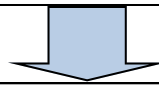


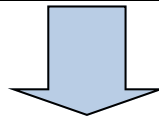
In our way of teaching Maths we aim to build children's mathematical fluency, problem solving skills and reasoning through developing their thinking mathematically.

1. **In focus** - the entire class spends time on a question. The children are encouraged during this time to think of as many ways as possible to solve the question - use explain it, prove it, show it, convince me - **ensure it pulls on previous learning so the children can access it**. Every lesson should start with one an 'In Focus' even if it is a follow on lesson.

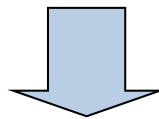


2. **Model the 'in focus'** - pull in children's strategies but lead them clearly down the one you want to teach this session running CPA alongside each other.

3. **Key vocabulary** - for this journey shared and displayed. **Sentence stems** used for 'in focus' and remain on show for the rest of the lesson for children to refer to.



4. **Guided practice** - model the strategy you used to get your answer for the in focus - running CPA alongside each other.



5. **Independent practice** - children should show their understanding of the strategy by showing it in different variations through fluency, reasoning and problem solving.

Choral chanting should happen throughout the lesson.

TTRockstars -
Daily for year 3 and 4
3 times a week for 5 and 6
Summer term in Year 2
10 in 10 -
Twice a week for Year 2, 5 and 6

Rapid recall - daily
These may not happen in your Maths lesson - they can be at any point of the day.

Mental maths strategies are taught throughout the journeys or explicitly as a lesson.