



Classroom environment:

Unit of work and key vocabulary to be displayed. Maths displays are working walls and should match the current unit of work. Use pictorial representations to be modelled to support all learners. Flipchart squared maths paper to be used to model correct standard written methods.



Lesson sequence - what does Maths look like at SMQ?

An objective, where possible is split across two lessons:

Lesson 1 - Rapid recap linked to prior learning of unit. Anchor task lesson with small practise steps. I do, we do, you do approach. Task 1 (fluency)

Lesson 2 - Arithmetic rapid recap. Small steps recap of previous lesson. Reasoning and problem solving questions including golden challenge.

Whole class teaching at SMQ follows the mastery approach. Where possible the whole class is introduced to new concept in small steps with teacher inputs followed by guided examples, independent activities and golden challenge questions. Lessons should use manipulatives and pictorial representations to support a deeper understanding and children should be challenged to find patterns.

Long term plan based on Curriculum Prioritisation

https://www.ncetm.org.uk/media/y2di0nmn/cp-overview-years-1-6_08122021.pdf

Please use the above link to access the long term overview plan for each year group.

CURRICULUM PRIORITISATION IN PRIMARY MATHS

A term-by-term framework to support planning and teaching

Assessment

Termly assessment based on questions from NCTEM Curriculum Prioritisation.

Teachers use formative assessment within a lesson and across a unit and amend mapping accordingly.

Weekly arithmetic sessions are completed.

Live feedback should be used in independent activities. This is also to support children not spending too much time on activities/tasks that they have shown clear understanding of.