



## Maths non-negotiables

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

## 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.

