



The Maths Sequence Flow Chart

All maths units will follow the White Rose Maths Hub (WRMH) scheme of work.

The flow chart below identifies how maths lessons will be structured.

	Teaching Sequence	Possible teaching activities
1.	Explore – an activity to engage children with the day’s learning.	Practical activity linked to previous learning or the day’s LO. Question of the day, Barvember, Flashback cards (see White Rose Maths Hub website)
2.	Share and reflect on the LO.	Talk about the LO with pupils so they are clear on what they are learning. Pupils rate how confident they are feeling about the LO.
3.	Show - Do – Discuss.	Using the WRMH small steps resources teachers show a question problem and pupils complete and then discuss. Practical equipment to support concrete and pictorial representations and build understanding. Talk partners. Independent work in books.
4.	Independent work.	Varied Fluency questions. Reasoning and Problem Solving questions. Practical equipment to support. Guided work with an adult.
5.	Plenary	Complete a question linked to the learning. Discussion with partners about the learning. Self/peer marking. Reflection identifying confidence with their learning.

Each Maths unit will contain:

Small Steps.

The objectives in each unit are broken down into a series of carefully planned small steps. Teaching is taught in a specific order to gradually develop children’s understanding of a mathematical concept.

Mathematical Talk.

Pupils will be asked questions to unpick the structure of maths and deepen understanding. Pupils will be provided with STEM sentences to help them develop their mathematical language so that when they talk about maths they are developing vital mathematical language that helps them to explain their ideas.

Practical Enquiry.

Pupils will explore with concrete and pictorial equipment at the beginning of each unit to embed an understanding of mathematical concepts. Practical equipment is used throughout each lesson to support pupils when necessary.

Varied Fluency.

Varied Fluency contains concrete, pictorial and abstract methods of developing children’s skills. The range of methods allows teachers to break down a small step into smaller chunks of modelling over one or more lessons.

Reasoning and Problem Solving.

Reasoning and Problem solving allows pupils to apply their understanding of a particular small step or mathematical concept. Pupils may be given whole sessions to explore and investigate closed and open ended problems.