

'We Are Mathematicians' at Grove Road

Early Bird

Practise key facts and methods to build fluency

Daily morning session to improve fluency that underpins all learning.
For example: Times table chanting, counting in different steps, number bonds, games. Revisiting and becoming secure with the four operations.

Discover

Children 'discover' today's learning cooperatively. Child-led

Problem/picture is presented for children to work collaboratively to unpick, solve and discuss. Misconceptions and common issues identified from the previous lesson can be used. Lots of opportunities for talk, using precise mathematical language in full sentences to demonstrate their mathematical thinking and to take ownership of the strategies they have been taught, supported by manipulatives. Celebration of different methods – 'It's a clever day if there's more than one way!'

Guide

Practise and explore today's learning with support and guidance. Teach-do-repeat. Teacher-led

Teach - Teacher demonstrates today's methods/learning. Do - Children explore the approaches and methods supported by the teacher and each other. Repeat – Continue to teach, unpicking marvellous mistakes and identifying common misconceptions. Teachers will take the opportunity to assess how secure the children are with the concept and children will reflect on their learning before progressing to the independent tasks.

Explore

Short, independent tasks (incl. extension) relevant to the learning objective. Regularly review learning. Child-led

Children complete short independent tasks relevant to the objective with a range of variation. Challenges should be available for all children to access independently – these will typically be problem-solving and reasoning tasks (on coloured paper). Self-mark and assess when appropriate. Great opportunity for children to explore and discuss their findings, approaches and progress using Seesaw. A metacognitive review (colour) should be used at conclusion to assess learning. Children who are still not secure with the learning should receive same day intervention.

The learning environment

Working Wall: Key vocabulary, sentence stems, methods relating to topic, pictorial representations, progression of learning, celebration of mistakes, stimulating questions and real-life representations. Static displays: Key facts and times tables, vocabulary, number lines for children to refer to and support their learning. In the room: Self-serve challenge area and encouraging use of manipulatives and tools to support learning (e.g. 'Enable Table'). The 'feel': Enthusiasm for Maths is clear! Mistakes are marvellous and allow thinking to happen!

Metacognition

Language: Using the 'feel' colours and language in every session. Tagging: Recording confidence before and after a session in books. Sharing: Sharing how we feel before, during and after sessions – including what helped us to be successful. Informing the teacher: Using metacognition 'live in the lesson' to affect next steps in lesson, groupings and activities for children.