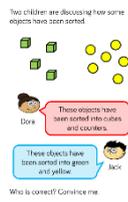
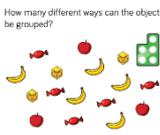


Lemington Riverside Mathematics Lesson Structure

Years 1-6

Section	Components
Verbal Reasoning	<p>Every maths lesson will start with a verbal reasoning challenge, e.g. True or False/ Odd one out/ ___ is my answer. What was my question?</p> <p>During this section, teachers must set the tone for the use of correct mathematical vocabulary, challenging children at all times to use the correct terms.</p> <p>There must be a strong focus on collaborative learning, with children being encouraged to compare answers, discuss methods and question each other's thought process. Often these challenges may have more than one correct answer.</p>
The Big Question	<p>Depending on your maths focus, each lesson during that block will contain a 'big question', with the aim of reciting and revisiting key facts associated with that area. For example, if you were teaching fractions, each lesson would contain the question 'What do you know about <u>fractions</u>?'</p> <p>Partners are given 30 seconds to a minute in their mixed ability partners to recite all known facts. Make sure to experiment with the delivery of this e.g. A game of verbal 'ping pong' where the first person to run out of facts loses/ 'Popcorn' where children are allowed to briefly shout out a fact when the 'arrow points toward them.</p> <p>This Constant repetition has a huge impact on embedding key mathematical facts into long term memory.</p>
Discover and Share	<p>Every lesson starts with a Discover task to get children to solve a problem that aims to generate curiosity. During the Discover section children may use manipulatives to help them understand the maths and explain their method.</p> <p style="text-align: center;"></p> <p>Children will then fed back to the teacher as a whole class and the teacher will use this time to address any misconceptions before independent/partner learning.</p>
Think Together	<p>In this section the class adopts the approach "I do, we do, you do", as children apply the knowledge they have just learned in a series of problems that continue to encourage thinking throughout.</p> <p style="text-align: center;"></p> <p>During this stage, the teacher assesses the children's readiness to tackle independent fluency, and uses a 'ping-pong' style of teaching.</p>
Fluency	<p>Within this section of the lesson, children must be tackling numerical problems accurately and at a good pace. It is essential that fluency is varied, and that the <u>mathematical concept is being taught and not the process. Procedural variation is key.</u></p> <p>Children are not expected to repeat pages of calculations if they have clearly secured the skill that is required.</p>
Reasoning	<p>During this process, children applying logical thinking to a situation to derive the correct problem solving strategy for a given question, and using this method to develop and describe a solution.</p> <p>Put more simply, mathematical reasoning is the bridge between fluency and problem solving. It allows pupils to utilise a now-familiar skill to reach a logical solution.</p> <p>Often, reasoning problems involve children analysing two or more character's answers to a problem and determining which one is correct. Answers to reasoning problems can often involve written responses, with this expectation becoming more prevalent in KS2.</p> <div style="text-align: right;">  </div>
Problem Solving	<p>It's sometimes easier to start off with what problem solving is not. Problem solving is not necessarily just about answering word problems in maths. If a child already has a readily available method to solve this sort of problem, problem solving has not occurred. Problem solving in maths is finding a way to apply knowledge and skills you have to answer unfamiliar types of problems.</p> <div style="text-align: right;">  </div>

