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Routes - Ben

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Activity Description

The teacher organised the pupils into pairs and asked them to solve a problem linked to length.

The pupils had to find the shortest route from the classroom to the school office. Each pair was required to write a report on their findings, including drawing a chart of their results. The teacher encouraged them to look for more than one route.

Activity Objectives

The relevant framework objectives are:

- answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data
- estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments
- read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre.

Commentary

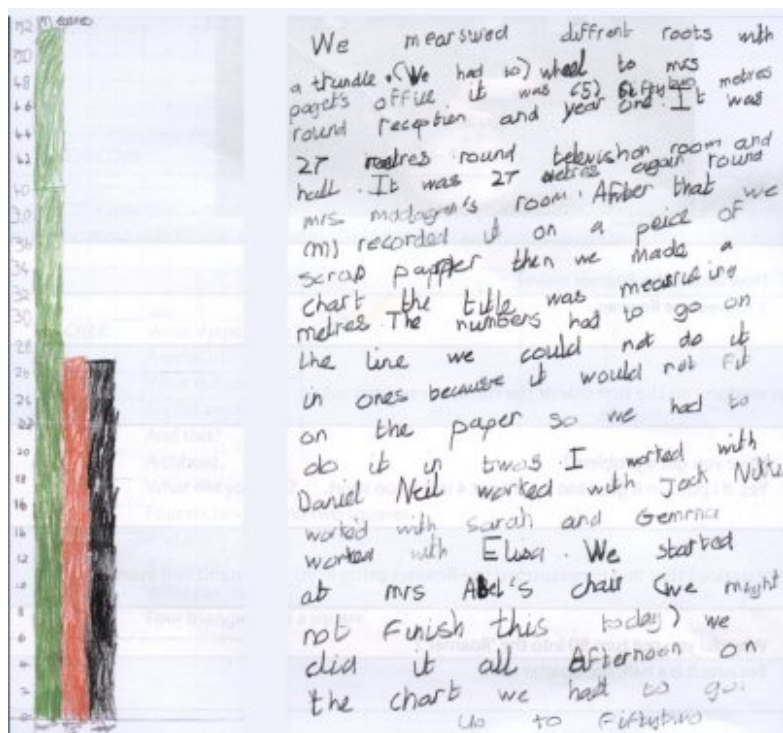
Ben's work shows that he and his partner were able to identify three different routes from the classroom to the office. The work also shows evidence that Ben has carefully planned the appropriate mathematics and form of presentation. This is typical of performance at level 2 in Ma1.

Ben has demonstrated that he is able to use standard units to measure length, which is typical of level 2 in this aspect of Ma3.

Ben has constructed a bar chart where he has organised the vertical axis in twos. After he had drawn the chart, the teacher asked him how much further it was to go through the reception area than the hall. Ben's response (see transcript) indicates that he was able to extract and interpret information from his graph. This is evidence of work within level 3 of Ma4.

The conversation between Ben and his teacher reveals that he has discovered a successful strategy for finding the difference between two numbers. This response shows characteristics of level 2 in Ma2.

Ben's approach to the problem.



Transcript of the Ben's conversation with his teacher.

BEN:	25 metres.
TEACHER:	How do you know?
BEN:	I looked at the chart, started at 52 and went down in 2s till I got to 26 and then counted the 1.

Subject: Mathematics

Year:

2

Key stage:

1

Attainment target:

Ma1, Ma2, Ma3, Ma4

Evidence for:

Level 2, 3

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NC programme of study:

Ma2p5a, Ma2p5b, Ma3p1b, Ma3p1f, Ma3p4c

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