



How two weeks of maths may look:

Day/ lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In lesson:	Vocab Previous learning	Fluency	Fluency with change	Problem solving Reasoning	Problem solving Reasoning
Extra things	Number work	Times tables	Recap	Number skills	

Day/ lesson	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
In lesson:	Fluency	Fluency with change	Problem solving Reasoning	Problem solving Reasoning	Open ended investigation lesson
Extra things	Quick reasoning from last lesson	Number work	Times tables	Recap	

Expectations:

Within a typical two week period or unit of maths the expectations are that there would be a range of lessons including arithmetic and reasoning skills being taught to firmly embed each skills. Arithmetic (or fluency) skills will be taught ensuring that they are presented to children in a variety of ways. Reasoning should also be at the heart of each unit of maths, giving children the opportunity to think about mathematical concepts. The objectives for these will be taken from the WRM planning framework but and adapted (if needed) to meet the needs of the cohort.

Good questioning will be used to assess and push children’s thinking with time being given to allow children to think and discuss; it will be also used to extend children’s mental maths skills. Key skills (such as times tables and previous learning) should be revisited constantly to remind child and create links between areas of maths – this can be done through starters or through well planned-out reasoning activities.

Open-ended investigations should be completed to allow children a chance to play with maths.

Throughout a unit of maths we will see:

- Times table practise
- Basic number skills practise
- Mental maths skills being practised
- Vocabulary lists displayed or being used
- Basic fluency lesson (looking at arithmetic questions)
- Modified and varied fluency (arithmetic) questions
- A lesson where children are expected to ‘reason’ with maths. Either through problems or through explanations expected about the maths
- Children being given time to talk about questions
- Maths tool boxes out and being used where appropriate
- Children to be given choice of challenge through ‘Chilli Challenge’ although all classes may not call them this.
- Children to move seats and not always be in seats of ability (when appropriate)
- Recap of previous units/areas to help cement understanding
- Pupils to peer mark and give next steps
- #OFTB (Only for the Brave) style extensions to be used to push on learning.

Interventions:

Regular, intervention is key to allow children to close the gap. Once a knowledge gap has been highlighted, ‘at point in time’ intervention should take place to help support that learning. If required, a planned targeted activity should be set to improve understanding.

Twice Weekly sessions will take place for children who require it with trained professional focussing on small targets.