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| Year 10/11 | Strand: Shape | Element: Pythagoras | Teacher: ZAF |

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| **Title** | | Pythagoras | | | |
| **Hours** | | 1 lesson | | | |
| **Aims** | | See the learning journey statements at the bottom of this form  You might need to supplement these with more GCSE questions | | | |
| **Pedagogy** | | * Problem Solving/ MAP Concept lesson/ Assessment/ Standards Unit/ CAME/ Investigation/**GCSE revision** * (Underline/highlight the pedagogy) | | | |
| **Activity**  **(details)** | | Starter - Build up a mindmap of everything the pupils remember about Pythagoras. Get them to copy this onto a revision card or into their books before trying the rest of the lesson.  Main - Pythagoras GCSE questions, these have been taken from Foundation and Higher papers so you can choose which to print depending on the spread of your class. Do make sure that you include some that are a little bit harder than you think they can handle, they might surprise you! These need to be cut up and given to pupils to sort into piles of questions that they can and can’t do. This will give them a chance to assess their grades and link back to the learning journey.  Plenary – get them to grade themselves using their LJ and to transfer this grade onto their assessment card. You might use this LJ from a previous lesson already glued into their books. If this is the case try to get pupils to annotate their LJ with dates and using a different coloured pen. | | | |
| **YEAR 10/11** | | **These statements come from the learning journey** | | | |
| **A** | |  | | | |
| **B** | | * I can find missing lengths and distances in shapes other than right angled triangles using Pythagoras Theorem. | | | |
| **C** | | * I can find the length of a shorter side in a right angled triangle using Pythagoras’ Theorem. | | | |
| **D** | | * I can find the length of the longest side (the hypotenuse) in a right angled triangle using Pythagoras’ Theorem | | | |
| **E** | | * I can solve problems involving squares, cubes and square roots. | | | |
| **F** | | * I can recognise square numbers and cube numbers. | | | |
| Reflections/comments – Please include details of: | | | | | |
| Date | Teacher | | Class | How you adapted the lesson | www/ebi |
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