



Maths

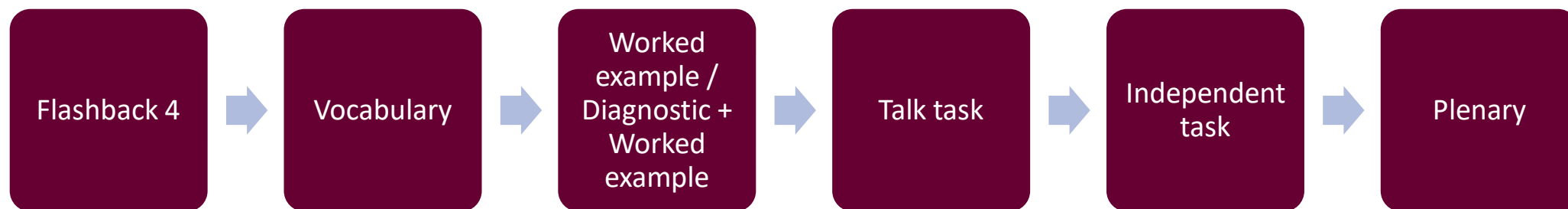
Approach and Lesson Structure

Daily Maths

It is an expectation that children at Southcoates experience Maths every day through explicit instruction. They will also have many opportunities throughout the curriculum to experience Maths in many contexts (i.e. graphs in Science, position and direction in PE).

All children from Year 1 Autumn Term will be involved in 1 hour of Whole Class Maths.

Approach



In addition to the daily Maths lesson, pupils access Times Tables Rock Stars and/or Numbots for 15 minutes, three times per week.

Lesson Structure

Flashback 4	Explicit teaching of vocabulary	Explicit teaching of method	Talk Task (Apply)	Independent task (Apply)	Plenary (Exit Ticket)
<p>Retrieval task to recall prior knowledge.</p> <p>Drawing on knowledge from previous and current units across the curriculum.</p> <p>Using AfL and QLA to inform the content for each lesson.</p>	<p>Pre-clarifying of Tier 2 and Tier 3 vocabulary. Drawing on Root and Etymology knowledge.</p> <p>When introducing new vocabulary:</p> <ul style="list-style-type: none"> • A child friendly definition is given. • A visual representation is given. • Children are exposed to the word multiple times. • Children and adults actively use the word during the modelled examples, talk task, independent task and plenary. 	<p><u>Worked Example</u> Teach the method using the Silent Teacher approach:</p> <ul style="list-style-type: none"> • Teacher models in silence, pausing after each step. • Teacher annotates over the modelled example whilst explaining the process and using the vocabulary introduced in the previous step. <p style="text-align: center;">OR</p> <p><u>Diagnostic</u> Opportunity for AfL of learning completed in previous lesson:</p> <ul style="list-style-type: none"> • Multiple choice question displayed on the board. • All pupils respond using coloured multiple choice cards. <p>If doing a Diagnostic question, this would be followed by a Worked Example.</p>	<p>Collaborative Oracy activity which incorporates careful questioning to scaffold discussion and deepen understanding.</p> <p>Pupils are expected to use the vocabulary introduced earlier in the lesson (and in previous lessons as appropriate).</p> <p>Using manipulatives (to scaffold, justify, convince and offer reliable proof) as appropriate.</p> <p>Talk Task questions are taken from the bank of questions on Testbase for the relevant year group.</p> <p>Questions are not to be answered at this point, but will be returned to during the Plenary (Exit Ticket).</p> <p>AfL will inform whether pupils are ready to progress to the Independent task or whether further work is needed first. If only a small number of pupils need further work, they will have same day/next day intervention.</p>	<p>Children apply the method taught independently through a series of question types.</p> <p>Questions are taken from White Rose resources and adapted to suit the requirements of the class.</p>	<p>Each lesson must finish with a plenary.</p> <p><u>Exit Ticket:</u> Pupils revisit the Talk Task independently and answer the question using their understanding from the collaborative oracy activity and their knowledge of the method.</p>