

Learning	
Block Intro	
1	Addition concrete phase – calculation policy
2	Addition pictorial phase – calculation policy
3	Abstract – no bridging
4	Abstract – 1 piece of bridging
5	Abstract – 2 pieces of bridging
6	Abstract – 2 pieces of bridging – include VF
7	PS lesson columnar addition
8	subtraction concrete phase – calculation policy
9	subtraction pictorial phase – calculation policy
10	Abstract – no bridging
11	Abstract – 1 piece of regrouping
12	Abstract – 2 pieces of regrouping
13	Abstract – 2 pieces of regrouping – include VF
14	PS lesson columnar subtraction
15	Assessment, Pause & Stretch (3)

Key Principles

- Block Intro sessions simply replace your memory jogger on the first day of a unit.
- Fluency lessons should include manipulatives (and CPA approach in calculating lessons) as you now have the time.
- Fluency lessons do not need to include complex problem solving but do need to finish with a piece of 'thinking' - reasoning or very simple problem to embed it (healthy mix of verbal in pairs on boards and sometimes individual in books so they practice writing explanations).
- **There should be reasoning questions and discussions throughout, e.g. why is this question the same as the last one? How is it different? Is it more difficult? Why? What should I be careful of then?**
- If pupils finish quickly use the *if you are finished* tasks to allow them to stretch themselves so the rest can catch-up. This offers some GD extension within fluency.
- When fluency has been **achieved** via the small steps then you would do **problem-solving lesson**. This should start with a piece of **reasoning** (pairs/solo) that lays the skills for the problem-solving.
- Problem Solving lessons must be **whole** lessons.
- Use our adaptive teaching approach to problems to stretch higher attainers and scaffold lower attainers.
- Two problems in a lesson: one built up in the me, us, you, book way and then a linked one using the same skills done independently so they experience some struggle and planning.
- In an assessment lesson, do the assessment slowly, reading the questions one at a time if necessary. **This is about letting the children do their very best – not just giving them it and off you go (expect older pupils perhaps)**. After the test (20 minutes approx.), give the answers and filter the class into pause and stretch groups and complete those lessons same day.
- **GD** register pupils **must** go out and do **stretch** with an adult during this session along with any pupils who were GD for that strand of maths.
- **Remember a learning step does not necessarily equate to a lesson – it could be lesson; it could be more; it could be less.**