

At Tudor Academy:

- Lessons are sequential, small steps and designed to build upon previous learning to ensure mastery of skills
- We follow a CPA approach (concrete, pictorial, abstract) to support children to develop their understanding
- We provide planned opportunities for group talk using correct terminology
- We complete purposeful recording of learning in books
- We use a quick recall approach to develop fluency of key facts
- We ensure there are problem solving and reasoning opportunities to challenge, deepen understanding and develop mathematical thinking
- Teachers model, question and assess progress
- We maximise every learning opportunity in lessons
- Prior-knowledge tests are used pre-unit to ensure children have the pre-requisite knowledge to be successful and gaps addressed where necessary
- Diagnostic tests used post-unit to assess learning that has taken place

Our 7 part lesson structure:

Lesson part:	Content:
Do it now (10 mins)	Consolidate previous learning Eg last lesson, last week, last half term, last year / prior knowledge needed for the unit of learning OR address misconceptions or gaps OR pre-teach
Vocabulary words (5 mins)	Teach new vocabulary Call and repeat words Check for understanding of meaning Ensure all children can use the vocabulary words correctly
New Learning (10 - 15 mins)	Teacher input Teachers give clear explanations Model how to answer questions Opportunities for partner discussions Check pupils' understanding before moving on Correct terminology used CPA approach (concrete pictorial abstract)
Paired Talk Task (5 - 10 mins)	Team work to develop understanding Children use correct vocabulary to work in groups to complete an activity related to LO
Development (10 - 15 mins)	Deepen Understanding

	<p>Develop deeper understanding of the maths concepts in lesson Eg What if...? / Spot the pattern / Show in a different way Extend learning and provide opportunity to think mathematically Problem solving</p> <p>If necessary: identify and address misconceptions</p>
<p>Independent Learning <i>(10 mins)</i></p>	<p>Independent Task: Independent activity to demonstrate understanding of the lesson Teachers support key children Neat presentation (one digit per square, use a ruler, neat crossing out if a mistake) Book work minimum three times a week Fluency and reasoning questions for all abilities Children demonstrate their working out in books Live marking and immediate feedback</p>
<p>Plenary <i>(5 minutes)</i></p>	<p>Quick round-up:</p> <ul style="list-style-type: none"> * Summarise learning * Address any common misconceptions * Pose a question for the next lesson * Children formulate tips to support LO * Children self-evaluate (two stars and a wish)

Autumn Term

w/c	5th September	12th September	19th September	26th September	3rd October	10th October	17th October	24th October	31st October	7th November	14th November	21st November	28th November	5th December	12th December	
Nursery	Number recognition							HALF TERM	Shape							
Reception	Shape and Pattern	Numbers within 6	Numbers within 6	Numbers within 6	Numbers within 10	Numbers within 10	Numbers within 10		RECAP	Number recognition and formation	Number recognition and formation	Number recognition and formation	Addition within 6	Addition within 6		
Year 1	1.1: Numbers and Counting								1.1/1.2 consolidation	1.3: Arithmetic to 20						
Year 2	2.1: Number and Place Value		2.3: The Number Line and Place Value		2.5: Addition and Subtraction*				2.5: Addition and Subtraction	2.8 Multiplication and Division				2.4: Measures		
Year 3	3.1: Numbers and Place Value up to 1000			3.2: Adding and Subtracting with 3-digit numbers			3.3: Calculating with Money and Measures		3.3: Calculating with Money and Measures		3.4: Adding, Subtracting and Comparing Fractions					
Year 4	4.1: Larger Numbers, Negative Numbers and Roman Numerals			4.3: Times tables and Formal Methods for Addition and Subtraction			*Times tables carousel*		4.2: Converting Time		4.4: Rounding and Arithmetic		*Times tables carousel*			
Year 5	5.1: Large and Negative Numbers in Different Formats				5.3: Decimals, Equivalence and Rounding				5.2: Drawing, Measuring and Estimating Angles		5.4: Addition and Subtraction		5.5: Reflection and Translation			
Year 6	6.1: Place Value		6.5: Arithmetical Operations & column addition and sub		6.2: Multiplication and Division				6.3: Using Factors, Multiples and Primes to work with Fractions		6.4: Perimeter, Area and Volume					

Spring Term

w/c	3rd January (4)	9th January	16th January	23rd January	30th January	6th February	13th February	20th February	27th February	6th March	13th March	20th March	27th March	
Nursery	Number recognition					Data Handling			Number Recognition		Time		Money	
Reception	Subtraction within 6	Subtraction within 6	Calendar and Time	Measure	Grouping and Sharing	Shape and Pattern	HALF TERM	Number Patterns within 20	Number Patterns within 20	Doubling and Halving	Doubling and Halving	2D shapes	Shape sorting	
Year 1	1.2: Money and Time			1.5: Recognising and Naming Shapes	1.6: Halves and Quarters			1.7: Position and Movement	Unit 8: Numbers to 50		1.8: Clocks and Time			
Year 2	2.4: Measures		2.2: Time		2.10: Fractions and Equivalence			2.5: Addition and Subtraction (RECAP)	2.6: Calculating with money		2.7: Properties of Shape			
Year 3	3.6: Quick Recall and Use of Multiplication and Division Facts			3.7: Interpreting and Presenting Data		3.5: Using Time Accurately		3.5: Using Time Accurately	3.8: Angles, Lines and Shapes			3.9: Calendars and Time	Consolidation	
Year 4	4.5: Co-ordinates and Plotting		4.6: Solving Problems Using Fractions			*Times tables carousel*		4.8: Decimals, Rounding and Multiplying or Dividing by 10 and 100		4.9: Interpret and Present Data for Calculating		*Times tables carousel*		
Year 5	5.6: Primes, Factors, Squares and Cubes			5.7: Long Multiplication	5.8: Solving Problems Using the Four Operations			5.8: Solving Problems Using the Four Operations	5.9: Using Information from Graphs, Tables and Timetables		5.10: Solving Problems with Measures and Time			
Year 6	6.7: Fractions, Decimals and Percentages			6.9: Converting Measure	6.6: Translations and Reflections			6.14: Angles, Shapes and Solids		6.11: Pie Charts and the Mean and STATS				

Summer Term

w/c	17th April (4)	24th April	1st May (4)	8th May	15th May	22nd May	30th May	5th June	12th June	19th June	26th June	3rd July	10th July	17th July
Nursery	Place Value						HALF TERM	Number Recognition 1 - 20						
Reception	Addition and Subtraction	Addition and Subtraction	Money	Money	Measurements	Counting on		Year 1 maths						
Year 1	1.4: Measuring and Measurements			1.9: Multiplication and Division Using Concrete Objects				Unit 12: Numbers 50 - 100 and beyond	Unit 13: Addition and Subtraction					
Year 2	2.7: Properties of Shape		2.9: Comparing Data		2.11: Movement, Patterns and Shape			2.11: Movement, Patterns and Shape	Consolidation	Unit 15: Calculation Strategies		3.6: Quick Recall and Use of Multiplication and Division Facts / Year 3 learning		
Year 3	3.10: Working with the Four Operations			3.11: Working with Non-Unit Fractions and Small Denominators				Unit 12: Securing Multiplication and Division	Unit 13: Exploring Calculation Strategies and Place Value					
Year 4	4.7: Translations, Reflections, Angles and Shapes			4.10: Perimeter and Area of Rectilinear Shapes		*Times tables carousel*		4.11: Mental Calculations		4.12: Converting Measurements and Money				
Year 5	5.11: Solving Problems with Fractions				5.12: Metric Measurements in Shapes			5.13: Fractions and their Decimal and Percentage Equivalents		5.14: Identifying Shapes		Consolidation/Year 6 Maths teaching		
Year 6	6.10: Accuracy and Proportion (3 weeks to 1)	REVISION		KS2 SATs	6.5: Arithmetical Operations	6.8: Number Problems and Equations		Year 7 learning						

All lessons are subject to change, based on the outcomes of the prior-knowledge and diagnostic tests, and the needs of the children