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| **Review** | **Teacher Input/ Model** | **Differentiation and Independent Practice** | **Key Vocabulary** | **Plenary** |
| **Farm – This task may be more than one lesson**    Learning Objective/Focus – I can use my knowledge of area and perimeter to help me work out money problems.  Success Criteria – Work carefully organised  -Rules/Constraints followed  “Today we are going to be planning to build a farm”  Question – Apart from producing food, what is the aim for a farmer? – To make money.  Question – What do we need to remember to include when calculating maths money problems ? – The £ sign | Teacher shares the grid. Tell the class this represents their farm.  Q – How can I easily calculate how many squares there are?  Q – If it is 25 squares by 18, what is the area?  Q – Did anyone have any mental methods of doing this ? Share them.  Introduce the slides. Explain the nature of the problem is to ensure you make the most of your resources to maximise profit.  Start the process of designing your own teacher farm. Then start explaining the constraints (see sheet and slide) | Demonstrate how the constraints can make life difficult for their planning.  Explain that the perimeter of their fields is going to be really important. Show them a poorly designed field layout where too many fence panels are used. (Teacher to draw this on their design). How could this have used lesson fence panels?  Go through each constraint, showing them how each one will affect their design.  If an individual is finding this hard, remove a constraint or add one of your own to stretch higher ability pupils.  Independent Work   * Model how you would calculate costs (using the sheet that explains the costing). What method would you use? (Long multiplication, repeated addition, etc). * Show them the finished farm (from the slide). Ask them if they can do a better job. * Ask them to focus on being well organised, neat, and show working out clearly. | Area  Perimeter  Pounds  Costs | Depending on the technology available in school, photograph, photocopy, share on screen, some good examples.  Ask pupils to explain their logic and thinking.  Can anyone suggest a way they could have improved their work?  What would they change having seen other examples of farm designs? |
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