

St Catharine's CE Primary School Mathematics Lesson Structure

Key Stage 1 and 2

How a typical Mathematics Lesson is structured, which may be adapted to meet the needs of our pupils and/or the strand of learning:

<u>Structure</u>	<u>What the lesson may include</u>	<u>What would you see throughout the lesson?</u>	<u>Role of teacher and/or teaching assistant</u>
Counting/Key Facts Chart (5 mins)	<ul style="list-style-type: none"> Children to have opportunity to practice counting using multiplication tables using counting stick, Numicon, rehearse Children to practice using partial tables to complete a key facts chart (KS2) 		<ul style="list-style-type: none"> Model counting and working out of different tables using known facts TA/Support staff to support children who may not be in line with tables being practised
Review of Previous Learning – Flashback 4. Spaced Retrieval (5 minutes)	<ul style="list-style-type: none"> Four questions designed to activate prior knowledge and prepare children for new learning through: <ul style="list-style-type: none"> review of previous learning consolidation of previously taught concepts (last step, last block, last term, last year) In this part of the lesson, no new learning should take place. 	<ul style="list-style-type: none"> mathematical language and vocabulary modelled and encouraged to be used throughout (this will be added to the working wall and referenced throughout) precise questioning to formatively assess, checking for understanding precise questioning to encourage reasoning and mathematical thinking 	<ul style="list-style-type: none"> Assessing children's understanding (both) and highlighting any gaps in knowledge
2. Explicit Teach (teacher model and demonstrating)	<ul style="list-style-type: none"> Teacher modelling and demonstrating, following a 'concrete, pictorial, abstract' approach to support the introduction of new learning (stages may be presented alongside each other to help the children make connections in their learning). Teacher will model a step-by-step approach to completing a calculation as well as worked example to support learning. Explicit teaching of vocabulary will be embedded throughout the lesson and displayed on the SNB and/or whiteboard. This will be added to the working wall as a unit progresses. 	<ul style="list-style-type: none"> culture where children learn from their mistakes and correct them 	<ul style="list-style-type: none"> Teacher modelling and demonstrating TA/support staff identifying children who need more support / may need to work practically

<p>3. Guided Practice</p>	<ul style="list-style-type: none"> • Children provided with the opportunity to explore new learning before working independently, this could be through group work, paired work or independently either in books, on whiteboards or using concrete materials. • This may follow the structure of 'I do, we do, you do' to check for understanding. • Teachers can assess as they progress through the lesson and continue to independent practice or provide more explicit teach. 		<ul style="list-style-type: none"> • Teacher delivering guided practice & working with children • TA/HLTA supporting differentiated input when possible • TA/support staff observing children and identifying any gaps • Both staff members questioning children to check for understanding
<p>4. Independent Practice</p>	<ul style="list-style-type: none"> • Children provided with the opportunity to practice and consolidate their skills through a range of fluency, reasoning, and problem-solving questions, explicitly labelled throughout their task. • They will have the opportunity to apply their skills in a variety of contexts to deepen their understanding. • Children to be aware of the lesson objective (cover sheet or on lesson sheet) 		<ul style="list-style-type: none"> • Teacher and TA/support staff live marking and providing instant feedback • Teacher or TA working with children who have been identified as needing targeted support/challenge
<p>5. Review of Learning</p>	<ul style="list-style-type: none"> • Teacher assessment of knowledge and the next lesson – fluid groups • In some contexts, this could be an opportunity to extend learning through explicit teaching of problem-solving skills. 		<ul style="list-style-type: none"> • TA/support staff reviewing work as it is being marked, identifying children with gaps who require intervention/extra support. This may include (depending on the level of support required): <ul style="list-style-type: none"> - Same-day intervention - Adaptation to subsequent lesson (groupings/support) - Structured intervention over time