



Fractions sequence, first year — three lessons, two pathways

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Document issued on 24/09/2026

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 $\frac{3}{8}$ is greater than $\frac{1}{3}$ 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 that does not flatter the agent — and what it did about it

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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