

Pre-teach

Pre-teach can be used to introduce learning to lower attainers to help them keep up, to introduce learning to higher attainers to enable them to move on more quickly, to catch up children with gaps or misconceptions. Also, key language may be introduced.



Warm up

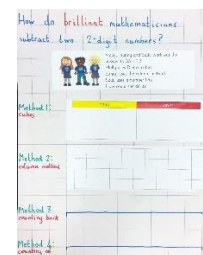
Revisiting key number facts, e.g. multiplication facts, halves, doubles, number bonds. 'Chilli' challenges may be used to differentiate. (Self-selecting from 3 levels of challenge). This could be split with the teacher and teaching assistant taking differentiated groups.



Learning Question

How do brilliant mathematicians...?

The question sets the learning. Typically it can be answered by using the methods which will be modelled in the lesson. For example 'How do brilliant mathematicians subtract two 2-digit numbers?' with the focus of the lesson being on using the column method. Anchor charts should have hand-written titles, be neatly displayed on working walls. (no torn / ripped edges).



Anchor Task

The anchor task is set using the 'anchor chart'. A problem is set for the children to work on, often in pairs so that they can discuss the strategy and solution. Following the task, the teacher will take feedback, valuing the different responses. Typically, the teacher will model solving on the anchor chart using the focus strategy, using metacognition, verbalising thought processes.



Model – I Do
Practice – You Do

The teacher models (I do) the strategy or learning, perhaps on the anchor chart, or in a circle. Children then practice doing the same task (You do), perhaps practically or using a whiteboard to develop confidence and fluency. This could be whole class (typically at the start of a learning sequence), or to a particular group while others complete independent tasks. This could take place at different points in a lesson. Careful variation and 'weird ways' to develop understanding should be explored here and in independent tasks.



Further Practice

Children who still require further practice may work with the teacher or teaching assistant while other children complete tasks independently. Again, this may be practical or using whiteboards.



Practice Tasks

Children complete practice tasks which are guided and supported by the teacher and teaching assistant, or independently in the same style as just practised.



Independent Tasks
(at appropriate level)

Children may complete 'WTS' independent tasks with objectives at working towards standard.



Children may complete 'EXS' independent tasks with objectives at expected standard. (This may involve self-checking before moving on.)



Children may complete 'GDS' independent tasks with objectives at greater depth level, usually having already completed EXS task.



Plenary

The learning is briefly revisited by re-asking the question, e.g. 'How do brilliant mathematicians subtract two 2-digit numbers?' to which the children will hopefully be able to answer in terms of the day's learning.

