



The Education & Training Foundation



تاریخ ۱۳۰۲ هجری قمری (۱۹۱۳ میلادی) - تهران

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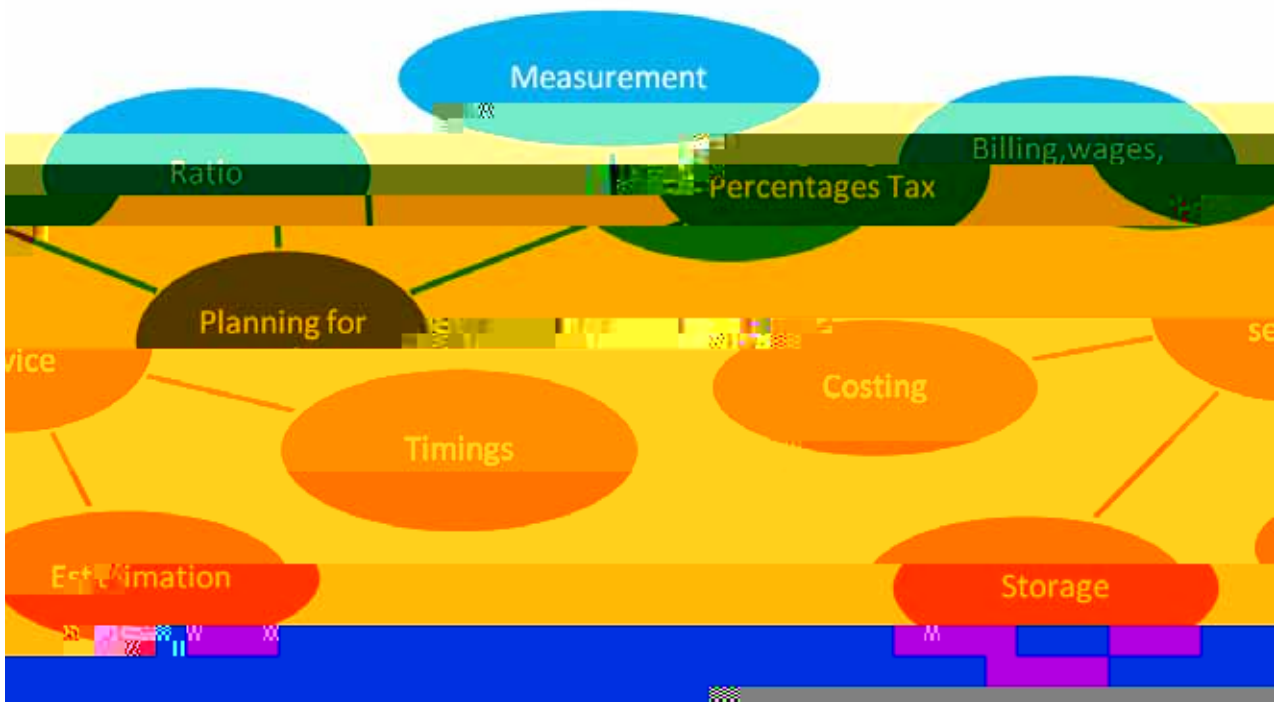
Why use a vocational lesson to develop maths skills?

Some teaching ideas

1. **Role-play** – Students can be divided into groups of four. Each group can be assigned a different environmental issue (e.g. climate change, deforestation, water pollution). They can be asked to prepare a short presentation or debate on their assigned issue, using the vocabulary and structures learned in the unit.

2. **Project** – Students can be assigned a project to create a poster or brochure about an environmental issue. They can be encouraged to use the vocabulary and structures learned in the unit to describe the problem and suggest solutions.

Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service

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Other learning activities related to your vocational area



Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service



میتوانیم به کمک تجزیه این عبارت را به دو عبارت ساده‌تر تبدیل کنیم.
 (تجزیه عبارت $x^2 + 5x + 6$ به $(x+2)(x+3)$ است.)
 بنابراین $x^2 + 5x + 6 = (x+2)(x+3)$ است.
 و در نتیجه $x^2 + 5x + 6 = 0$ معادل $(x+2)(x+3) = 0$ است.



پس $x^2 + 5x + 6 = 0$ معادل $(x+2)(x+3) = 0$ است.
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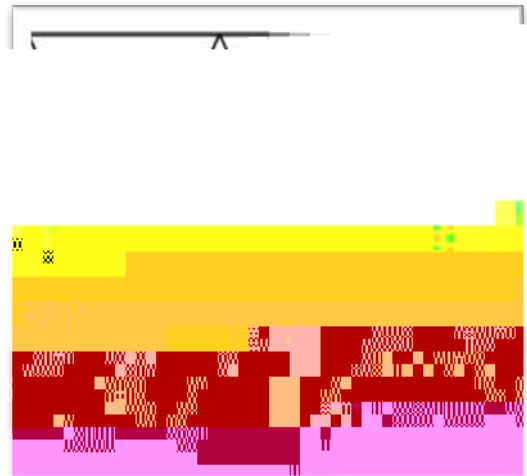
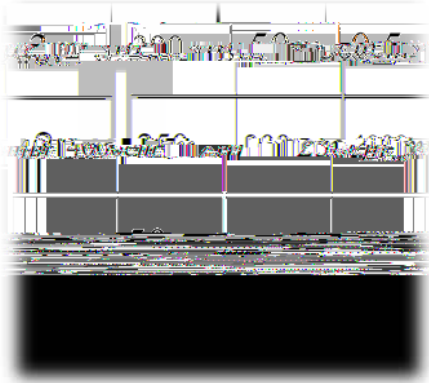
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Examples of active learning activities that you could use or adapt with learners

Tarsia

A tarsia is a large floor mat made of interlocking pieces of paper or cardboard. Each piece contains a question or a statement, and the pieces are designed to fit together like a puzzle. Tarsias are often used in mathematics lessons to help students understand a concept or to review a topic.



Tarsias can be used in a variety of ways, such as a review activity, a group challenge, or a way to introduce a new topic. They are a fun and interactive way to learn and can be adapted to suit any subject or level of difficulty.

Sometimes true, always true, never true

A tarsia activity for multiplication. The pieces contain the following text: "Sometimes True", "Always True", and "Never True". The text is written in a cursive font. The pieces are arranged in a grid pattern, forming a large rectangular shape.



Add a nought
To multiply by ten, you just add nought on the right-hand end of the number.

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، هر دو طرف معادله را به توان $\frac{1}{2}$ می‌بریم. این کار به ما کمک می‌کند تا معادله را ساده‌تر کنیم و بتوانیم آن را حل کنیم.



$$\sqrt{x+1} = \sqrt{x-1}$$

Top Trumps

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، هر دو طرف معادله را به توان $\frac{1}{2}$ می‌بریم. این کار به ما کمک می‌کند تا معادله را ساده‌تر کنیم و بتوانیم آن را حل کنیم.

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Other resources to help learners understand key mathematical ideas



[Maths Learning Check: Fractions](#) - A series of short videos explaining key mathematical ideas related to fractions.



[Maths Learning Check: Decimals](#) - A series of short videos explaining key mathematical ideas related to decimals.

The following sections of this guide describe and respond to some challenges you might face, expand on the principles and research underpinning these teaching approaches, and offer many more teaching ideas.



What challenges am I likely to face?

What challenges am I likely to face? This is a question that many educators and learners ask themselves. The challenges can vary significantly depending on the context, the individuals involved, and the resources available. Some common challenges include limited time, lack of resources, diverse learning styles, and the need for ongoing professional development.

Engaging learners

Engaging learners is a critical challenge for educators. It involves creating a learning environment that is interactive, meaningful, and motivating. This can be achieved through various strategies such as collaborative learning, project-based learning, and the use of technology. Understanding the individual needs and interests of learners is also essential for effective engagement.

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Meeting the challenges

Working together with maths practitioners

Working together with maths practitioners is a key challenge for those who are new to the profession. It is important to establish a good working relationship with colleagues from the start. This involves listening to their views, sharing your own, and finding ways to work together effectively. It is also important to be open to learning from their experience and expertise.

Teaching and learning strategies: embedding and contextualising

Teaching and learning strategies are essential for embedding and contextualising mathematics in the primary classroom. This involves using a variety of methods and resources to engage pupils and help them understand the concepts. It is also important to link mathematics to real-life situations and contexts that are meaningful to the pupils.



Embedding and contextualising mathematics involves using a variety of methods and resources to engage pupils and help them understand the concepts. This includes using real-life examples, stories, and games to make the learning more interesting and relevant. It is also important to encourage pupils to apply their knowledge to solve problems and to work together in groups.

Contextualising mathematics involves linking the concepts to real-life situations and contexts that are meaningful to the pupils. This can be done by using examples from everyday life, such as shopping, cooking, and sports. It is also important to encourage pupils to think about how they can use mathematics in their own lives.

Embedding mathematics involves making it a regular part of the curriculum and ensuring that it is taught in a way that is consistent and builds on previous learning. This involves using a variety of methods and resources to engage pupils and help them understand the concepts. It is also important to encourage pupils to apply their knowledge to solve problems and to work together in groups.

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Track learners' mathematical progress alongside their vocational targets

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How can I develop my own maths knowledge and skills?

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