**KS1 and KS2 Structure of a Maths Lesson at Lingham Primary School**

**Maths Lessons are approximately 1hr in length.**

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| Daily Counting Fact fluency  5 | **Every lesson starts with counting** **and recall of key facts**  Counting in 1s across 10s 100s, 1000s boundaries forwards and backwards  Skip counting 10s, 2, 5, 3, 4, 8, 6, 7, 9  Counting in halves, 0.1, 25s as per schedule  Facts focus on RTP key facts |
| Retrieval  5 -10 minutes | Planned retrieval practice every lesson  Edited FB4 (White Rose) and bespoke questions from past lesson, week and term  Individual white boards / jotters are used for quick responses |
| Hook / Anchor Task  Approx. 10 minutes | **Ideally start every lesson with reasoning – ‘True or False’ Convince Me, MNP anchor task ‘Always, Sometimes Never’**  Children work collaboratively and explore with manipulatives and/ or draw models to explain their thinking.  T Circulates and listens in to ideas/ listens out for misconceptions  T helps pupils to draw out the key learning points |
| Direct Teaching and Guided Practice  15 – 20 minutes | **Direct teaching of the new learning (small step)**  **If using ppts limit slides. Continue to use matipulatives and images to model the new learning and expose the mathematical structures**  **Children do and say more than the teacher**  Children word through some guided examples alongside the teaching. Teacher uses this to gain a clearer idea of who will require support as we move to independent application *\*\* At this point it may be appropriate for some SEND pupils to work on an alternative activity either independently or with TA support.*  Direct teaching usually moves through fluency, reasoning and problem solving in one lesson (although more complex steps may need 2 or more lessons to move through these elements. |
| Independent application / Supported Practice  20 – 25 minutes | **All children working through varied examples – fluency, reasoning and problem solving. Teachers ensure that all children have the opportunity to reason and problem solve at an appropriate level.**  T / TA supporting as necessary  *\*\* SEND pupils may be able to work independently following their T/ TA support allowing TA to support different groups* |

Outside the maths lesson – approx. 1hr per week split up as teachers wish, consistent across year groups

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| Daily 10  Fluency Boards  Number of the Day | Sheets/ Jotters |
| Fact Fluency  + (- )facts  X (and related division facts) | In line with the fluency doucments |