

## Wicklewood Maths Lessons

1. Clear **learning objective** which links to L/M/STPs.
2. So that children **know and remember more** begin lesson with 3 questions (Learning from last term, last week and last lesson)
3. Highlight key **vocabulary** (3 max) which adults and children use throughout.
4. Explicitly reference which part(s) of the **CPA** approach will be used to achieve the lesson objective. Reference these throughout the lesson.
5. **Make connections** by referencing previous learning/other areas of maths which will support the children with their new learning.
6. Input for 'new learning' using a **variety of approaches/pedagogies** (My turn/your turn/Secret teacher/Same/Different etc)
7. **AFL** throughout input using questioning/whiteboards/mini plenaries etc
8. Independent/paired practice or application of skill with regular opportunity (**fluency, problem solving and reasoning**) to solve unfamiliar **problems, to reason mathematically, to think logically and to work systematically.**
9. Children have access to and are independently using a variety of **core manipulatives**, images, models and representations to support their learning at any stage of the lesson.
10. Careful **task design** (low threshold/high ceiling) to ensure **ALL** children access and are successful with learning outcomes e.g. adjustments/scaffolds for children with **SEND** and suitable **challenge** for more able learners.