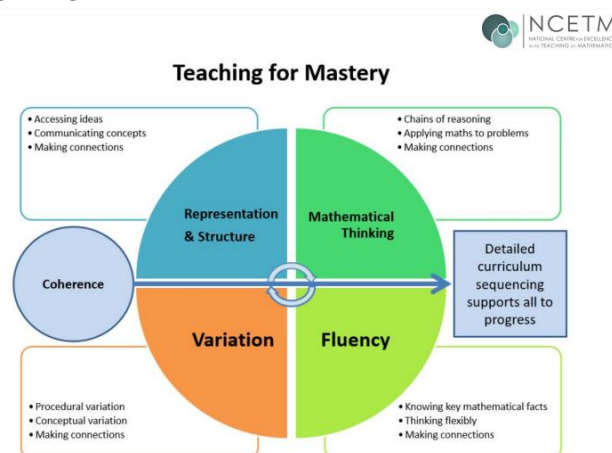


St-Swithun's Lesson Structure for Learning 2023-2024

At St-Swithun's C of E Primary Academy, Maths lessons are planned and delivered using a specially designed lesson consisting of Counting, Review, Vocabulary, Guided practice, and independent practice. Teachers use the White Rose Scheme of Learning resources to support the careful planning of each small step for each unit. It is underpinned by the concrete, pictorial, abstract (CPA) approach. This lesson model is highly based around the Five Big Ideas model from NCETM.



MATHS SKILLS

A daily 15 minute skills/fluency session is delivered to all children Y1 - Y6. This is timetabled in separately from a maths lesson to avoid cognitive overload. The session consists of counting, fast four and times tables:

Counting

- Whole class counting forwards and back appropriate to year group.
- Counting in small groups

Fast four

- Retrieval (a task set to recap learning from a previous unit)
- Fluency (a task set to recap learning from previous White Rose step)
- Reasoning (a task set from 'I see reasoning' document or other planning tools for a concept previously learned)

Times Tables

- Whole school Times Table progression table, indicates an order in which times tables are taught and practised.
- Children taught once explicit lesson on a set of times table per half term.
- Children focus mainly on the half termly times table alongside continuing retrieval practise of other known times tables through daily counting, fluency and TTRS practise.
- Weekly times table test on the half term focus time tables, how this is done, is down to individual classes.

LANGUAGE

Teachers use White Rose Scheme of Learning to help plan in possible sentence stems for each step taught. Vocabulary is progressive and we follow a separate language progression document which informs teachers of what to expect and how to build on children's previous knowledge.

Appropriate language for each step is briefly shared at the beginning of each lesson but is explored more in detail during the part of the lesson where language is used to enhance a deeper understanding.

Teachers also refer to White Rose's calculation policy glossary to ensure that language is consistent across school. This supports children when making generalisations and explaining their thinking

Lesson structure

- ▶ **Fluency** – everyday. TTRS/Flash back 4/Gap analysis task
- ▶ **Counting** – active counting, counting sticks linked to main focus times table overview.
- ▶ **In focus task** – Hook. Story, counting song, prove it etc.
- ▶ **Vocab** - Introduce up to no more than three precise words which will be used throughout the session and use along sentence stems which will support the learning and will help to make generalisations. This language is not taught explicitly here but just be introduced. The language is looked at carefully at appropriate times throughout the session.
- ▶ **Main input** – LO, skill, model (inc with resources/scaffolds)
- ▶ **Guided practice** – EYFS/ KS1 and maybe Y3 more practical on the carpet.
 - UKS2, recorded in books with GP in margin/WB.
- ▶ **Independent practise/ focus group work** – scaffold, resources available and accessed when needed.
- ▶ **Plenary** – EYFS share learning at end of morning session. Who has been a mathematician today?
 - KS1 and KS2 – True or false, share WAGOLLL, reasoning questions and share methods.

Note: Every lesson doesn't need to be recorded in books. If practical – record on seesaw.