

Learning Steps

Block Intro

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| 1 | Recognize equal groups and make equal groups |
| 2 | Add equal groups |
| 3 | Calculation Policy concrete – multiplication & record as number sentences |
| 4 | Calculation Policy pictorial – multiplication & record as number sentences |
| 5 | PS Lesson: multiplication (rules and patterns) |
| 6 | Make equal groups – sharing and record as number sentences |
| 7 | Make equal groups – grouping and record as number sentences |
| 8 | PS Lesson: division (real-life word) |
| 9 | X2 table |
| 10 | Divide by 2 |
| 11 | Doubling and halving |
| 12 | Odd and even |
| 13 | X10 table |
| 14 | Divide by 10 |
| 15 | X5 table |
| 16 | Divide by 5 |
| 17 | Assessment |
| 18 | Pause & Stretch |
| 19 | PS Skills Lesson: working collaboratively |

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 learnt – not just be taught. If some need more, trim others.