









What does a maths lesson at Burford Primary School look like?

 Fluency Prior learning	Build on learning from previous year group or lesson – keep it active in your mind Revisit key skills and language for this lesson
 Anchor	Anchor to a real-life situation – give context to the learning Only if appropriate and it fits
 Let's learn (teach it)	New learning – teaching a key learning point (a small step) Building into a sequence of learning – NCETM or ONA Careful use of representations to deepen understanding – practical or visual
 Stem sentence	New vocabulary is introduced, and the expectation is that staff and pupils will understand and use this throughout the lesson. Stem sentences are used explicitly in NCETM / ONA teaching guidance Expectation is to use full sentences – these can be verbal (repeated), recorded on flipcharts (working walls) or in books – ideally a combination of all of these.
 Talk partners to discuss ideas	Used throughout the lesson. This can also be used during independent time especially to check work. Use the sentence prompts to guide speaking – adults can model these
 Twist it / dig deeper	Apply reasoning skills and think more deeply about the concept / small step taught.
 Independent practice	This might be in small steps with moves back to whole class teaching, or in a longer session, with check-in time (class adults using formative assessment to address gaps or supporting learning.) See model below
 Review	What have we learnt today? Time to mop up, address misconceptions

