

Dallimore maths lesson structure

Retrieval practice

Flashback 4 - children revisit previously taught concepts. If children have finished, further questions should be provided based on what the children have already covered during the year.

Teacher modelling

'My turn'

Teacher modelling and explanations. Concrete and visual representations used at this point.

Whole-class participation and checking for understanding is a focus as all children need to understand the concept to be ready for the next small step.

Guided practice

'Your turn'

Children tackle a range of questions working with the teacher:

During this time, there is an emphasis placed on checking for understanding and whole-class participation.

Independent practice

Children tackle a range of questions independently in order to develop fluency.

Challenge

Rapid-graspers are provided with further challenges e.g. True/False, < > or = or other tasks based on WRMH curriculum.

Deep dive challenge

Daily reasoning and problem-solving tasks are planned to ensure that children

Scaffolds to include a modelled example followed by a similar problem.

Top tips to tackle the problem.

Small steps are followed so that children can build on previously learnt material.

These small steps are regularly revisited through arithmetic sessions or Flashback 4s. This provides teachers with the opportunity to address any gaps that might arise. Afterschool tutoring is also in place in UKS2 to address any gaps and ensure that children leave our school well-prepared to succeed in the next stage of their education.

Repeated practice is essential to develop procedural fluency and conceptual understanding - small steps might take more than one lesson to teach and ensure that children are fluent in that small step.