

Expectation	Rationale & Extra Information
Begin every unit by reading through the scheme of learning for that particular unit.	- Even though the premium resources have split the small steps into objectives, it is still important to get an overview of the unit before beginning. - For each small step, there is guidance on expectations, coverage and key questions, as well as examples of questions that can be used in teaching.
Front cover planning sheet to be completed for each unit.	The Trinity Federation cover sheet must be completed at the beginning of each unit. (Emailed to HT and Maths lead) The cover sheet allows teachers to prepare for each unit by highlighting: - Key vocabulary - Manipulatives required - Misconceptions - Children with SEN - Greater depth children - Enabling prompts to allow all children to access learning - Extending prompts to further challenge children - Necessary interventions required
White Rose objectives from the premium resources must be followed in order	- The White Rose curriculum is structured very carefully to ensure that each lesson is a small step from the one before. Therefore, doing lessons from the end of the unit before those at the start will end up causing problems for the children. - There is some flexibility over the amount of time spent on each objective as obviously there will be times when the majority of the class needs to re-visit an objective. However, there must be an awareness of the 'big picture' and a plan for ensuring all of the term's units are completed within the term. This will mean that sometimes objectives will need to be combined/moved to another area of the curriculum in order to ensure coverage. - Not all steps/objectives will take a whole lesson and others might need to be covered over more than one lesson.
White Rose teaching slides must be looked at but can be adapted/not used for teaching	- The White Rose teaching slides show the expected coverage for that objective. They often include a range of visuals and a variety of question types. If we choose not to use this as a basis for teaching the lesson, then the teacher must ensure the alternative is equal in terms of stretch for all attainment groups and does not miss out key manipulatives & visuals. - The videos which match these PowerPoints are an excellent sources of professional development. They can also be left for TAs/supply teachers to show when covering a lesson. Class teachers should not be showing these videos and are expected to lead the main teaching. - The teaching slides all start with a 'get ready' section; this provides practise and revision which is beneficial for all learners at the start of a lesson. It should be a very quick, 5 minute warm up at the start of the lesson. - The teaching slides can be used as they are, edited on PowerPoint or used in other software. Keep in mind that, when transferring into other software, some of the animations will not work and are therefore not as useful when teaching.

Manipulatives must be made available and children taught to use them	- Manipulatives are often used in the teaching slides and children should have access to these. - It is good practice for children to have easy access to manipulatives (maths trugs) and be able to use them as needed. This will only work if they know how to use them.
All attainment levels access a range of activities over the course of a term	- All children, regardless of attainment level, should have access to a range of activities including practical work and discussion. - Some units are better suited to using the worksheets whereas others are easily adapted to include more practical and exploratory activities. Therefore, the balance should be over a term rather than over a week. - The White Rose worksheets include a range of question types. It is important to ensure that, when not using the worksheets, children still get to access a range of questions and representations. - If making your own questions/using other resources, ensure they are structured in a similar way to those on White Rose sheets rather than just being random. If you look closely at the questions on White Rose, the numbers are usually chosen very carefully to build up understanding/encourage children to spot a pattern/lead to a generalisation. This is a very important part of developing understanding and moves away from a push only for fluency. - <u>Worksheets can be cut up into individual questions and stuck into maths books.</u> This is particularly useful on questions which involve explanation or large amounts of working out. If easier/quicker, worksheets can be shrunk to A5 and stuck into books, with children recording their answers underneath. - All children should get access to some problem solving and reasoning. These are not just skills for the higher attaining pupils. Where children do not reach the more challenging questions on the sheets, it is good practice to choose one and look at it together as a class in a plenary.
Lesson structure should be flexible to ensure all learning needs are met	- There is no expectation that every Mathematics lesson should follow exactly the same structure. Different groups of children are likely to need different amounts of time/scaffolding to achieve the same objective and/or complete the same activity. It is important therefore to plan for this. - Where children are already proficient in a skill, they do not need to watch the main teaching and can get straight on with independent work whilst others are taught. This will allow them to be extended/challenged while the rest of the class do their independent learning after the teaching input. - For children working significantly below age related expectations, there will be times when the learning in class is way beyond their current capabilities. When this is the case, they can, after watching the main teaching input (exposure), work on an alternative activity linked to their Mathematics level. This should be discussed with either the Maths lead or the SENCo if it needs to happen regularly.
Daily arithmetic sessions/Maths meetings must take place in Yr1-6 (in addition to the main Maths hour)	- This should be a short activity. Where gaps are identified and re-teaching is necessary (rather than a quick correction), plan this in for another session rather than losing a whole lesson to it. - Flashback 4 or Fluent in 5 can be used in these sessions or other quick pace maths practise. - When these take place will depend on the class/year group. On arrival

	in the morning or straight after lunch have worked well. - In addition, KS1 classes timetable one day a week of arithmetic in the maths hour to teach, revisit and embed calculations regularly.
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