



# Lesson Structure

At Hoole Primary School we use First4Maths planning documents to support the delivery of the mathematics curriculum. This is the sequence most maths lessons will follow:

## **Review learning from the previous session**

Children could explore their written feedback. Any misconceptions are addressed. Multiple choice question can be used to assess understanding of previous lesson. Based on evidence from the previous lesson, teachers target specific children to develop understanding of previous content.

## **Anchor task**

This will be a problem that is wide enough for children to spend some time exploring. It will require children to work collaboratively whilst teachers facilitate the discussion using targeted questioning to guide learning. When the problem is first introduced, the teacher will guide the children's thinking using the metacognition approaches. They should explore the following questions:

What do we know? What do we want to find out? Have we seen something like this before? What can you use to help? Children will use a range of manipulatives and representations to begin to explore the problem.

Misconceptions and mistakes will be utilised to develop the children's depth of understanding. The teacher will use this time to identify any child who is struggling to achieve the objective.

### **Reflection on anchor task**

In books, children show their thinking in a variety of ways. This could include different representations of manipulatives, informal jottings, written calculations, written reasoning or a variety of ways to solve the problem.

Children who have shown a greater depth of understanding in the anchor task will be encouraged to show their depth of knowledge in their reflection. The teacher will use this time to guide the reflection with those children who struggled to access the anchor task. This should only take a maximum of 5 minutes.

### **Guided Practice**

Any child who has been identified as showing an in-depth understanding of the mathematical structures of the anchor task will move straight on to independent learning to give them time to access a range of greater depth problems later in the lesson. All other children will then work through a range of problems which build on conceptual variation with the support of the teacher.

### **Independent learning**

Children will work independently for this part of the lesson applying what they have learnt at the beginning of the lesson. Different groups will be supported by an adult. This could be to extend learning and develop children's understanding further or to support learning where children may have struggled with the new concept being taught. Any common misconceptions will be addressed immediately with the whole class. The challenges will become progressively more complex but remain focused on the small step that is being explored during that lesson. Teachers will ensure that opportunities for

accessing greater depth problems are made available for all children so that every child can reach their maximum potential.

### **Reflection on the lesson**

The children will be drawn back together to discuss the lesson, identifying any misconceptions. This will feed into the review in the next lesson. This could be the whole class or in small groups.

### **Same day intervention/ pre-teach**

Where children have not achieved the learning outcome or are lacking confidence, a teacher or teaching assistant will use a short-burst intervention to review the learning from the lesson to ensure they are ready for the next small step. Using assessment for learning, teachers identify children who may need a pre-teach. This should happen before the delivery of the next small step.

### **Arithmetic and fluency**

In addition to the daily maths lesson, daily arithmetic practice will take place. This will involve procedural fluency, focusing on number. It is important that children continue to practise these skills to ensure they are not forgotten. This will assist them when they are required to apply these skills in other areas of their maths.