

**Fluency** - retrieval and revisiting previous learning following a cyclical programme to embed declarative, procedural and conceptual understanding.

Key components are:

Declarative knowledge: “Sticky facts” (Specific number facts or formulae using targeted retrieval to achieve automaticity).

Procedural knowledge: Rehearsal of systematic methods in line with calculation policy to achieve accuracy and efficiency in calculating.

Conceptual understanding: Focus on underlying structures and relationships to achieve good ‘number sense’.

**Reconnect to old learning** - recap learning from previous lesson using retrieval practise to ensure a secure foundation for next step

**New Learning** - Teaching of new knowledge in small steps taken from pyramid planning. Next steps taught making explicit the links with pyramid planning on the working wall. Clear modelling using procedures and representations consistent with the calculation policy with explicit focus on teaching misconceptions throughout. Opportunities for purposeful practise using variation to deepen understanding.

**Twist**

Opportunities to practise a new procedure/concept where questions are given a ‘twist’. The ‘twist’ will expose misconceptions, develop and provide opportunities to explain reasoning.

**Deep Dive**

Problem solving opportunities:

Using strategies, procedures already learned in a new context.

Opportunities to explore and explain concepts, procedures, patterns and relationships.

Opportunities to deepen conceptual understanding and to ‘generalise’

**Evaluate** - link to next lesson and end point.

**Blackwater Maths Lesson Outline**

This outline is to ensure that ALL maths lessons at Blackwater School have a consistent approach that embeds previous understanding of concepts, procedures and knowledge whilst creating the environment and opportunity for new learning.

