

Learning Steps

Block Intro

1	Addition bridging 10 – make 10 and then (adding with 9)
2	Addition bridging 10 – make 10 and then (adding with 8)
3	Addition bridging 10 – make 10 and then (adding with 7)
4	Addition bridging 10 – make 10 and then (adding with 6)
5	Addition bridging 10 – make 10 and then (mixed)
6	Adding three addends including commutativity
7	Subtract bridge 10 – get back to ten and then
8	Subtract bridge 10 – get back to ten and then
9	Subtract bridge 10 – get back to ten and then
10	Subtract bridge 10 – get back to ten and then
11	Subtract bridge 10 – mixed practice
12	Calculate the difference across 10
13	Calculate how much more across 10
14	Fact Families Within 20
15	Bonds to 100
16	PS Lesson: calculations with 20 (bridge 10) (more than one possibility)
17	Concrete phase of calculation policy no regrouping
18	Pictorial phase of calculation policy no regrouping
19	Abstract phase of calculation policy no regrouping
20	Concrete phase of calculation policy with regrouping
21	Pictorial phase of calculation policy with regrouping
22	Abstract phase of calculation policy with regrouping
23	Abstract phase of calculation policy with regrouping (further practice)
24	PS Lesson: TO + TO (more than one possibility)
25	Concrete phase of calculation policy no exchange
26	Pictorial phase of calculation policy no exchange
27	Abstract phase of calculation policy no exchange
28	Concrete phase of calculation policy with exchange
29	Pictorial phase of calculation policy with exchange
30	Abstract phase of calculation policy with exchange
31	Abstract phase of calculation policy with exchange (further practice)
32	PS Lesson: TO – TO (more than one possibility)
33	Assessment
34	Pause & Stretch
35	PS Skills Lesson: working systematically

Key Principles

- Number formation must be every day in Year 1.
- Bar modelling to be used in all units where possible.
- Block Intro sessions replace mental maths/retrieval on the first day of a unit and give a reason to the learning or children.
- Lessons follow agreed school LDM with reasoning throughout and as a set task to finish.
- **Proper problem-solving is dealt with in dedicated lessons.**
- **Assessments will be given proper time and be immediately after the unit.**
- **Pause will be led by teacher and 'stretch' will be independent GD problems with afternoon follow-up by teacher.**
- A learning step does not necessarily equate to a lesson – it could be lesson; it could be more; it could be less. Slow down to speed up – it takes as long as it needs for all to have learn – not just be taught. If some need more, trim others.