**Separate Session Mastery Maths Sessions at Grove Road**

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| ‘FluencyFive’ |  | discover |  | Guide |  | explore |
| *Practise quick key facts and build fluency. At least five minutes daily.* |  | *Children ‘discover’ today’s learning point cooperatively. ‘Investigative’ start might be new or deal with issues arising from previous session. Manipulatives may be used to illustrate problems.* |  | *Practise and explore today’s learning with support and guidance… Teach-Do-repeat.**Regular assessment and reflection opportunities.* |  | *Short independent tasks (incl. extension) relevant to the learning objective. Regularly review learning* |
|  |  | ***Child-led*** |  | ***Teacher-led*** |  | ***Child-led*** |
| Practise quick key facts to ensure the fluency which underpins all learning. For example: Times table chanting / Rock Stars, four operations workout, ping-pong, follow me cards, ICT resources/games, counting in different steps.Doing this in small groups can add more impact to the challenge. *\*Written warm-up activities might be captured in a Maths Journal/Book.* |  | Children will typically be grouped for this activity – opportunity for Kagan/cooperative structuresMarvellous mistakes will be celebrated and used to springboard learning.Mis-conceptions and common issues identified from the previous lesson can be identified and discussed, using activities such as ‘Odd-one-out’ or ‘Spot the error’. Previous learning might also be explored via a problem-solving scenario.Mastery questions such as those from White Rose / NCETM may be useful.Celebrate multiple methods of addressing the task: ‘It’s a clever day if there’s more than one way!’ Lots of opportunities for Talk for Maths and use of sentence stems. |  | Children explore the approaches and methods which relate to today’s learning point.Children should be provided with achievable and aspirational challenges.Most children will benefit from Concrete and pictorial representations at this stage of learning. Teachers will take the opportunity to assess how secure the children are with the concept taught before progressing to the Independent task.Continue with Talk for Maths and use of sentence stems.Language should always include metacognitive / colours*\*Typically done on whiteboards, this work might be in books, tagged.* |  | Children complete short independent tasks (e.g. 3-5 short questions) relevant to the objective.Unless impractical, children should complete their independent tasks in their Maths book, tagged and dated.Extension challenges should be available for all child to access independently (not just higher achievers) – these will typically be problem-solving and reasoning tasks, including some at Greater Depth. Self-mark and assess when appropriate.A metacognitive review (colour) should be used at conclusion to assess learning. Opportunities to play games and activities that use today’s learning.Great opportunity for children to explore and discuss their findings, approaches and progress using SeeSaw.*Where possible, these tasks should be provided as coloured slips and stuck into books.* |

***The Learning Environment*** *- in all classrooms*

**Working Wall:** Key vocabulary, Stem sentences, Methods relating to topic, Pictorial representations, Progression of learning, Celebration of Mistakes, Stimulating questions, Real-life representations, work from previous lessons.

**Static displays:** Key facts and times tables, Vocabulary, Formal written methods, Number lines

**In the room:** Self-serve Challenge area (for extension tasks), 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!