

Learning Steps	
Block Intro	
1	Common Factors
2	Simplifying
3	Common multiples
4	Comparing & ordering fractions
5	PS Lesson: common denominators (visual)
6	Practical Lesson: equivalent fractions
7	Fraction wall equivalent fractions
8	Equivalent fractions through simplifying down
9	Equivalent fractions through scaling up
10	Multiply fraction by whole within whole including commutativity
11	Multiply fraction by whole beyond whole including commutativity
12	Multiply improper by whole and convert
13	Multiply mixed by whole (no crossing whole)
14	Multiply mixed by whole (crossing whole)
15	Divide a fraction by integer (numerator-divisor match)
16	Divide a fraction by integer
17	PS Lesson: multiplying and dividing fractions (multi-step)
18	Adding fractions with different denominators
19	Adding mixed numbers with different denominators
20	Subtracting fractions
21	Subtracting mixed numbers
22	PS Lesson: adding and subtracting fractions (real-life / multi-step)
23	Fraction and decimal equivalence to tenths
24	Fraction and decimal equivalence to hundredths
25	common fraction decimal equivalence
26	FD Equivalence Via Dividing
27	Percentages of amounts multiples of 25%, 50%, 75%
28	Percentages of amounts multiples of 10%
29	Percentages of amounts multiples of 5%
30	Percentages of amounts 1%
31	Most efficient method for percentages
32	PS Lesson: percentages of amounts (multi-step / multi-domain)
33	Assessment
34	Pause & Stretch
35	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.