

# Teacher planning sequence 2

<b>Teacher : Sally</b>	<b>Summer term</b>
<b>Unit 6B : Spreadsheet modelling – Lesson 5</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To be able to answer ‘What if...?’ questions</li> <li>• To use the information to answer questions and also review the process</li> </ul>	
<p><b>Starter</b></p> <p>Review with pupils how we have developed models throughout the unit so far, asked questions and solved problems using modelling.</p> <ul style="list-style-type: none"> <li>• Encourage pupils to think about when we used the times-table model – what were the benefits of using this model?</li> <li>• Ask a pupil to model to the class – techniques and skills used.</li> <li>• Use questioning and discussion to secure understanding.</li> </ul>	
<p><b>Main activity</b></p> <p><b>Question:</b> What is the maximum area that can be included in a rectangular field of fixed perimeter? Give pupils a minute to discuss:</p> <ul style="list-style-type: none"> <li>• What does the question mean?</li> <li>• What formulae are needed to find out the answer and how will they set up their spreadsheet?</li> </ul> <p>(TA with pupils who make less progress – guiding their discussions to come up with an appropriate answer. T to circulate and guide pupils to discuss possible answers.)</p> <p>Ensure full understanding of: area, perimeter and formula.</p> <p>Feedback, leading to next episode of lesson.</p> <p>Discuss with class: What order should the information be presented? Why?</p> <p>Ask a pupil to model: formula, cell reference, copy and paste.</p> <p><b>Investigation:</b> What is the maximum area that can be included in a rectangular field of fixed perimeter?</p> <p><b>Resources</b></p> <p>Less progress – TA support and the spreadsheet model</p> <p>Average progress – Spreadsheet model</p> <p>More progress – Create their own model</p> <p>Extension activity: If the fixed perimeter was 60–90 cm would the findings be the same?</p>	
<p><b>Plenary</b></p> <p>Ask pupils to discuss their findings and identify a pattern through questioning.</p> <p>How did the model help us to investigate our problem?</p> <p>Final evaluation of the task.</p> <p>Reflection on learning using self-evaluation records.</p>	