

## Summary: Sample Scenario Meeting Anna’s Priority Learning Needs Through Team Teaching

Priority Learning Needs	Targets	Anna’s Specific Learning Experiences
<ul style="list-style-type: none"> <li>Place Value</li> <li>Number Sense - Addition and Subtraction</li> <li>Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Anna will orally count number sequences forwards and backwards 100 to 500.</li> <li>Anna will express numbers from 100- 500 in concrete, pictorial and abstract representations.</li> <li>Anna will use more than one calculation strategy when solving both mental and written problems.</li> <li>Anna will develop a “have a go” attitude in maths by contributing to class discussion and by attempting tasks individually.</li> </ul>	<ul style="list-style-type: none"> <li>Numeration/ Number Sense/Place Value - Rhythm counting, Live Number Line, Count Around, Hand Game, A Calculator Machine (PDST Mental Maths Handbook + and -)</li> <li>Place Value - Say the Number, Recording in base ten language, Place your number (PDST Place Value, Decimals &amp; Percentages: Teacher’s Handbook)</li> <li>Number Sense – Addition and Subtraction/ Problem-solving - Dickey Addition, Dickey Operations in Line, Maze 100 (nrich)</li> </ul>
3 <sup>rd</sup> /4 <sup>th</sup> Curriculum Objectives. Pupils will...	Mathematics Skills	Class Learning Experiences
<ul style="list-style-type: none"> <li>Explore and identify place value in whole numbers 0-999 and 0-9999.</li> <li>Read, write and order 3 and 4-digit numbers while using them to solve written problems.</li> <li>Add and subtract with and without renaming within 999 and 9999.</li> <li>Know and recall addition and subtraction facts</li> <li>Solve word problems involving addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Applying and problem-solving</li> <li>Communicating and expressing</li> <li>Integrating and connecting</li> <li>Reasoning</li> <li>Implementing</li> <li>Understanding and recalling</li> </ul>	<ul style="list-style-type: none"> <li>Extend place value tasks to 999 and 9999 for groups – Level A1 p. 25 – 41 (PDST Place Value, Decimals &amp; Percentages: Teacher’s Handbook)</li> <li>Level B1, B2, C1, C2 activities PDST Mental Maths Handbook + and – p. 17 – 23 (Level B2 activities (extend to 4-digit numbers) – p. 42 – 49) (PDST Place Value, Decimals &amp; Percentages: Teacher’s Handbook)</li> <li>Extend addition and subtraction tasks to three and four digit operations (Dickey Addition, Operations in Line – nrich)</li> <li>Allow pupils to multiply and divide to arrive at different totals in Maze 100 task (nrich)</li> <li>Further practical activities for developing addition strategies – p. 19 – 27 (PDST Mental Maths Handbook + and –)</li> <li>Further practical activities for developing subtraction strategies – p. 28 - 30 (PDST Mental Maths Handbook + and –)</li> </ul>
• SEN Supports	Team Teaching Model (This will be dependent on the personnel and time available to support Anna’s needs).	
<ul style="list-style-type: none"> <li>Additional direct intervention - language development, scaffolding while reasoning, encouragement (‘have a go’ attitude) etc.</li> <li>Use of concrete materials</li> <li>Mixed ability groupings within class - sharing strategies</li> <li>Assessment - conferencing, observation, support with maths journals etc. (formative and summative assessment)</li> </ul>	<ul style="list-style-type: none"> <li><b>Lead and Support</b> - monitoring and assessing the pupil engagement and responses- e.g. counting activities, or feedback of different solutions and strategies to tasks</li> <li><b>Station Teaching:</b> Groups working on different tasks and rotated over the course of a day/week. Anna’s targets are catered for through her specific tasks that she or groups of pupils might be doing at the particular station.</li> <li><b>Parallel Teaching:</b> One group working on task A while other group working on Task B. Anna’s targets can be met through the use of the tasks identified for her or the differentiation of either Task A or B.</li> <li><b>Alternative Teaching</b> - small group support for Anna with other pupils in the class who may have similar difficulties</li> <li><b>Teaming Teaching</b> – teachers modelling strategy sharing during specific tasks etc</li> </ul>	

