

Example of Mathematics Planning Format for Gap task, Multiplication and 5-part lesson. (September 2021)

Year Group:		Teacher:		TA:	
Area of Learning:		Week Beginning:			
RAPID RECALL:		YEAR GROUP EXPECTATIONS:			
GAP TASKS	<p>Teacher Guided (20 minutes)</p> <p>Children are grouped according to gaps in learning from previous year groups tracking, non- negotiables, end of term assessments. Refer to ready to progress criteria. (NCETM) All groups may be working on different concepts depending on diagnostics.</p>	Times Tables Rock Stars	TA Guided (20 Minutes)	Times Tables Rock Stars	
	<p>Times Tables Rock Stars</p> <p>Children should be working on appropriate tables set by the teacher based on AfL from 99 Club.</p>	Teacher Guided (20 Minutes)	Times Tables Rock Stars	TA Guided (20 Minutes)	

Date	99 CLUB (Assessment for Learning) Children need to know and be able to discuss which tables they need to work on. This now becomes part of their weekly homework and the work set on TT Rock Stars for gap tasks.	RAPID RECALL and REASONING (Year Group Expectations)	
MULTIPLICATION LESSON	TEACHING and REFINING (based on year group expectations) WALT: e.g. Round the World Games Pendulum Games Counting Stick Times Tables Rock stars ICT http://www.topmarks.co.uk/maths-games/7-11-years/times-tables http://resources.woodlands.kent.sch.uk/maths/timestable/tricks.html#6	INDEPENDENT PRACTICE (based on AfL from 99 Club) e.g. Worksheets http://www.timestables.me.uk/printable-pdf-quiz-generator.htm http://www.primaryresources.co.uk/maths/mathsC2.htm Text books ICT games http://www.timestables.me.uk/ http://primaryhomeworkhelp.co.uk/maths/timestable/index.html www.mathsisfun.com/timestable.html	REVIEW: Check and Correct <ul style="list-style-type: none"> • Self • Peer • Whole class TA complete feedback sheet.
	Support Adult/ Resources etc.	Extension – Reasoning/Deeper Learning	

Names of Children for AfL of the session. (Orange and green and any appropriate annotations)

Date	<p>REVIEW AND DO: Teachers consolidate and revisit prior learning.</p>	<p>LEARNING HOOK: (Range of reasoning questions and problems – Conjecture.) Initial Practice i.e. teach through children’s work.</p> <ul style="list-style-type: none"> ○ Children work ind. or in small groups whilst adults rotate the tables and AfL. 		
FIVE PART LESSON	<p>DIRECT TEACHING AND REFINING: (from LEARNING HOOK)</p> <p>WALT:</p> <ul style="list-style-type: none"> • Display their attempts from the Learning Hook and unpick misconceptions or errors. • Model appropriate approaches and strategies (refer to visual calculation policy where appropriate) <p>FLUENT with CALCULATIONS</p> <ul style="list-style-type: none"> • Variation – how can we adapt it to different learning styles and abilities? <p>CPS</p> <ul style="list-style-type: none"> • Making connections between concepts <p>MEASURES/FRACTIONS/TIME</p>	<p>INDEPENDENT PRACTICE (text book/w sheet) (AfL)</p> <p>WILF:</p> <ul style="list-style-type: none"> • Independent use of variation • Making Connections <p>Differentiation</p> <ul style="list-style-type: none"> • CPS. • Enabling table with range of resources. • Working wall 		<p>REVIEW:</p> <p>Check and Correct</p> <ul style="list-style-type: none"> • Self • Peer • Whole class <p>TA complete feedback sheet.</p>
		<p>Support Adult/ Resources etc.</p>	<p>Deeper Learning Reasoning and Problem Solving</p>	

Names of Children for AfL of the session. (Orange and green and any appropriate annotations)