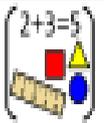


What does a maths lesson at Burford Primary School look like?

 <p>Fluency Prior learning</p>	<p>Build on learning from previous year group or lesson – keep it active in your mind Revisit key skills and language for this lesson</p>
 <p>Anchor</p>	<p>Anchor to a real-life situation – give context to the learning Only if appropriate and it fits</p>
 <p>Let's learn (teach it)</p>	<p>New learning – teaching a key learning point (a small step) Building into a sequence of learning – NCETM or ONA Careful use of representations to deepen understanding – practical or visual</p>
 <p>Stem sentence</p>	<p>New vocabulary is introduced, and the expectation is that staff and pupils will understand and use this throughout the lesson. Stem sentences are used explicitly in NCETM / ONA teaching guidance Expectation is to use full sentences – these can be verbal (repeated), recorded on flipcharts (working walls) or in books – ideally a combination of all of these.</p>
 <p>Talk partners to discuss ideas</p>	<p>Used throughout the lesson. This can also be used during independent time especially to check work. Use the sentence prompts to guide speaking – adults can model these</p>
 <p>Twist it / dig deeper</p>	<p>Apply reasoning skills and think more deeply about the concept / small step taught.</p>
 <p>Independent practice</p>	<p>This might be in small steps with moves back to whole class teaching, or in a longer session, with check-in time (class adults using formative assessment to address gaps or supporting learning.) See model below</p>
 <p>Review</p>	<p>What have we learnt today? Time to mop up, address misconceptions</p>

