

Explicit Maths Lesson Structure

Maths lessons will last for one hour for children in Years 1 to 6. One part will be a 20 - 30 minute Maths skills session where children work more independently practising key skills with an appropriate supporting resource. The other part of the lesson will be a 30 - 40 minute taught Maths lesson where new material is taught and mastered.

Main Maths Lesson 30 - 40 mins (part of the Maths hour)	
I do	Teacher introduces lesson objective - today we are learning how to
	Teacher uses an appropriate concrete resource or pictorial to support understanding of the concept. Teacher explains what they are thinking as they work through the problem (meta cognition) Teacher uses the stem sentence to summarise the learning
	This is followed by modelling the pictorial representation on gridded paper (provided this does not represent cognitive overload - if it does, the pictorial representation will be introduced in the following lesson) Teacher uses the stem sentence to summarise and uses Teacher talk to explain what they are drawing (meta-cognition)
	This is followed by the abstract representation on gridded paper(provided again it does not lead to cognitive overload in one session) Teacher uses the stem sentence to summarise. Teacher links the concrete and pictorial models to the abstract through teacher talk.
	Gridded paper used to show pictorial and abstract work displayed on the working wall to support children when they record.
We do	Using 2 - 3 similar questions to the I do modelled questions, teacher guides children through solving a question in the same way they have modelled to the children. Children use concrete resources or drawings at their table to show their understanding. Teacher guides the children in the use of resources or in how to draw/set out the recording. Children are guided through using the stem sentence orally Teacher listens and watches to spot who needs support/ extension. This is the point where you must adapt the lesson if the children are not understanding. Teacher will identify which children need more support and who may need work from previous steps or year group content in order to be successful.

	Teacher will work through a similar misconception question as the one they will complete in the You do section. Teacher will guide the children to see the misconception using concrete and pictorial methods They will guide chn through writing a PEA. Children supported to use the stem sentence to help them write the E part (explanation)
You Do	Children complete a fluency question matched to the I do and We do. Teacher listens and watches to assess children's understanding. Teachers must respond to what they see and adapt the independent work as needed.
Independent Work	Children work independently using concrete, pictorial and or abstract methods to calculate as applicable. Teacher listens and watches Be specific with the questions to be completed by the time the teacher comes back to check on the child Lower achieving children may be supported to go through the CPA sequence or if needed purely use concrete before being supported to use pictorial method later in the learning sequence Higher attaining children will be challenged to show how they know using C and P rather than completing all work in an abstract manner. Independent work for all children will consist of • 5 fluency questions • 1 misconception • 1 or more Problem solving questions or an open ended investigation Lower achieving children may need to be supported to complete the misconception and problem solving as part of a group.

Maths Skills session : 20 -30 mins (part of the Maths hour)
Children complete maths skills questions which are selected to ensure children have secured the foundational skills. Use of concrete and pictorial models will be used to support understanding of the abstract as needed. Maths skills could be in the form of written recording, paired work and games or practical. Over the course of the week this might include • Work from the previous year group / term as a pre-teach before introducing new skills • All four number operations • Work from the current week/ previous week which needs further practice • Key number skills -

Number bonds (Y1) Number bonds and times tables (Y2/3/4 prime numbers/fraction- decimal/ percentage equivalents/ multiplying by 10/100/1000 etc (Y6)
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Retrieval (10 mins separate to the Maths hour 3 times a week)

In addition to retrieval practise in Maths skills sessions, retrieval will be further bolstered by use of Flashback 4 resource for the year group below in order to retain key foundational skills.
