

Learning Steps	
Block Intro	
1	Addition concrete phase (no regroup and regroup) – calculation policy
2	Addition pictorial phase (no regroup & regroup) – calculation policy
3	Abstract – no regrouping
4	Abstract – 1 piece of regrouping
5	Abstract – 2 pieces of regrouping
6	Abstract – mixed
7	<b>PS Lesson: columnar addition (more than one possibility)</b>
8	subtraction concrete phase (no exchange and exchange) – calculation policy
9	subtraction pictorial phase (no exchange & exchange) – calculation policy
10	Abstract – no exchanging
11	Abstract – 1 piece of exchanging
12	Abstract – 2 pieces of exchanging
13	Abstract – mixed
14	<b>PS Lesson: columnar subtraction (multi-step)</b>
15	<b>Assessment</b>
16	<b>Pause &amp; Stretch</b>
17	<b>PS Skills Lesson: trial &amp; improvement</b>

### 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.**
- **Y3 children to do Y3 tests and Y4 children to do Y4 tests.**
- **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 learnt – not just be taught. If some need more, trim others.