

Context: Class trip to the local allotment. We have previously travelled there in spring to help sow the seeds/plant out seedlings, depending on time available and crops to be grown. This was part of a series of HWB lesson on healthy eating and sustainable food production.

| Curriculum Area | <i>Numeracy</i>  |                        | Level  | <i>First</i> |
|-----------------|------------------|------------------------|--|--------------|
| 1               | Pre-Assessment   | <i>Floor book</i>      | <i>Pupils previous knowledge noted in floor book in Red pen. What is division?</i> |              |
| 2               | Risk Assessment  | <i>Mind Map</i>        | <i>Whole class produce mind map of risks</i>                                       |              |
| 3               | Journey time     | <i>Local Allotment</i> | <i>Fractions are already displayed on class walls</i>                              |              |
| 4               | Class management | <i>Fractions</i>       | <i>Take a group/whole and split into subgroups/fractions of the whole</i>          |              |
| 5               | Lesson           | <i>See below</i>       |  |              |
| 6               | Assessment       | <i>Floor book</i>      | <i>New knowledge added in green pen</i>  |              |

E&O:

Through **exploring** how **groups of items** can be **shared equally**, I can find a **fraction of an amount** by applying my **knowledge of division**. *MNU 1-07b*

Learning Outcomes:

Demonstrate an understanding of how simple fractions may be applied to real world groups/wholes.

Activity

Begin by travelling to the allotment. Discussion around division and the concept of the whole may begin before we travel, by splitting the class into smaller groups (fractions) for the journey. We have 24 pupils so we will travel in 6 groups of 4 pupils.

Once at the allotment, we will identify which species are ready for harvest. At this time of year, we may expect to find tomatoes, beetroot and potatoes, although the learning can be applied to any produce available.

We will greet the allotment owner and be advised on what is ready to harvest. We will identify ripe tomatoes, explain how the potatoes have grown underground by spreading and how we must dig carefully and finally, how the beetroots can be correctly pulled.

We begin to pull up or pick the produce in our groups. Practitioners and support staff will demonstrate and encourage pupils to replicate actions. 2 groups will be assigned to each of the three items. Adults ensure that the total number we pick can be easily divided by 4.

Bring our harvest together in our groups and discuss that this basket is the whole. Invite the pupils to divide the whole into equal parts, giving us simple fractions. We will begin with halves, move onto quarters and may also include eighths where numbers allow.

### Resources Needed

Baskets for harvested items.

Gloves (may use smaller size, PPE style rubber gloves).

Gardening Tools (source smaller tools for small hands).

Warm footwear and waterproof jackets.

Small portable whiteboard and pens to show fraction workings and simple divisions from the whole.

### Assessment

Back in the classroom, will ask the children to show their fractioning of their whole group in their jotters (I.e we had 24 tomatoes,  $\frac{1}{2}$  of this whole is 12,  $\frac{1}{4}$  is 6 etc) Will present on the class white board the totals for each of the 6 groups and those finished with their group may show the same for another group.

New learning will be updated on the floor book in green pen.