of engagement in previous lesson

- *Re-iterate learning intentions so they are clear to all students

- *Connections to prior knowledge/ previous lesson

- *Celebrity head game was very engaging & good modelling of questions

- *This clip had a good balance of humour and content

- *Size of intro might need to be a bit shorter- becoming restless

- *Powerpoint was excellent for visual cues

Focus group with you:

- *Pictures were engaging and relevant for students

- *Good preparation for task & modelling of task

- *Need to restate learning intention so they know why they are doing the activity

- *Prompt [redacted] & [redacted] to add the total money they have spent (did this with [redacted] & [redacted])

- *What coins you would use to make that value? Good extending prompt for 3rd group

Shopping group (Miss W)

- *Well prepared- however possibly too many options with review, list etc. Might have been easier to just 'play shops'.

- *I know groups of 10 can be big sometimes and it can be hectic to do dramatic play but after a few goes they get better at it (just excited to start)

- *Good use of voice to gain attention

Ipad game (independent)

- *Allowed for different levels of thinking

- *All engaged in the game

Plenary

- *Thumbs reflection (whole group) gives a good scope of general feelings about their own feelings about money

- *What would you like to learn about money?

- *Groups were a little longer today and they can be restless after a specialist lesson

- *Assessment- how did you go with checklist?

Where to from here?

- *Vocab

- *Streamed groups – intervention with identified students to reach Year 1 AS