

# Maths Lesson Pathway

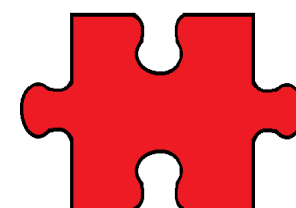
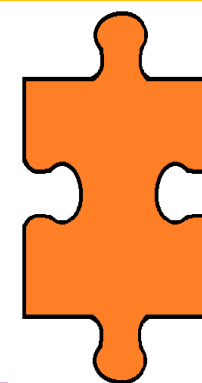
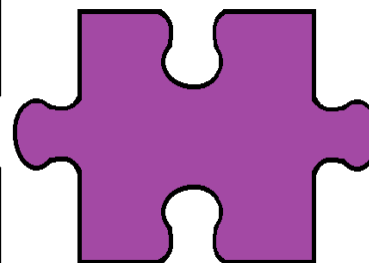
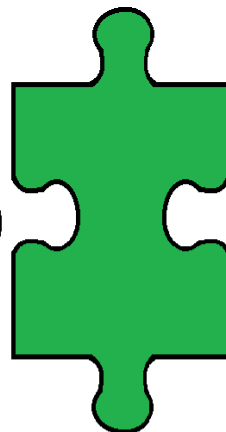
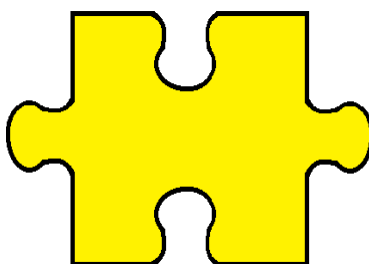
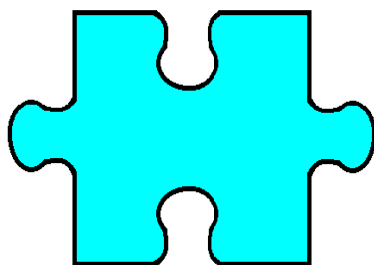
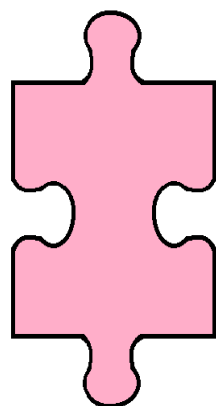
Prior Learning to revisit and retrieve previously taught skills, knowledge or concepts.

Teaching Exposition (I do)

New concepts are modelled using a range of strategies and clear small steps. Sentence stems promote partner discussion, full-sentence responses and accurate mathematical vocabulary.

(You do)

Effective AfL is driven by frequent and precise questioning to assess progress, redirecting learning swiftly. Provide enough time for structured practice of foundational knowledge, particularly in EYFS and Key Stage 1.



Daily counting/ times tables to promote automaticity with number facts.

Introduce L.O, steps to success and unit specific vocabulary. Help to set the context for the lesson.

Practise (We do)

Opportunities to discuss learning with partners. Manipulatives used to explore the concrete, pictorial and abstract approach where necessary..

Scaffolded learning activities linked to the learning objective using high quality resources and effective adult deployment to ensure all children achieve the learning outcome.

It is important to remember that not all children will need to start with concrete learning, This will be dependent on each child's personal learning journey and their understanding of the different mathematical concepts. Concrete equipment may be also used to support pictorial and abstract representations.

Problem solving + reasoning- Children encouraged to explain and justify their thinking (independently and through guided sessions).