

Learning Steps

Block Intro

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| 1 | Count in 2s |
| 2 | Make arrays of 2s and link to doubles – record as repeated addition and x |
| 3 | Count in 10s |
| 4 | Make arrays of 10s – record as repeated addition and multiplication |
| 5 | Count in 5s |
| 6 | Make arrays of 5 – record as repeated addition and multiplication |
| 7 | Division by sharing |
| 8 | Division by grouping concrete |
| 9 | PS Lesson: multiplication & division (rules and patterns) |
| 10 | Assessment, Pause & Stretch |
| 11 | PS Skills Lesson: finding starting points |

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.