


Sample Lesson Plan: Introducing Arrays (P3)



Aim: Understand that multiplication is commutative e.g., $4 \times 3 = 3 \times 4$ I am learning to solve problems using arrays.	Success Criteria: I can recognise patterns in an array.	Resources: Ten frame, dinosaurs/cubes/toys. Sumdog
	Key/New Words: Commutative, sets, groups, sharing, equally, between.	Preparation: Differentiated Sumdog challenges as required.* Selected Sumdog sample pictorial questions.

Prior Learning: Students will be familiar with counting to 20, backwards and forwards and will have started learning doubling and halving.

Learning Sequence

Starter	<p>Students choose toys across the classroom and are asked to put them into a ten frame. Students create their own arrays and count how many they have.</p> <p>Using Sumdog sample questions pictorial representations of arrays are shown, with students counting columns and rows.</p>
Main Activity	<p>Key questions are posed as students develop their metacognition and understanding. Are 2 lots of 5 dinosaurs the same as 5 lots of 2 dinosaurs? You have 6 rows of 2 cubes, how many do you have altogether?</p> <p>The differentiated Sumdog challenge can then take place using</p> <p>Sumdog skill 2.n.md.4.*</p> <p>3 groups of 5</p> 
Plenary	<p>Sumdog custom test set to formatively assess understanding of content and inform next teaching.*</p> <p>Students are encouraged to plant an array in the Sumdog garden of plants as a home learning challenge.</p>

Please note that Premium features referenced in this framework are indicated with an asterisk (*).