



High Expectations

- Pupils believe they can achieve – they want to learn and enjoy learning maths
- Teacher conveys the message that progress is made through engagement and effort, expects every child to succeed, and is enthusiastic about the learning expected.

Do Now (max 5 mins)	<ul style="list-style-type: none"> • Everyone is engaged in the task, 100% of the time • Everyone experiences success with no taught input • Involve opportunities for pupils to retrieve knowledge and consolidate prior knowledge • Pupils either practice something that will help them later in the lesson or build fluency in a key skill
Transition	<ul style="list-style-type: none"> • All children are chanting/singing as they move between the carpet and the tables • The transition takes less than 30 seconds
New Learning	<ul style="list-style-type: none"> • Everyone says the most important star words • The teacher (and children ideally) model using concrete manipulatives • Everyone uses words and symbols accurately • Everyone is ready to answer questions • Everyone answers in full sentences • Misconceptions are anticipated and incorporated • The Talk Task/Let's Explore task is modelled
Transition	<ul style="list-style-type: none"> • All children are chanting/singing as they move between the carpet and the tables • The transition takes less than 30 seconds
Talk Task/Let's Explore	<ul style="list-style-type: none"> • Everyone is speaking in full sentences • Everyone uses words and symbols accurately • Everyone is manipulating objects when appropriate • <i>Recording is not expected</i>
Transition	<ul style="list-style-type: none"> • All children are chanting/singing as they move between the carpet and the tables • The transition takes less than 30 seconds
Develop Learning	<ul style="list-style-type: none"> • References are made to previously learnt models/ representations/ skills/ concepts • Everyone is ready to answer questions • Everyone answers in full sentences • Everyone uses words and symbols accurately • Misconceptions are anticipated and incorporated • The Independent Task is modelled
Transition	<ul style="list-style-type: none"> • All children are chanting/singing as they move between the carpet and the tables • The transition takes less than 30 seconds
Independent Task	<ul style="list-style-type: none"> • Everyone is engaged in completing the task, 100% of the time • Everyone has access to appropriate concrete manipulatives • Everyone is engaged in learning about the same mathematical concept or skill, with an appropriate amount of scaffolding • Emphasis on understanding and developing fluency, not rushing to 'cover' ideas • Further tasks involve deeper understanding of the same mathematical concept or skill – through solving fewer routine problems, demonstrating using concrete manipulatives/ drawing diagrams, explaining in full sentences or asking their own questions
Transition	<ul style="list-style-type: none"> • All children are chanting/singing as they move between the carpet and the tables • The transition takes less than 30 seconds
Plenary	<ul style="list-style-type: none"> • Could include opportunities to; pupils' reflecting on their learning, addressing any misconceptions, deepening pupils' understanding or extending pupils learning from a different perspective. • Celebrate success and reaffirm that success comes from effort.