

Expected maths lesson structure

Focus area	Time	Expectation
Arithmetic	5 mins	Regular practice of key areas in maths – gaps in
Misconception	5 mins	A misconception from previous learning is discussed - open questions are used to get explanations from children.
I do	20 mins	Teachers clearly talk through their thinking and model the strategies the children will need
We do Must ask: How do you know? Why do you think that?		The children get a chance to use the strategy modelled in pairs and teachers use open questions like 'How do you know' to get explanations from children.
Hinge 'You do' (KS2 only)		Children are then tested on the concept being taught and have to solve it independently. Pupils are then moved to support table if they are unsuccessful. Children get some help from teacher before they then have to work independently.
Concept	30 mins	Children solve mathematical problems related to the strategy modelled in the I do and practiced in the we do. Children can have different starting points depending on ability. Work gets progressively harder.
Varied fluency Must be specifically curated for your class		Use ideas from WR as a starting point plus a variety of: <ul style="list-style-type: none"> - empty boxes - different representations EG missing number bar models / missing number part-part-whole models - moving the equals sign - a worded problem
Reasoning Must draw on key recommended resources		<ul style="list-style-type: none"> - deeper thinking - explaining and problem solving - prove it - there can be multiple answers - may involve working systematically Key resources – I See Reasoning / WR / NCETM etc.