



Beaconside Primary and Nursery School
Maths Lesson Structure

Part	Purpose	Notes	Assessment Opportunity
1. Fluency Task	Accuracy, efficiency and flexibility. Children who are fluent have the flexibility to select efficient strategies depending on the question and the context. They are more likely to be accurate. When children are not fluent, they can spend a lot of time and effort working through each small step of a calculation or problem and are likely to make mistakes.	KS1- Fluency Bee (WRM - whiteboard responses) KS2 – Flashback 4 or own (last lesson, last week, last month, last term or year) recorded in Fluency Book and possibly transferred to whiteboard for ‘show me’.	KS1 – individual responses are observed by an adult to inform next steps and identify misconceptions. KS2 – pupils self-mark and teacher to observe every set of responses to inform next steps and identify misconceptions.
2. Revisit	The principle essentially relates to the concept of working memory. As our cognitive load is quite small, if we don’t review previous learning, then the effort of trying to remember old information will get in the way of learning new information. By devoting time to revisit previous learning, pupils will ultimately perform better. This is because they will develop a more in-depth understanding of content, make connections between topics, and enhance their critical thinking skills.	Identify a skill already taught that will be needed in the lesson. 2-3 practice questions answered on a whiteboard. Self-mark and pupils share with ‘show me’. A short and pacy session.	Every individual response needs to be observed to inform next steps and identify misconceptions.
3. Teach	Explicit Teaching (Part 1) – ‘I do’. This puts the teacher as the expert in the classroom. It is teacher-led and includes exposition, explanation, modelling, demonstration and instruction. It lies at the heart of good teaching as the teacher fully and clearly explains ideas and concepts to students in small steps to help form effective mental models.	WALT shared with pupils. Range of representations (practical/pictorial etc). Clear modelling. Use of visualiser. Clear and unambiguous language Emphasis on vocabulary. Use of ‘sentence stems’. Teacher is the expert and ‘doing the work’ teaching skills and concepts	An opportunity for pupils to self-assess their understanding so far and identify gaps in knowledge.



		<p>in small steps</p> <p>Anticipation of and planning for common misconceptions</p> <p>Highlighting essential content and removing distracting information.</p> <p>Success Criteria shared and referred to during instruction.</p>	
4. Practice	<p>Explicit Teaching (Part 2) – ‘We do’.</p> <p>This serves to provide structured support and feedback as pupils begin to practise new skills or concepts alongside the teacher. This phase bridges the gap between the teacher's initial modelling (I Do) and the students' independent practice (You Do), ensuring a smooth transition and maximising learning.</p>	<p>WALT and success criteria referred to throughout.</p> <p>Present 2 – 3 questions for pupils to practise the skill modelled in the previous section – to be completed on whiteboards.</p> <p>This is the bridge between ‘I do’ and ‘You do’ (guided).</p>	<p>Every individual response needs to be observed to inform next steps, identify misconceptions and decide on flexible groupings for the next stage. Questioning toolkit should be used to explore and extend understanding and misconceptions.</p> <p>This is also an opportunity for feedback.</p>
5. Independent Task	<p>Explicit Teaching (Part 3) – ‘You do’.</p> <p>The "You Do" or independent practice component allows students to solidify their understanding and build fluency with the new skill or concept by applying it independently. This phase is crucial for moving the learned material into long-term memory and freeing up cognitive space for more complex tasks.</p>	<p>Three stages of challenge:</p> <ul style="list-style-type: none"> • Do it – fluency questions using varied representations • Secure it – reasoning using variation in representations • Deepen it – more complex reasoning, problem solving and thinking ‘outside of the box’ using variation in representations. <p>Pupils working below ARE should work on the same or a similar/linked WALT with scaffolding</p>	<p>This is where timely feedback is provided (against the success criteria) and various formative assessments used to gauge understanding. This includes asking questions, observing pupil performance, and analysing their work to ensure they grasp the concepts and can apply them independently.</p>



		<p>and/or additional adult support. Some independence should be evident and scaffolds/support reduced over time.</p> <p>This could be an opportunity for think, pair share/talk partners/collaborative learning as well as an individual task.</p>	
6. Consolidation	<p>This captures all previous learning in a single activity so that both teachers and pupils can identify and address any learning gaps and for teachers to plan next steps.</p>	<p>True or False. Apply their knowledge from the day to a calculation / problem. Include some reasoning and explanation.</p> <p>Whiteboards and/or questioning to be used to complete.</p> <p>A good opportunity for think, pair share/talk partners/collaborative learning.</p>	<p>A final opportunity through questioning and observation of pupil's performance to assess learning and identify misconceptions.</p>