

The Structure of a Mathematics Lesson



	Section of the lesson	Description	Where children record this
Flash back	Flashback to previous learning	<ul style="list-style-type: none"> Children answer a reasoning question linked to previous learning. 	Whiteboards/Maths books
	Recap	<p>Recap the previous small step</p> <ul style="list-style-type: none"> Display this on your board. Here you could generate your own question in the style of the last small step seen by the pupils. You can find many suitable questions or representations using White Rose or the NCETM PD materials (often referred to as the Spines) for this. <p>Recap/introduce/display key vocabulary for the session</p> <ul style="list-style-type: none"> Key vocabulary that you wish children to use in discussions should be introduced/displayed. Vocabulary should be displayed with symbols/pictures where possible. 	Whiteboards/Maths books
New learning	Introduce the Anchor (Explore) Task	<ul style="list-style-type: none"> This is found in your MNP textbooks. Accompany this with a Dive Deeper activity. 	Whiteboards/Maths books
	Children discuss and attempt the Anchor Task in mixed ability pairs	<ul style="list-style-type: none"> Manipulatives should be available. Anchor tasks are designed to spark ideas and conversations in a collaborative way. Use concrete representations here (where possible). 	Dive Deeper are to be recorded as <u>DD</u> .
	Time together as a class to discuss the possible solutions to the Anchor Task/ Dive Deeper activity.	<ul style="list-style-type: none"> Time to discuss the task/solution (Master section in MNP textbook), correct misconceptions, develop mathematical vocabulary and explore different representations and methods. Modelling/sharing work regarding the Dive Deeper here will help to scaffold those that need it later. 	
	Introduce and practise the small step as a whole class/in pairs (Dive Deeper activity to accompany)	<ul style="list-style-type: none"> Use appropriate questions from the Guided Practice in the MNP textbook. You may like to add in your own too (in the mastery style), particularly if you have identified a small step not within the Guided Practice). You do not need to use the whole of the guided practice in one go as some questions may be linked to a different small step in learning that you will use later on. Manipulatives should be available at all times. Stem Sentences/vocabulary to be displayed and encouraged to aid all children's discussions and explanations of the mathematical concepts. Review answers together as a class, using different children's working out as discussion points. Make sure different representations and methods used are celebrated and reflected upon. Remember, the answer is only the beginning! 	

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Application	Practise the small step more independently (Dive Deeper activity to accompany).	<ul style="list-style-type: none"> Children now move into their MNP workbooks and work independently. Ensure you have identified where this small step stops (and a new one is introduced). Ask the children to complete the questions within this small step. Manipulatives available throughout. When children have finished all of the questions within this small step, they then attempt the Dive Deeper that you have set. No child should be sat waiting for work (they attempt the Dive Deepers automatically, without being asked to). These questions are marked together as a whole class using a coloured crayon. Misconceptions are addressed. 	MNP Workbook DD activities are written in the blank spaces around the questions, but if there is a clear lack of space you may wish to ask chn to work in their maths book or squared paper (A5) which can be attached.
	Extension activity to stretch pupils even further with their learning (especially in upper KS2).	<ul style="list-style-type: none"> Create an extension activity for those that will finish the MNP questions and the Dive Deeper activities you have set. 	Maths book Sub-heading identifies this in the book.
New learning	Introduce a new small step	<ul style="list-style-type: none"> If there is time, move on to the next small step and repeat the 'New Learning' and 'Application' steps above. 	Whiteboards/ Maths books
Application of new skills to create links	A Challenge	<ul style="list-style-type: none"> This takes place at the end a MNP lesson (remember a MNP lesson may take more than one mathematics session or less). This is for the majority of pupils to have a go at. Whilst the majority of the class attempt the challenge, you may like to use this time to revise any misconceptions/secure knowledge with any students that need it. This challenge will provide pupils with an opportunity to apply their learning in a different context. This challenge may also combine previous learning with more recently acquired knowledge. White Rose, NCETM, TestBase and Nrich are good places to find appropriate challenges, or you can make your own of course. 	Maths books Sub-heading identifies this in the book.