

## Guidance on how to use the plans and worksheets

### What level is each group in the planning at?

Although the plans were originally designed for use with a year 3 class, the range of ability within the class means that they may be of use in Years 2, 3, 4, 5 and 6.

The following are general guidelines as to what level the work is set for:

| Group in planning           | National Curriculum Attainment level | Which year of the Primary Framework the learning objective is taken from |
|-----------------------------|--------------------------------------|--------------------------------------------------------------------------|
| Lower Ability (LA)          | 1a / 2c                              | Year 2                                                                   |
| Middle Ability (MA)         | 2b / 2a                              | Year 3                                                                   |
| Higher Ability (HA)         | 3c / 3b                              | Year 4 / 5                                                               |
| Gifted and Talented (G + T) | 3a / 4c                              | Year 5 / 6                                                               |

### Using the resources with the children in your class

It is important to realise that different children in different schools will have different levels of knowledge and skills, meaning it is crucial you try to find this information out about the children you will be working with before teaching them. That way you will pitch the work at a suitable level.

### What does the code at the start of the files and links mean?

The letter is the block from the Primary Framework.

The number is the unit from the block.

The final numbers starting with 0 is where the lesson comes in the medium-term plan for the unit.

Example: B1004 is a plan for lesson number 4 in Unit 1 from Block B - Securing number facts, understanding shape.

Lessons can of course just be used as one-off, stand-alone lessons, but bear in mind later lesson plans will often assume skills to have been learnt in previous lessons.

### **Why have learning objectives been taken from different year groups?**

It is often best to differentiate work by moving between year groups on the Primary Framework, or up and down the levels on the APP assessment grids. Trying to differentiate the same learning objective from year 3 (or any year) on the Framework for the whole class often means simply changing the size of the numbers the children work with, meaning calculations take longer but the children do not learn any new knowledge or skills.

### **How does getting some children to start work without listening to the teacher work in practice?**

Quite often in the plans it is suggested that you ask the more able children to try work without listening to an explanation of how to do it. This can be done where you believe children will already be able to do said work, but want to make sure they can before you move them on. You need to make it clear that if these children are struggling they can come and sit back on the carpet and listen to the model. It is important to create an atmosphere where children do not feel embarrassed or reluctant to sit down on the carpet again because this shows them as being 'not as clever' as the others. Alternatively they can just stay in their seats and listen from there. You also need to know that those children can work quietly, without disturbing your model. Ideally it helps if you have another adult who can check how those who started without listening to you are getting on, and if they are not getting it right tell them to stop and listen. Once those more able children have demonstrated they understand the work they have been doing, you can move them on to something new or more challenging. If they have not been able to do the initial work, they can keep working on this.

### **What are the advantages of using this lesson structure?**

- Less children on the carpet at one time means you can question and prompt a greater proportion of them
- Lower ability children do not have to sit and listen to ideas beyond their ability which can confuse them
- Higher ability children do not need to listen to explanations of ideas they already understand

- Each child spends less time on the carpet making it easier for them to listen the whole time they are there
- Effective use of teaching assistant/s during teacher modelling. TA can then work with children who have been on the carpet when they start their independent work
- Teaching assistant performs formative assessment role by checking the progress of children who start straight away
- If you have limited resources e.g. number of whiteboards and pens it makes it easier to ensure each child has one of what they need each
- Particularly useful when you want groups working on different topics e.g. LA / MA on rounding remainders up or down depending on context and HA and G + T on ratio

### **Potential concerns with this lesson structure**

- To use this system ideally requires a teaching assistant or other adult. Otherwise children may be struggling with the work and not come and sit on the carpet (or stop and listen) of their own accord because they think they understand and are getting the work right, or because they don't want to admit they are struggling.
- The children who start work straight away need to not get too upset by being sent back to the carpet or being told to stop and listen if they are struggling. Usually when children find they do not understand the work they are fine about stopping and listening because they know why they need to stop and listen. A supportive classroom atmosphere helps with this.
- LA and MA children's self-esteem - on this topic if ability grouping is used, the children know who is 'more able' and who is 'less able', no matter what e.g. calling groups star, moon and sun instead of groups 1, 2 and 3. In fact this lesson structure can help the confidence of the 'less able' children because it gives them more of a chance to answer questions during the model, rather than the same more confident and able children always putting their hands up first.
- Behaviour of children not on the carpet - you need to be able to trust that the children working independently will not be talking or disruptive whilst you are explaining to those on the carpet. Again having another adult helps with this.