**KS1 and KS2 Structure of a Maths Lesson at Lingham Primary School**

**Maths Lessons are approximately 1hr in length.**

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| Daily Counting Fact fluency5  | **Every lesson starts with counting** **and recall of key facts**Counting in 1s across 10s 100s, 1000s boundaries forwards and backwards Skip counting 10s, 2, 5, 3, 4, 8, 6, 7, 9Counting in halves, 0.1, 25s as per scheduleFacts focus on RTP key facts |
| Retrieval 5 -10 minutes | Planned retrieval practice every lesson Edited FB4 (White Rose) and bespoke questions from past lesson, week and termIndividual white boards / jotters are used for quick responses |
| Hook / Anchor TaskApprox. 10 minutes | **Ideally start every lesson with reasoning – ‘True or False’ Convince Me, MNP anchor task ‘Always, Sometimes Never’**Children work collaboratively and explore with manipulatives and/ or draw models to explain their thinking.T Circulates and listens in to ideas/ listens out for misconceptions T helps pupils to draw out the key learning points |
| Direct Teaching and Guided Practice 15 – 20 minutes | **Direct teaching of the new learning (small step)****If using ppts limit slides. Continue to use matipulatives and images to model the new learning and expose the mathematical structures****Children do and say more than the teacher**Children word through some guided examples alongside the teaching. Teacher uses this to gain a clearer idea of who will require support as we move to independent application *\*\* At this point it may be appropriate for some SEND pupils to work on an alternative activity either independently or with TA support.*Direct teaching usually moves through fluency, reasoning and problem solving in one lesson (although more complex steps may need 2 or more lessons to move through these elements.  |
| Independent application / Supported Practice 20 – 25 minutes | **All children working through varied examples – fluency, reasoning and problem solving. Teachers ensure that all children have the opportunity to reason and problem solve at an appropriate level.**T / TA supporting as necessary*\*\* SEND pupils may be able to work independently following their T/ TA support allowing TA to support different groups* |

Outside the maths lesson – approx. 1hr per week split up as teachers wish, consistent across year groups

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| Daily 10 Fluency Boards Number of the Day | Sheets/ Jotters |
| Fact Fluency + (- )factsX (and related division facts) | In line with the fluency doucments |