



Teacher:	Mr Fiddler	Period:	2	Topic:	Simultaneous Equations
Date:	14/07	Year & Group	10x4	Target Level:	Grade C/B

LEARNING OUTCOMES: WILF		S.P.O.R.T Outcome
To know- how to solve linear equations Grade C	Understand how I learn and which ways make it easiest for me	
To be able to- solve simultaneous equations using elimination Grade B		
To understand- how to modify equations to allow for elimination method of solving Grade B		
By the end of the session: WILF		
Some students will:	Most students will	All students will
Fully understand how to modify equations to allow for elimination method of solving	Able to solve simultaneous equations using elimination and know when to add and subtract equations	Know how to solve linear equations

THE 4 Stage Academy Model – Add Connect, Activate, Demonstrate and Consolidate to PHASE column.			
TIME	Activity & Learning Outcome	PHASE	Resources
5	Attempt bell work and note objectives for lesson. Lesson introductions and check on bell work to ensure some basic understanding of key words which will be used through lesson. Also ensuring all devices are registered and ready for self paced learning exercise.	Conct	IWB + worksheet
10	Pupils demonstrate understanding of how to solve linear equations by completing self paced learning exercise. Will also identify pupils who will need additional support or extension during exercise for today's lesson.	Act/Dem	IWB + activ expressions
5	Introduction to solving simultaneous equations and make link to the need for two equations as there are two unknowns. Pupils are introduced to two examples of how to solve simultaneous equations and particular note is made to how to set out examples and when to add or subtract equations to allow elimination.	Act/Dem	Worksheet + IWB
15	Pupils use examples as a template to complete workbook on graduated questions. Pupils will enter numeric answers into devices once solved to decide whether to go onto next questions or not and will only move onto next set of questions once sufficiently correct. Pupils excelling at topics will be given extension questions to attempt	Dem/Cons	worksheet + IWB + activ expressions
10	Pupils will be brought back together to look at new example where elimination is not instantly possible and where an additional step is necessary. This will allow some pupils to progress onto this stage where other pupils will need to further consolidate understanding of key elimination skill.	Cons	worksheet + IWB + activ expressions
5	Pupils reflect on lesson and quickly complete learning review of lesson by completing questions on activ expressions. Quick Q and A to assess.	Cons	IWB + activ expressions
10	Pupils attempt to mark GCSE answers on simultaneous equations by looking for which GCSE answers are correct and which are incorrect by following their methods. For incorrect answers pupils must decide what they did wrong and why.	Dem/Cons	IWB + worksheet

Homework:	
Set:	Collect:



Literacy and Language Focus:					
Subject Specific Vocabulary (Enter below):			Display On (Highlight Cells):		
Equation	Solve	Term	IWB	White Board	Cards
Linear	Elimination	Expression	Worksheets	Network area	Wall Display

Differentiation (Highlight Cells):				
Different work levels	Outcome	Targeted support	One to one support	Strategic grouping
Preferred learning styles	Peer mentoring	Large Print	Writing Frame	Extended Questions
Other styles (Specify):				

ICT FOCUS:				
VLE	IWB	Active Expression	Others (specify):	

Teaching Assistant Role (Highlight Cells):				
Assessing Learning	Target pupils	Target small group	Circulate group	Lead discussions
Develop resources	Other (Specify):			

ASSESSMENT FOR LEARNING:				
Shared LOs	Question/Answer	Extended Questions	Peer Assessment	Self Assessment
Written Feedback	Oral feedback	Reflection/Evaluation	Group work	End of unit review
Others (specify):				

LESSON EVALUATION – Notes for planning and assessment:			
WHAT WENT WELL (WWW)		EVEN BETTER IF (EBI)	
Outstanding	Good	Satisfactory	Inadequate