Date: 1 December 2016

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| **Learning**  *(Describe the detail of learning developed via the lesson.)* | **Description of lesson or activity and lesson organisation**  *(Note organisations used throughout e.g. individual learning, paired discussion.)* | **Student teacher role**  *(Detail your involvement as observing, assisting or leading learning for specific groups. This should be planned by the class teacher.)* | **Comments e.g.**  *To what extent did pupils engage with the learning experience?*  *To what extent was the learning achieved?*  *What would be appropriate next steps?*  *How effective was your contribution to the lesson? How do you know?* |
| **NUMERACY & MATHEMATICS**  Pupils were learning to:  Number Talks  I have investigated  how whole numbers  are constructed, can  understand the  importance of zero  within the system and  can use my knowledge  to explain the link  between a digit, its  place and its value.  MNU 1-02a  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 1-03a  “ “ | Today’s lesson was number talks.  The teacher gathered all the children on the floor and used the interactive white board to display the sums to the children.  For this part of the lesson there was no differentiation, everyone worked together.  The children were now sent back to their desks to work on their maths workbooks.  The children were all working on different levels and worked at different paces.  There was a huge range of ability. | O  A | The teacher wrote a sum up on the board and asked the children to think of how many different strategies there are to get the same correct answer.  Pupils showed the teacher if they understood it or not by hand signals. This allowed time for everyone to try work it out without others talking over them or putting them off.  The teacher wrote up the strategies on the board so all children could see it and try and follow the different strategies.  Even if a pupil had got the wrong answer the teacher would ask the pupils to walk through the way they did it. The purpose of this was to allow the child to identify where they went wrong and try and understand why it was wrong. I thought this was so important, rather than just telling the child it as wrong.  The children all had many different strategies. Children getting to the correct answer should the teacher that they had a secure knowledge of place value.  This activity showed pupils the many ways of getting to the same answer. The pupils were extremely enthusiastic and had lots of strategies.  This was only the second time that I had observed a number talks lesson and I was amazed again with the many ways that children think and work things out. By allowing the children to talk through how they got to their answer I feel it will give a really good understanding of the concept. This is something that I feel is so important. It also gives the teacher a better understanding of how each child thinks and this will help when explaining things to them.  I worked my way around the classroom helping the children and explaining different things to them.  I was working with a boy on rounding. He seemed to struggle with this a lot and didn’t get the concept. I tried explaining it in different ways and although he said he understood it was clear that he did not. He just could not grasp the concept.  Although I sat with the boy for a while and tried to explain it in different ways, I started to get very frustrated with myself as I felt I was not good at explaining or teaching it to him. I found it really challenging and I didn’t really know what else to do. I feel like I do not have the ability to explain things and give the reasoning and teaching on this challenging topic. |
| **LITERACY & ENGLISH** |  |  |  |