

East Renfrewshire Council: Education Department Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

Practitioner Code	F133
Curriculum Area(s)	Mathematics and Numeracy
Level	First
Stage(s)	P.6 (children with Additional support Needs)

Experiences and Outcomes:

MNU 1-03a

I can use addition, subtraction, multiplication and division when solving problems making best use of the mental strategies and written skills I have developed.

MNU 1-07b

Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.

Learning Intentions:

I am learning to solve problems by using my knowledge of multiplication and division.
I am learning to find a fraction of an amount by sharing equally.

Success Criteria:

Please list SC and give brief detail on how learners were involved in their creation.

I can recognise the link between multiplication and division using concrete materials.

I can share a total amount equally between 2.

I can use my knowledge of the multiplication table of 2 to predict how many will be in each set before sorting.

I can find a fraction of an amount by sharing equally between 2.

I can understand that to find a half I have to divide by 2.

I can apply my knowledge of multiplication and division by 2 to find half of a 1 or 2 digit number.

Success criteria were negotiated with the children throughout the learning process. The children needed a fair bit of prompting and discussion to clarify how they were going to achieve the Learning Intentions.

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

Lesson 1

Ensure children understand the concept of division by sharing items among the group. Demonstrate using concrete materials how multiplication and division facts are linked and then show how this can be recorded. Lots of practical opportunities to share various numbers and types of items should be given to ensure a firm foundation for the further development of the concept. Lay out different groups of objects. Children rotate round the different groups and record what they see both in terms of a multiplication fact and a division fact.

Lesson 2

Recap on concept of division and how multiplication facts are linked to division facts. In pairs give children a selection of fruit which they have to share equally between 2. Each type of fruit is counted, shared equally between 2 and the amount each person receives recorded. Examples of uneven number are included to ensure that the children realise that each person must have exactly the same amount. Record sheet uses language of division and should consolidate link with multiplication table of 2. (Enjoyment)

Lesson 3

Begin to use language related to fractions.

Set out 6 chairs, 3 on one side and 3 on the other. Explain that each set of chairs represents a bus taking the children to a different destination. Tell the children that they have to choose which bus to go on but that half must be on one bus and half on the other. Their destination will be revealed when they are sitting on their chosen bus. Repeat several times with different numbers of children. (personalisation and choice)

Demonstrate how the number of children has been halved by sharing equally or dividing by 2. Half of 6 is 3 so $6 \div 2 = 3$

Give opportunity for the children to explore this concept further by halving squared paper and shading half the squares. Demonstrate how this practical activity can be recorded as a division calculation. (challenge, application)

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Do

To show their understanding of sharing equally can the children share concrete materials equally between 2?

Say

Can the children demonstrate an ability to link the multiplication facts of 2 with a division fact of 2?

Write

Can the children find the half of an amount by recording a division calculation appropriately using the \div sign?

Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.

Feedback was mainly oral due to the reading ability of the children and any written comments were read to the child. This feedback was given throughout the learning process to ensure that the children were becoming familiar with the language and concept of division and to create links with multiplication. Self-assessment was encouraged and traffic lighting was a familiar means for the children to evaluate their learning.

Written feedback was in the form of 2 stars and a wish and were kept clear and simple.

Next steps

The children use their knowledge of dividing by 2 to find the half of 1 or 2 digit number within the context of a word problem. (**Progression**)

The children are given opportunities to develop the rapid recall of the multiplication facts of 2 to assist them with completion with this type of calculation

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Lesson 1

- I learned that I had to check that the numbers were the same in both.
- I learned about dividing for the very first time.
- I learned that if I make a mistake I can rub it out and quickly restart it again.
- I learned that being in a rush with your work can stop you noticing that you have done something wrong.

Lesson 2

- I learned about division and sharing equally.
- I learned to use a tables card to help me with a division calculation.
- I learned to share between 2.
- I learned that sharing is good.
- I learned that if we learn to divide fruit we can learn to divide other stuff as well.

Lesson 3

- I learned to half things by dividing by 2.
- I learned to half things by sharing equally between 2.
- I learned to half numbers.

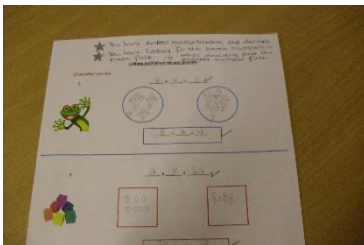
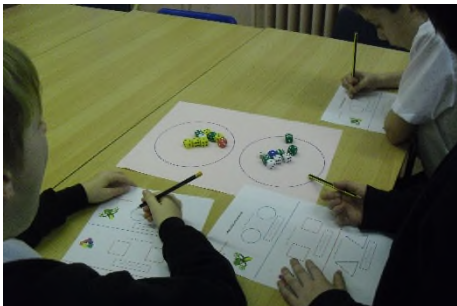
Did the learner successfully attain the outcomes?

YES/NO

Evidence for Moderation lesson

Lesson 1

SC - I can recognise the link between multiplication and division using concrete materials.



Assessment

Say - Can the children demonstrate an ability to link the multiplication facts of 2 with a division fact of 2?

I learned about dividing for the very first time.

I learned that I had to check that the numbers are the same for both.

I learned that if I make a mistake I can rub it out and quickly start it again.

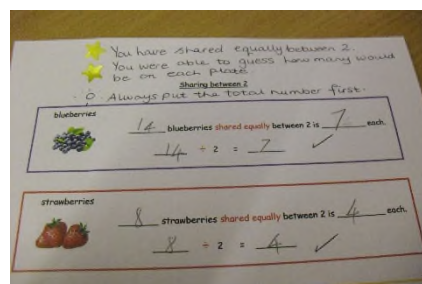
I learned that being in a rush with your work can stop you noticing that you have done something wrong.

Lesson 2

SC - I can share a total amount equally between 2.

Assessment

Do - I can show my understanding of sharing equally by sharing concrete materials equally between 2.



I learned to do a division calculation with the help of a 2 times table card.

I learned to share equally between 2.

I learned that sharing is good.

I learned that if we learn how to divide fruit we can learn how to divide other stuff as well.

Lesson 3

SC - I can understand that to find a half I have to divide by 2.

Assessment

Write - Can the children find the half of an amount by recording a division calculation appropriately using the \div sign?



I learned to half things by dividing by 2.



I learned to half things by sharing equally between 2.