

Teacher guide: Standard form

Objective: Convert to and from standard form and perform calculations.

Calculator condition: Calculator allowed where labelled; non-calculator reasoning remains required.

Learning Cycle plan

Stage	Time	Teacher move	Evidence to collect
Connect & Check	5 min	State the objective and timeline. Retrieve powers roots and index laws or a prerequisite. Diagnose a common error before modelling.	Independent written response, correction or verbal explanation.
Share	7 min	Pairs compare methods or predict a result for standard form. Ask for a reason, not only an answer.	Independent written response, correction or verbal explanation.
Present	10 min	Connect powers of ten to place value; check whether the coefficient is in range	Independent written response, correction or verbal explanation.
Apply	25 min	Compare large and small quantities and estimate a calculation Use guided support, then remove it for independent working.	Independent written response, correction or verbal explanation.
Recall & Review	8 min	Revisit the objective. Learners solve a fresh item without prompts, explain a check, correct one error and record the next practice.	Independent written response, correction or verbal explanation.

Differentiation

- All learners reach the same objective; route choice changes the journey, not the standard.
- Use visual, method and explanation routes to support access.
- Remove prompts before exit evidence.
- Use stretch and deep challenge only after the core method is secure.

Assessment response

- Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.

Recall & Review: feedback and extension integration

Lesson L054: Standard form

Objective: Convert to and from standard form and perform calculations.

Timing for a 60-minute lesson

0-7 Connect & Check; 7-14 Share; 14-25 Present/model; 25-44 Apply route choice/practice; 44-52 independent exam-style check; 52-60 Recall & Review, WWW/EBI and next step.

Recall & Review evidence

At the end of the lesson, solve a fresh question without prompts, explain one check, correct one error and record the next practice step.

What Went Well (WWW)

I selected an efficient numerical method, showed the key steps clearly and checked the sign, size or accuracy of my answer.

Even Better If (EBI)

I will make the place-value, sign or operation decision explicit and use estimation or an inverse calculation to check a fresh question.

Integrated stretch and deep challenge

Stretch: Write 0.00000056 in standard form, then multiply it by 3×10^5 .

Deep challenge: Explain why 12×10^4 is not in standard form and rewrite it.

Teacher use

Use the What Went Well (WWW) and Even Better If (EBI) prompts to write mathematics-specific feedback linked to the objective. Do not accept generic praise: identify the method, representation, reasoning or checking step that improved, then set a fresh next-step question.

Assessment evidence to inspect: Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.