



Teaching on a page - Maths



Maths non-negotiables

<p style="text-align: center;"><u>Working wall</u></p> <ul style="list-style-type: none"> • Topic title or focus - We are learning... • Relevant vocabulary to help children explain work precisely and fluently - include Stem sentences • Examples of methods - concrete, pictorial and/or abstract, WAGOLLS • Things to help us - resources or pictures of resources 	<p style="text-align: center;"><u>Books</u></p> <ul style="list-style-type: none"> • WALT or title (Y2), short date • Days work - live marking (pink to think, green for good) and verbal/written feedback • Now try this - or next steps for children who have completed task • SDI - Same Day Intervention for children who need further support to understand • GL T/TA - to show support - otherwise assumed IL.
<p style="text-align: center;"><u>Homework</u></p> <ul style="list-style-type: none"> • Logins for TTRS and Numbots 	<p style="text-align: center;"><u>Assessment</u></p> <ul style="list-style-type: none"> • End of unit WR assessment • Termly update Eazmag • Ongoing daily assessment - during lesson, address misconceptions, possible SDI

Daily Maths Lessons

Start of lesson

1. Recap prior learning (Flashback 4, mental maths questions) and address misconceptions.
2. Introduce new vocabulary and new learning from WRM or MTC

Explore and **model** new learning.

Children have a go at fluency related to this. CPA

Model problem solving and reasoning.

Children have a go at this and try challenges.

End of lesson

1. Give warning to all children to complete current tasks.
2. Revisit Lesson objective and check for understanding.

