



What does a mathematics lesson look like?

What we do	How and Why?
Fluency Session Flashback 	We recap and revisit prior learning to help learning stay in the long term memory. The children record this on whiteboards. Assessment is carried out to ensure that children are targeted to address misconceptions. This is adapted to meet the needs of the children.
Pose a Conjecture 	We use characters to share their mathematical ideas...however they are not always right! Talking about the ideas and spotting the mistakes helps us to assess children's understanding and identify any misconceptions. These are linked to assessment and address misconceptions or embed previous learning.
Share the Objective 	We share the learning objective so that children understand what they are learning and how they can be successful learners. Any new vocabulary is highlighted by the teacher.
Introduce Vocabulary 	We teach the children the correct mathematical vocabulary so that they are able to talk about their ideas in maths. Learning key vocabulary also develops children's ability to approach written problems. Actions or definitions are used to embed vocabulary.
Teach (I do) 	We teach and model the new concept building on prior learning. We teach children to use systematic and efficient strategies to solve problems. The working wall is updated to reflect current learning and to introduce a worked example, linking key vocabulary.
Guided Practice (we do) 	We provide the children with the opportunity to practice, discuss and explore the new learning alongside the teacher. This develops confidence and a 'can do attitude' before they move onto independent activities. A combination of practical resources and slides are used during this stage, whichever is most appropriate.
Independent Activities (you do) 	Children have the opportunity for to apply the new learning through a variety of questions and problems. Teachers are able to use this to assess the children's understanding and identify their next steps. This is completed on whiteboards with practical resources or through answering questions in books. Where appropriate Tapestry is used to document practical activities and children's recordings on whiteboards. Practical lessons enable children to rehearse and embed learning.
Self-Assessment 	Children are asked to reflect on their learning and to self-assess their work using a traffic light colour code. Teachers mark maths in the moment using the marking and feedback policy, allowing children to address misconceptions in the moment.
Keep up sessions 	Keep up sessions are delivered daily to allow children to embed their learning and to address misconceptions and to help learning stay in the long term memory.