



## Maths Lesson Expectations

	What will we see in lessons?	What will we see in books?
<b>EYFS</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Recap</b> with reference to prior learning in every lesson</p> <p><b>Representation and structure of concepts</b> shown through CPA</p> <p><b>Ping pong approach</b></p>	Evidence in observations
<b>Year 1</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Flashback 4</b> White Rose</p> <p><b>Recap</b> with reference to prior learning in every lesson.</p> <p><b>Pupils using whiteboards</b> for answers to aid teachers' assessment for learning.</p> <p><b>Focus on precise and challenging vocab</b></p> <p><b>Development of stem sentences</b> – 'I say, we say, you say'</p> <p><b>Up to date and 'useful' Working Wall</b> for children to use as support in lessons.</p> <p><b>Mathematical thinking and discussion</b> to reason and problem-solve – through the use of talk partners and whole class discussions – so reasoning and problem-solving is throughout for all, not at the end for some!</p>	<p><b>Adaptation</b> through evidence of manipulatives/scaffolds/extension – in books or in lessons</p> <p><b>Annotations</b> in line with the marking policy to show support/scaffold, e.g. Used a times tables square/number line/multilink/ten frame etc. TA to do this if supporting.</p> <p><b>Going Deeper</b> into extension activities, which demonstrates their use of vocab. We are beginning to develop the use of stem sentences to generalise.</p> <p><b>Extension Activity</b> evident through E in a circle</p>
<b>Year 2</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Flashback 4</b> White Rose</p> <p><b>Recap</b> with reference to prior learning in every lesson</p> <p><b>Pupils using whiteboards</b> for answers to aid teachers' assessment for learning</p> <p><b>Focus on precise and challenging vocab</b></p> <p><b>Development of stem sentences</b> – 'I say, we say, you say'</p> <p><b>Up to date and 'useful' Working Wall</b> for children to use as support in lessons.</p> <p><b>Mathematical thinking and discussion</b> to reason and problem-solve – through the use of talk partners and whole class discussions – so reasoning and problem-solving is throughout for all, not at the end for some!</p>	<p><b>Adaptation</b> through evidence of manipulatives/scaffolds/extension – in books or in lessons</p> <p><b>Annotations</b> in line with the marking policy to show support/scaffold, e.g. Used a times tables square/number line/multilink/ten frame etc. TA to do this if supporting.</p> <p><b>Going Deeper</b> into extension activities, which demonstrates their use of vocab. We are beginning to develop the use of stem sentences to generalise.</p> <p><b>Extension Activity</b> evident through E in a circle</p>
<b>Year 3</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Flashback 4</b> White Rose</p> <p><b>Recap</b> with reference to prior learning in every lesson</p> <p><b>Pupils using whiteboards</b> for answers to aid teachers' assessment for learning</p> <p><b>Focus on precise and challenging vocab</b></p> <p><b>Development of stem sentences</b> – 'I say, we say, you say'</p> <p><b>Up to date and 'useful' Working Wall</b> for children to use as support in lessons.</p> <p><b>Mathematical thinking and discussion</b> to reason and problem-solve – through the use of talk partners and whole class discussions – so reasoning and problem-solving is throughout for all, not at the end for some!</p>	<p><b>Adaptation</b> through evidence of manipulatives/scaffolds/extension – in books or in lessons</p> <p><b>Annotations</b> in line with the marking policy to show support/scaffold, e.g. Used a times tables square/number line/multilink/ten frame etc. TA to do this if supporting.</p> <p><b>Going Deeper</b> into extension activities, which demonstrates their use of vocab. We are beginning to develop the use of stem sentences to generalise.</p> <p><b>Extension Activity</b> evident through E in a circle</p>



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<b>Year 5</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Flashback 4</b> White Rose</p> <p><b>Recap</b> with reference to prior learning in every lesson</p> <p><b>Pupils using whiteboards</b> for answers to aid teachers' assessment for learning</p> <p><b>Focus on precise and challenging vocab</b></p> <p><b>Development of stem sentences</b> – 'I say, we say, you say'</p> <p><b>Up to date and 'useful' Working Wall</b> for children to use as support in lessons.</p> <p><b>Mathematical thinking and discussion</b> to reason and problem-solve – through the use of talk partners and whole class discussions – so reasoning and problem-solving is throughout for all, not at the end for some!</p>	<p><b>Adaptation</b> through evidence of manipulatives/scaffolds/extension – in books or in lessons</p> <p><b>Annotations</b> in line with the marking policy to show support/scaffold, e.g. Used a times tables square/number line/multilink/ten frame etc. TA to do this if supporting.</p> <p><b>Going Deeper</b> into extension activities, which demonstrates their use of vocab. We are beginning to develop the use of stem sentences to generalise.</p> <p><b>Extension Activity</b> evident through E in a circle</p>
<b>Year 6</b>	<p><b>Warm up</b> in every lesson</p> <p><b>Flashback 4</b> White Rose</p> <p><b>Recap</b> with reference to prior learning in every lesson</p> <p><b>Pupils using whiteboards</b> for answers to aid teachers' assessment for learning.</p> <p><b>Focus on precise and challenging vocab</b></p> <p><b>Development of stem sentences</b> – 'I say, we say, you say'</p> <p><b>Up to date and 'useful' Working Wall</b> for children to use as support in lessons.</p> <p><b>Mathematical thinking and discussion</b> to reason and problem-solve – through the use of talk partners and whole class discussions – so reasoning and problem-solving is throughout for all, not at the end for some!</p>	<p><b>Adaptation</b> through evidence of manipulatives/scaffolds/extension – in books or in lessons</p> <p><b>Annotations</b> in line with the marking policy to show support/scaffold, e.g. Used a times tables square/number line/multilink/ten frame etc. TA to do this if supporting.</p> <p><b>Going Deeper</b> into extension activities, which demonstrates their use of vocab. We are beginning to develop the use of stem sentences to generalise.</p> <p><b>Extension Activity</b> evident through E in a circle</p>