Fractions sequence, first year — three lessons, two pathways

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Prepared from the 2 September scheme of work and the lesson log · fictional document

Fictional document — demonstration example

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Fictional document, produced for the demonstration. **This sequence is a draft: it is written to be read, corrected and adapted by the teacher in 54 minutes. Every exercise carries the line of the team scheme of work it answers** — the place of the lesson in the year can be checked at a glance.

The three lessons

Lesson	Objective, in one sentence	Run-through	What is provided
1 — The fraction as a share	**Write a fraction describing a share into equal parts**	10 min recap · 20 min hands-on · 15 min pooling · 10 min written summary	**Written summary drafted, materials listed, 2 prompts for when the class gets stuck**

Lesson	Objective, in one sentence	Run-through	What is provided
2 — Locating and comparing	**Place a fraction on a graduated line and compare two fractions**	15 min looking back at lesson 1 · 25 min of exercises · 15 min of commented correction	**The most frequent mistake recorded in your lesson log over three years, and the exercise that tackles it head-on**
3 — Solving a problem	**Use a fraction to solve a one- or two-step problem**	10 min warm-up · 25 min in groups of 4 · 15 min formative assessment	**Suggested grouping, 15-min formative assessment with its mark scheme**

The two pathways — 34 exercises, all with mark schemes

Pathway	Exercises	What changes	What does not change
Support	**18**	**Fraction strips to handle, diagrams already drawn to be completed, instruction in one sentence and one only, numbers chosen so the arithmetic does not hide the concept, step-by-step correction**	**The concept worked on, and the demand on the answer**
Extension	**16**	**Open problems with several ways in, written justification required, 2 situations where the intuitive answer is wrong, extension towards proportion**	**The concept worked on, and the demand on the answer**

It is not an easier exercise on one side and a harder one on the other: it is the same step, with a handrail. **A pupil can move from one pathway to the other mid-lesson without changing concept or material** — which is what makes differentiation workable in a class of 28.

Two exercises, exactly as delivered

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Pathway	Wording as delivered	Scheme of work line	Correction provided
Support — exercise 7	**« The strip is divided into 8 equal parts. Colour 3 parts. Write the fraction. »** — strip printed under the wording	Scheme of work of 2 September, line 4 — « write a fraction from a share »	**Correction in 3 steps, with the corrected strip**
Extension — exercise 12	**« Léa says that 3/8 is greater than 1/3 because 3 is greater than 1. Is she right? Justify using two different methods. »**	Scheme of work of 2 September, line 6 — « compare two fractions »	**Two methods written out: graduated line and common denominator**

The time the sequence takes, before and after

Step	By hand	With the agent	What is left to the teacher
Choosing and framing the three lessons	50 min	**10 min**	**Deciding whether the sequence sits in the right place in the year**
Writing the run-throughs and written summaries	1 h 40	**15 min**	Adapting to the real level of the class
Writing the 34 exercises at both levels	**1 h 50**	**20 min**	**Removing, replacing, adding**
Mark schemes and formative assessment	40 min	**9 min**	Checking the mark schemes
Total	**5 h 00 — 100 %**	**54 min — 18 %**	**Reading and adapting, not writing**

The figure the agent publishes about itself — and what it did about it

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Batch	Sequences produced	Rewritten on substance	Measured cause
September-October	**96**	**22 — 23 %**	**17 out of 22: the team scheme of work had moved the topic, and the document on file still carried the old ordering**
November-December	**108**	**4 — 3.7 %**	**Forms with a particular profile; not a single out-of-date scheme left**

The fix is an action, not a promise: the 11 schemes of work are compared every night with the minutes of the latest team meeting, **and any scheme a meeting has just changed is rewritten overnight. Five minutes of validation per team meeting, and substantive rewrites go from 23 % to 3.7 %.**

Sequence read and settled by (teacher, subject, date): _____

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